COMMON TRAINING

PHASE FIVE

INSTRUCTIONAL GUIDE

SECTION 2

EO C501.02 – REFLECT UPON INDIVIDUAL GLOBAL CITIZENSHIP

Total Time: One session = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO C501.02 (Reflect Upon Individual Global Citizenship) located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4.

Self-study packages are intended to be completed by the cadet independently. More information about self-study packages can be found in the foreword and preface.

Review the lesson content and become familiar with the material prior to facilitating this lesson.

Gather the required resources:

- a copy of the self-study package located at Annex A for each cadet;
- a globe or a digital or hard-copy world map;
- a national newspaper or printout of current international news stories; and
- a pen or pencil.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to reflect upon global citizenship at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have reflected upon individual global citizenship.

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IMPORTANCE

It is important for cadets to reflect upon individual global citizenship because globalization affects daily choices in all aspects of their life. It will help them recognize, as they move into adulthood, the competitive challenge created by globalization in all aspects of Canadian life.

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SELF-STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self-study package is to have the cadet reflect upon individual global citizenship.

RESOURCES

- Self-study package,
- A globe, or a digital or hard copy world map,
- A national newspaper or a printout of current international news stories, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self-study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self-study package located at Annex A, a map of the world or globe, a national newspaper or printout of current international news, and a pen / pencil.

2. Allow the cadet 90 minutes to complete the self-study package.

3. Provide assistance to the cadet as required.

4. Collect the self-study package once the cadet has finished.

5. Correct the self-study package. There is no “right” answer—look for evidence of reflection and understanding of the subject, and be prepared to correct any misconceptions.

6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).

7. Return the completed self-study package to the cadet for their future reference.

8. Upon the completion of the self-study package, record the result in the cadet's log book and training record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self-study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

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METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Globalization is an ongoing phenomenon that affects all aspects of daily living, is most likely irreversible and will continue at an increased pace. Whether they realize it or not, everyone is a global citizen with a collective responsibility to ensure that the effects of globalization are beneficial—for Canadians and the world at large.

INSTRUCTOR NOTES / REMARKS

Nil.

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GLOBAL CITIZENSHIP

Your place in the world



SECTION 1: WHAT'S GLOBALIZATION, AGAIN?

SECTION 2: BECOMING A GLOBAL CITIZEN

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Instructions

Read over some of the news stories you have been given. Then read each section of this exercise and answer the questions in the space provided. You don't have to write out your answers in full sentences—you can answer in point form, by drawing a chart, or by making a mind map. You can also include appropriate illustrations with labels to help convey your ideas if you wish. See below for examples.

Q. What do you like about cadets and why?

Point form:

- Summer training and activities, because I get to meet new friends.

- Travelling, because I get to see different places.

- Mess food ☺ - it tastes good (usually) and it's free.

- New experiences because I get to tell my friends at school about it.

- Marksmanship because it's something I couldn't do anywhere else.

- Sports – I can stay in shape and I like the teamwork.

Mind Map:

