

Lower Secondary

GLOBAL

P E R S P E C T I V E S

A Critical Thinking Course

Lower Secondary

GLOBAL

PERSPECTIVES

A Critical Thinking Course

Product Introduction

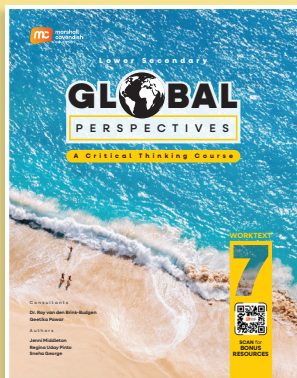
The Marshall Cavendish Education (MCE) Lower Secondary Global Perspectives programme for Grades 7 to 9 is aligned to the latest Cambridge Lower Secondary Global Perspectives (1129) curriculum framework and offers a guided, step-by-step approach that equips every learner with the critical skills needed to become thinkers and Global Citizens. Through culturally sensitive and relatable content, students explore real-world topics, consider multiple viewpoints, and apply their understanding to everyday contexts. The series also supports personalised learning with an optional AI Coach that provides tailored guidance and feedback.

Designed as a comprehensive, all-in-one package, the series includes ready-to-use lesson plans, assessment tools, and digital resources, simplifying planning and delivery while enabling engaging discussions. It empowers learners to build confidence, think independently, and become globally minded individuals ready to make a positive difference in the world.

What's in Our Package?

Student's WorkText

Print and eWorkText



Stage 7

Basic+ eBundle:
9789815358278

Premium eBundle:
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Stage 8

Basic+ eBundle:
9789815358285

Premium eBundle:
9789815358315



Stage 9

Basic+ eBundle:
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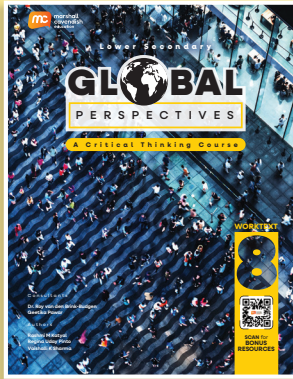
Premium eBundle:
9789815358322

Teacher's Guide

Print WorkText and eTeacher's Guide



Stage 7
Basic+ eBundle:
9789815358339



Stage 8
Basic+ eBundle:
9789815358346



Stage 9
Basic+ eBundle:
9789815358353

Additional Digital Resources

Available on  **EduHub**

- Student eWorkText
 - Multimedia Resources
 - Interactive Diagram-building Tool
 - Activity Worksheets
 - Glossary Sheets
 - AI Coach*
 - ◊ Basic+ tier: 42,000-word input per stage
 - ◊ Premium tier: 520,000-word input per stage
- eTeacher's Guide
 - Multimedia Resources
 - Interactive Diagram-building Tool
 - Question Prompts at Point of Use
 - AI Coach
 - ◊ Basic+ tier: 42,000-word input per stage (only Basic+ tier available)
- Teacher's Resources
 - Editable Schemes of Work
 - Editable Lesson Plans
 - Editable Activity Worksheets
 - Editable Differentiation Worksheets
 - Editable PowerPoint Teaching Slides
 - Editable Sandbox (for topic customisation)
 - Suggested Answers to WorkText Questions
 - Glossary Sheets

**Schools can choose between the Basic+ or Premium package with AI Coach, varies by region. Please check with our education specialist for more details.*



- 1. Equip learners with the essential skills to think critically and act globally – guided every step of the way**

- 2. Support teachers with an all-in-one, easy-to-use package with extensive teaching resources**

- 3. Engage learners with culturally sensitive and relatable contexts**

- 4. Personalise learning at every level with extensive resources and an optional AI Coach**

This series provides a guided, step-by-step approach to teaching and learning Global Perspectives that equips every learner with critical skills needed to become thinkers and Global Citizens.

Equip learners with the essential skills to think critically and act globally – guided every step of the way

This series adopts a structured **“Prepare – Practice – Ponder”** approach that helps teachers guide students through a clear and purposeful learning journey. With Thinking Frameworks integrated at every stage, the programme encourages students to explore diverse viewpoints, analyse information critically, and reflect on global issues in depth.

Each chapter is divided into three sections, each developing a mix of skills through a consistent cycle:

- **Prepare** : introduces concepts and delivers key information
- **Practice** : allows students to apply and reinforce skills
- **Ponder** : encourages reflection and perspective-building

This repeated structure reinforces learning through practice and metacognition, helping students internalise skills and concepts. Designed to support non-native speakers of English, the programme offers clear scaffolding and structured progression, enabling all learners to engage confidently with complex ideas. This approach not only simplifies lesson preparation but also promotes the development of key 21st-century skills among students – critical thinking, collaboration, communication, and reflection.

Each **Chapter Opener** is accompanied by a video or an article that introduces the Chapter Topic and makes it more relatable to the student.

The **Chapter Challenge Summary** previews the end-of-chapter task, giving students a goal to work towards and a reason to learn Global Perspectives Skills.



1.0 Introduction



Starting the Journey

The activity in **Starting the Journey** asks students to reflect on any prior knowledge and their own personal perspective on the topic and issue.

Globalisation refers to the way countries connect through trade, technology and communication. Global products are products sold worldwide under the same **brand** name. Global supply chains refer to the wide networks that make it possible for various product **components** to be produced in different countries and sold around the world.