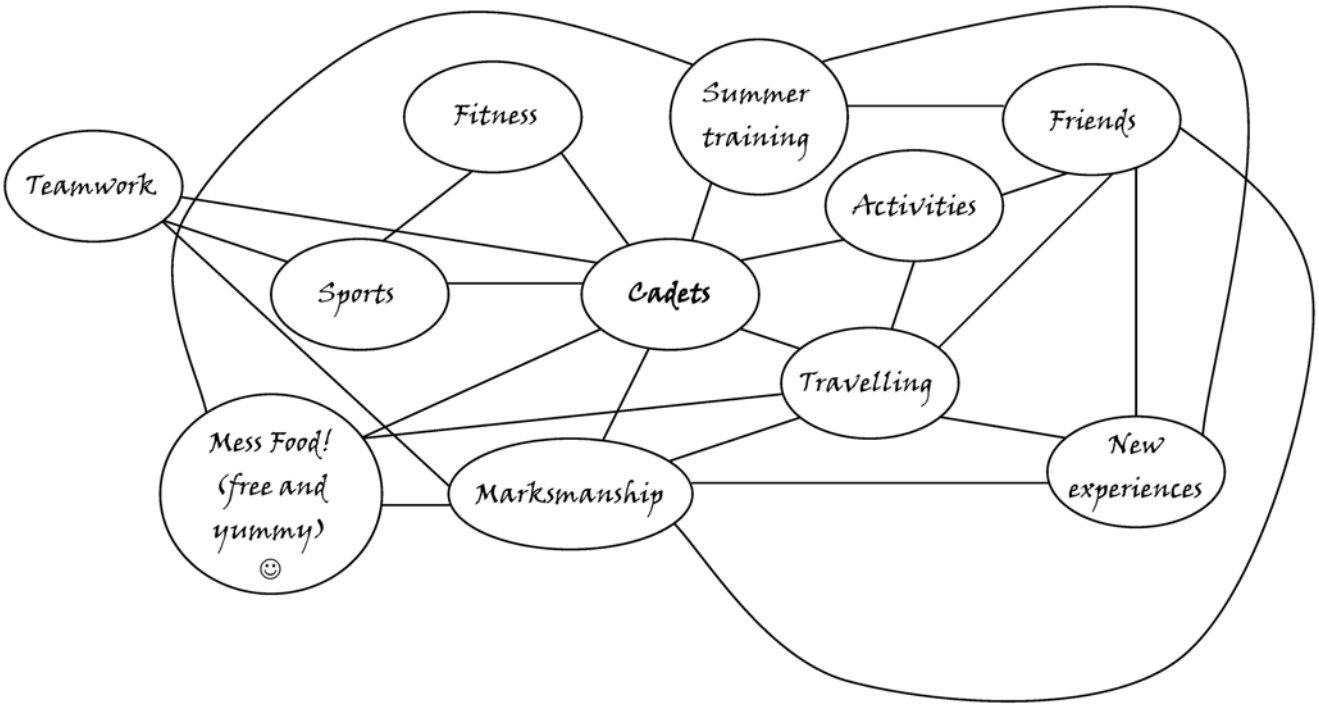

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Table:

What I like	*Why*
Travelling	*New friends and experiences*
Summer Training	*New friends and experiences*
Sports	*Fitness, teamwork*
Marksmanship	*Can’t do it anywhere else*
Mess food	*Free and tasty*

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SECTION 1
WHAT'S GLOBALIZATION, AGAIN?

INTRODUCTION

There was a time, not that long ago, when it took days to travel between one community and the next, when the only way to deliver a message was in person or in a letter, and when almost all the food people ate and the things they used came from their immediate geographic area.

Things have changed.

Today people can communicate instantly even if they're hundreds of miles apart, retrieve information from international online libraries and databases, and buy songs recorded on the other side of the globe—all with a tiny gadget that fits in a pocket. We can travel from Toronto to China in a matter of hours, and bring in fresh food and other products from almost anywhere on Earth.

Knowledge and ideas are shared more easily than ever before, across great distances and cultural barriers that would have once made such sharing impossible. Education is available to more people—a teacher can deliver a lesson to students in another country via new communications technology, and even check their homework afterwards!

We are also becoming more interdependent with other countries around the world. We rely on them for goods and services, and they rely on us. As a result, what happens in one country can affect people everywhere.

All of this is part of a phenomenon called **globalization**.

> *"[G]lobalization refers to the trend toward countries joining together economically, through education, society and politics, and viewing themselves not only through their national identity but also as part of the world as a whole. Globalization is said to bring people of all nations closer together, especially through a common medium like the economy or the Internet."*
>
> *- WiseGeek.org*

Specifically, globalization refers to the efficient movement across international borders of:

- goods, services and money,
- people (labour), and
- knowledge (technology).

People talk about three aspects of globalization: economic, political and cultural. Each has an impact on us.

Like it or not, we're not just Canadian citizens anymore. We're global citizens, part of a much bigger picture. But not everyone is a responsible global citizen.

As a leader, you can inspire other people to become better citizens of the world. This package will help you get started.

So… what's globalization got to do with me?

Most young adults in Canada have grown up surrounded by digital media that provide easy access to the world around us. Every day we use products from countless other countries without even realizing it, and embrace cultural influences from around the globe. It's not at all unusual for a Canadian teen to read Japanese manga, listen to Korean pop music, watch television shows from Europe, the U.S. or Australia, wear clothes made in China and eat food from India or South America, all in a single day.

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Even as we become more connected to the world, however, Canadians—especially young Canadians—are often accused of being disconnected, from the world and from our role in it.

Technology brings us closer together, but it also sometimes serves to isolate us. Have you ever been on a bus or in a crowded place, totally in your own world because you were listening to music, playing a game or communicating with a friend? It's nice to be able to tune out what's around us, but do we sometimes tune out too much?

Teens and young adults are often criticized for being out of touch, absorbed with ourselves or with pointless trivia. This line of thought holds that young people don't keep up with the news, and have no idea what's going on in the rest of the world, or even in their own country. Young people are major consumers, yet have no real concept of where their food, clothing, gadgets, fuel and ideas come from. They want to ride in the canoe, but they don't help paddle, and they don't pay attention to where they're headed.



Do you believe these opinions about youth and globalization are accurate? Why or why not?

ECONOMIC GLOBALIZATION: WHERE IN THE *WORLD* DID YOU GET THOSE SHOES?

Do you know where your stuff comes from? Chances are you have a man in the Caribbean to thank for your morning pastry, a child in Pakistan to thank for your running shoes, and a woman in Bangladesh to thank for those stylish jeans. Economic globalization means that goods and services (and the money to pay for them) are exchanged readily between different nations, even those that are far apart. It also means that we depend on other nations far more than we once did, and they depend on us.



Make a list of things that you use or eat on a regular basis that are made here in Canada.

How long is your list? Was it difficult to make? Sometimes even things we consider to be Canadian are actually made from ingredients that come from somewhere else. Check out the list below—you might be surprised! As you read, try to pinpoint each country on your map or globe.

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Clothing

- **Shirts.** Shirts and other clothing made of cotton are often made in countries such as **Malawi** and **India** because cotton grows best in warm climates.
- **Jeans.** Many types of jeans are made in Bangladesh by women who work on the factory production line.
- **Footwear.** Many types of footwear are made in the **U.S., Burma and Thailand**.

Breakfast

- **Orange juice. Brazil**, with its warm climate, is the world's largest producer of oranges.
- **Tea.** Many types of tea come from **Sri Lanka**, where tea plants are grown in plantations called tea estates. "Pickers" take the green leaves off the plant and then let them dry, so that they can be ground down into tea.
- **Cereal.** Cereals are made mainly from rice and maize (corn). **Argentina** is a major provider of cereal to Canada.
- **Coffee.** Coffee is really the seed of a fruit called the coffee cherry. Cherries are picked from a coffee plant, which grows in warm, humid climates. The fruit is removed by drying or fermenting, and the green coffee beans are roasted, ready to be brewed into the drink we know and love. The five biggest coffee producers are **Columbia**, **Vietnam**, **Kenya**, **Cote d'Ivoire (Ivory Coast)** and the U.S. State of **Hawaii**.

Treats

- **Chocolate.** Most chocolate comes from the **Ivory Coast** in West Africa.
- **Sugar.** Sugar comes mainly from countries in the Caribbean like **Jamaica**.

Lunch

- **Bananas.** Many of the bananas Canadians eat are grown in **Ecuador**.
- **Grapes.** Grapes are grown all over the world, but those from **Greece** are most popular.
- **Potato crisps.** Many varieties of crisps are made from dehydrated or dried potatoes. Some of the companies that produce dehydrated potatoes are in **Belgium**.

Dinner

- **Rice.** Rice is grown from seed in "paddy" fields in Asian countries such as **Vietnam**.
- **Chicken.** Many frozen chicken products, such as chicken nuggets, are made with chicken from **Thailand** and **Brazil**.
- **Beef. Argentina** is a major supplier of beef to Canada.
- **Cheese.** One of the most popular cheese-making countries is **France**.

Activities

- **Sports.** Many sports companies have factories in Asian countries, such as **Pakistan**.
- **Automobiles.** Most cars and other vehicles are made in the **US**, **Germany**, **Japan** and **Korea**.
- **Toys and gadgets.** Many plastic toys, video games and puzzles are made in **Taiwan**. Several camera companies also have their factories there.
- **Pens and pencils.** Many of the pens and pencils that you use are made in **China**.

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Based on the list above and your own experience, list the countries you have depended on today and what you got from each country.

China makes more than just wheat and pencils. In fact, China is the largest exporter of clothing in the world, and of countless other items, as well. Canadians would have a hard time getting through a whole day without using anything from China!

China has long had a strong relationship with American corporation Wal-Mart, producing millions of dollars worth of stock for Wal-Mart shelves each year. Next time you visit a Wal-Mart, check to see how many of the items you buy have made the journey here from China.

It's not all sunshine and butterflies…

Economic globalization has made life better in a lot of ways, but it has its downsides, too.

For one thing, the interdependence between nations means that if something like a war or a natural disaster strikes a supplier country, all the countries it normally exports to will also be affected. Prices for items like fuel or bread will rise in Canada if our suppliers of oil and wheat experience problems.



Look at the news stories you have been given, and think of others you have heard of recently. Which stories might have an international or global impact on the economy?

Another drawback to economic globalization is that because the corporations that buy the product are so far away from the people who produce it, they may have little control over how workers are treated by their suppliers. While factories and plantations provide jobs for people in developing countries, they're not always good jobs. A product that is quite expensive in Canada may have been made by a factory employee thousands of miles away who is being paid very little and working in unsafe conditions.

In 2012, there was a fire at a factory in Bangladesh that, through an unscrupulous supplier, provided clothing to department stores like Sears and Wal-Mart. Unbeknownst to the corporations that would eventually sell the clothes, the factory had no emergency exits and no working fire extinguishers—conditions that would never be acceptable in North America. Over 100 people died in the fire, most of them women. This tragedy prompted a

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movement for corporations to ensure their suppliers were treating workers properly, and providing them with safe places to work.



If you were the head of a major corporation, what steps would you take to ensure workers in developing countries were treated properly?

Since the early 1990s, the fair trade movement, including the organization Fairtrade International, has worked to ensure that producers and workers in developing countries get a better deal.

FINE, an informal association of four international fair trade networks, has developed a widely-used definition of fair trade:

> *Fair trade is a trading partnership, based on dialogue, transparency and respect, that seeks greater equity in international trade. It contributes to sustainable development by offering better trading conditions to, and securing the rights of, marginalized producers and workers – especially in the South. Fair trade organizations, backed by consumers, are engaged actively in supporting producers, awareness raising and in campaigning for changes in the rules and practice of conventional international trade*.



Did you know?

One way for you to act as a global citizen is to support companies that conduct business responsibly in developing countries. Look for this symbol on products in stores in your neighbourhood:

FAIRTRADE ®

Figure A-1 Fairtrade Symbol

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TransFair Canada is a national, nonprofit fair trade certification organization, and the only Canadian member of Fairtrade International. What it does can be broken down into three main categories:

- **Certification.** TransFair Canada is responsible for certifying that Canadian products bearing the Fair Trade certification marks meet international Fair Trade standards. It also monitors products once they enter Canada to ensure that what is sold as Fair Trade Certified meets that standard.
- **Licensing.** TransFair Canada licenses Canadian companies to use the Fair Trade certification marks on their products, and ensures that these marks are not used in a way that is misleading to the public.
- **Promotion.** TransFair Canada works alongside community groups, companies, and individual citizens to promote and build momentum for Fair Trade certified products through media campaigns and promotional materials.

Economic Globalization and Employment

Sure, economic globalization is good for people in a lot of ways, but will it help you land a good job?

Young adults from around the globe were asked that same question as part of the United Nations World Youth Report in 2011. Some said globalization was positive for employment, because governments are opening up their borders and creating programs that encourage students to travel abroad and gain valuable international experience, or to move to another country if they can't find a good job in their own. As well, globalization has encouraged the setup of new industries and businesses—particularly information technology—in countries where good employment was desperately needed.

On the other hand, some youth felt globalization created even more competition for already-scarce jobs, since experienced workers could move in and take jobs that might otherwise have gone to young local workers. Others felt that globalization hurts developing countries, who are losing all their skilled workers to jobs in developed nations.



What do you think? What effect does globalization have on employment for young Canadians? You can elaborate on the points above or explain your own.

POLITICAL GLOBALIZATION

Traditionally, politics takes place within national political systems. National governments, such as the Government of Canada, are responsible for maintaining the security and economic welfare of their citizens, as well as the protection of human rights and the environment within their borders.

Citizens normally pay attention to political activities within their own country, but globalization means that we need to be aware of politics on an international level. One consequence of living in a global world is that the decisions and actions of international organizations affect countries and people all over the world. Some of these include the following:

- **The World Bank Group** is a source of financial and technical assistance to developing countries around the world. It is not really a bank, but an organization made up of 186 member countries. Together, they

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provide low-interest loans and interest-free grants to developing countries for education, health, public administration, infrastructure, financial and private sector development, agriculture, and environmental and natural resource management;

- **The International Monetary Fund** (IMF) is the world's central organization for international monetary cooperation. Its primary purpose is to ensure the stability of the system of currency exchange rates and international payments that enable countries to buy goods and services from each other; and
- **The World Trade Organization's** (WTO) primary purpose is to open trade for the benefit of all. The WTO helps negotiate agreements aimed at reducing obstacles to international trade, and helps implement and monitor these agreements as well as settle trade disputes between countries. The WTO currently has 153 members, of which 117 are developing countries.



The World Bank, the IMF, and the WTO have tremendous power and influence, but are often accused by citizens around the world of excluding the opinions of the developing countries they are supposed to help, and who are the most seriously affected by their policies. They claim that policies of these organizations are often developed behind-the-scenes and are heavily influenced by the larger and wealthier member countries.

Non-Governmental Organizations

Political globalization has also brought about the creation of non-governmental organizations (NGOs). These are groups and institutions entirely or largely independent of government, whose objectives are mainly humanitarian rather than commercial.

NGOs include charitable and religious associations that raise private funds for development, distribute food, offer family planning services, and promote community organization, to help people in developing countries. As well, they include independent cooperatives, community associations, water-user societies, women's groups and pastoral associations. Citizen groups that raise awareness and influence policy are also considered NGOs.

Members of these and other organizations act globally by forming alliances with organizations in other countries, and using global communications systems to influence international organizations instead of working through their national governments.

NGOs are always in need of support and volunteers, and some also offer employment opportunities abroad. Be sure to do your research before becoming affiliated with an NGO, however, because like anyone else, they can sometimes have their own agendas. Stick to NGOs that are internationally recognized and supported. Some examples of NGOs include Doctors without Borders, UNICEF, World Wildlife Fund, and Oxfam.

GLOBALIZATION OF CULTURE

With all our advancements in communications technology, the world is well on its way to developing a global culture. It is easier than ever for people to share cultural traditions, values and ideas across geographic barriers, and to seek out others with shared interests. Cultural boundaries are disappearing as people learn about and adopt new ways of thinking and acting.



Think of your interests and hobbies. Consider things like music, dance, art, sports, books, movies, and even food. Which cultural influences do you see?

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A global culture has its upsides, but it may have its downsides, too. While we may be on the verge of a global culture, the spread of values and behavioural norms in that culture tends to be tilted strongly in favour of Western ideals. Over 80% of all websites in the world are in English and the majority of published material, including educational publications, on the Internet is in English. Small cultures and languages may be in danger of disappearing due to the competition in the international marketplace, where only the biggest international publishing and entertainment companies are able to produce high quality electronic materials. Global entertainment companies and other major corporations also influence culture through their marketing, which tends to lean towards Western traditions.



What do you think? Would a global culture, common to everyone in the world, be a good thing? Explain.

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SECTION 2
BECOMING A RESPONSIBLE GLOBAL CITIZEN

Even though there are differing opinions, most people agree that global citizenship goes beyond simply knowing that everyone is a citizen of the planet, and reflects more the idea that all citizens of the planet have a collective responsibility to each other and the planet itself. In this regard, everyone belongs to one community, the planet, and consequently has a stake in the well-being of that community and its people.

As citizens of the global society, many young Canadians have a keen desire to give and volunteer, especially with hands-on ways of improving the lives of people, domestically and internationally. We believe that we can change the world one donation, one voluntary activity, or one purchase at time.

What can you do to become a better global citizen? Some suggestions include:

- Educate yourself about different regions of the world.
- Make ethical choices in your personal life and protect the environment.
- Participate in your own community and contribute to its well-being.
- Don’t be apathetic; take an interest in what's going on.
- Constantly improve your communication skills and express yourself appropriately.
- Treat people as you want to be treated.
- Learn about different cultures, and share your culture.
- Interact with people from diverse cultures and challenge injustice if necessary.
- Pick a good cause and advocate for it.
- Reflect on your actions.
- Gain awareness of global affairs, and local and global issues.
- Believe that people can make a positive change in the world, and lead by example.

There are numerous examples of young people who have done great things. Canadian Michael Furdyk is one of them.



Did you know?

Michale Furdyk was born in Toronto, Canada in 1982. When he was in ninth grade, he and a couple of his friends launched an online magazine about computers called MyDesktop.com. In May 1999, when Michael was in the eleventh grade, they sold it for over $1 million. In October 1999, Michael and his friend Jennifer Corriero started TakingItGlobal, which is an online space where young people can work together with others around the world to do something good. As of 2009, ten years later, the site had members all over the world. Only 30% of its members are from North America, and the conversation takes place in 248 languages. (Don Tapscott, *Grown up Digital*, p. 280)

You could be the next Michael Furdyk. There are several simple things you can do to become engaged in a digital world, such as:

1. Join a social networking site or even create your own. It's an easy way to connect with old friends or meet new ones who share your interests. Promote your cause online.

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2. Share websites you like and find out what sites your friends are reading by using free social bookmarking.

3. Share photos of issues that are important to you.

4. Find videos relevant to a cause you care about, or create your own and post them online.

5. Champion a cause by creating and personalizing a charity badge or widget. Email the link of your charity badge to family, friends and other contacts, or post it online.

6. Use micro-blogging sites such as Twitter to get your information out there and attract others to your cause.

7. Start a blog and invite your friends. Encouraging readers to leave comments is a great way to start online conversation.

8. Volunteer online. Various online programs, such as *In2Books* allow you to choose when and where to give your time.

9. Create online petitions to help promote the causes most important to you.

10. Donate to various causes through your cell phone. Text-to-give campaigns let donors make a secure donation to the cause they care about.



Based on what you have read in this section, develop a plan for being a better global citizen. You can include ideas from the chapter or come up with your own.

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If you were to explain global citizenship to a junior cadet or a random person at the mall, what sort of things would you tell them? Sum up the information in this package in a way they could understand. Remember, you can make a mind-map, write a short essay, or even draw appropriate illustrations.



Congratulations, you have completed your self-study package on EO C501.02 (Reflect Upon Individual Global Citizenship). Hand the completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

Unofficial convenience copy of A-CR-CCP-605/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-605-PF-001/A-CR-CCP-605-PF-001.pdf.
Verify against the official publication.