Key Words

brand
a product made by a company that can be recognised by its name

component
a part of something bigger, or a part used to make things like cars and machines

- 1 Complete this activity to assess your opinion and experience of globalisation. Tick (✓) the answers that apply to you.
 - a I prefer global brands to local brands.
☐ Yes ☐ Neutral ☐ No
 - b I think global brands put local products at risk.
☐ Yes ☐ Neutral ☐ No
 - c I believe global products are of better quality than local products.
☐ Yes ☐ Neutral ☐ No
 - d I think globalisation leads to job losses.
☐ Yes ☐ Neutral ☐ No
 - e I believe some of the processes used in the production and sale of global products can damage the environment.
☐ Yes ☐ Neutral ☐ No
 - f I believe global products offer more advantages than disadvantages.
☐ Yes ☐ Neutral ☐ No

- 2 What are some ways that global products have affected your lifestyle?

2 Chapter One

Key Words

introduces new vocabulary to students, especially non-native English-speaking students.



The Big Picture

Use this table to understand what you are going to learn in this chapter.
 Main skill: **ANALYSIS**

Steps to skill mastery

How am I doing?

Good

Better

Best

1.1

Understand what an issue is and how to identify it in a source.

I can understand what an issue is, but I need help identifying it in a source.

I can understand what an issue is and can identify it in a source.

I can easily understand what issues are and can identify them in sources with confidence.

1.2

Understand the three levels of perspectives and how to identify them in a source.

I can understand the three levels of perspectives but am unable to identify them in sources.

I can understand the three levels of perspectives, but I need help identifying them in sources.

I can easily understand the three levels of perspectives and can identify them in sources with confidence.

1.3

Understand and explain the causes and consequences of issues from different perspectives.

I can understand causes and their consequences but am unable to identify them from different perspectives.

I can understand causes and their consequences, but I need help identifying them from different perspectives.

I can easily understand causes and their consequences and identify them from different perspectives with confidence.

The Big Picture

shows an overview of the skills learnt in each chapter through a simplified rubric for students to assess their own learning as they develop the skills in each section.

Prepare

1.1 Understanding What an Issue Is and Identifying It in a Source

Prepare

In this section, you will identify issues in **sources**. What is an issue, and how do issues differ from facts?

An **issue** is a problem or concern that needs to be resolved within a set time. Otherwise, it could result in negative **outcomes**. Those outcomes affect **stakeholders**, who are people who care about the outcomes. In Global Perspectives, we often discuss global issues, which are generally serious and affect many people. They could have wide-ranging effects on society, its ethics and economy, or even the environment.

Global trade can affect both people and the planet.

Making global products can affect people by causing **job losses** in local areas when companies move production to places with **cheaper labour**. Producing and shipping these products can also harm the planet by creating **pollution** and **waste**.

A **fact** is a neutral statement that is unaffected by personal opinions. It can be verified, meaning it can be proven to be either true or false.

Coca-Cola and Nike are **famous global brands** that **generate billions of dollars** from selling their products. In 2024, The Coca-Cola Company **made \$47.1 billion in revenue**. In 2024, Nike **employed 79 000 people worldwide**.

Key Words

source
a written text, image, chart, statistic or personal account

component
the way something turns out or consequence

Issues

Facts

4 Chapter One

Prepare introduces key concepts and terms. Some sections have Modelling scripts that show students how to approach a task.

Framing Thoughts

How do you find facts and issues in a source? When analysing a source, you can use the checklists below to work out what the issues are and what the facts are.

Key Words

ethics
a system of moral principles that affect how people make decisions and lead their lives

economy
how societies manage scarce resources to satisfy people's needs and wants

If you can answer "yes" to all or most of the questions in Table 1.1, you will have identified an issue.

Table 1.1
How to identify issues in a source

Checklist of questions to ask		
	Yes	No
Has a problem or concern been identified?		
Is it time-sensitive (i.e. only relevant for a certain amount of time)?		
Could negative outcomes result from this problem or concern?		
Are there stakeholders or people who care about the outcomes?		
Could the outcomes have wide-ranging effects on society, ethics , the economy or the environment?		

If you can answer "yes" to all the questions in Table 1.2, the information is likely to be a fact.

Table 1.2
How to identify facts in a source

Checklist of questions to ask		
	Yes	No
Is the information presented as a neutral statement without personal opinions?		
Can the information be proven either true or false?		

Are Global Products "Good" or "Bad"? 5

Framing Thoughts helps students structure their thinking with Checklists, Frameworks, Mnemonics and Graphic Organisers.

Working It Out

1 Read the article below.

The Hidden Costs of Cool Clothing



Cool Clothing uses cotton from India to make its clothes.

Ravi Naidoo, a cotton picker for 20 years, feels that he is being **exploited**. He says, "I make very little money. I only earn 159.87 Indian Rupees (less than US\$2) a day. I had hoped my children would not end up doing this kind of work, but it's very hard to find work in this part of the world."

Ravi's complaints are not **isolated**. Once the cotton is picked, it is sent to factories in Bangladesh to be made into clothing. Workers in these factories also face extremely poor working conditions. Many work long hours without breaks and, in some cases, are locked inside the factory until their tasks are done. This is particularly dangerous during emergencies, such as fires.

After the clothes are made, they are shipped around the world to be sold in a process called **distribution**. However, many companies also try to save money at this stage with unfair practices.

Carlos Ferreira, a distribution manager, explains that most people do not realise how companies **exploit** them. They use the cheapest transport, often exploiting workers at ports or underpaying truck drivers. The entire system is built on **exploiting costs**. I never feel good about that," he says.

In the end, these clothes arrive in stores where shoppers have no idea of the suffering behind their favourite outfits. Retailer may also not know the whole story behind that stack of trendy trousers.

Speaking from their head office in Los Angeles, USA, Cool Clothing CEO Rafique Ranshod admits to being under constant pressure to keep prices low. "If I raise wages for workers, prices of the clothes go up. Customers go elsewhere. We really do not have a choice as a company. We need to reduce costs to ensure the company survives. This raises an important question: Is it okay to buy cheap clothes when the workers who are making them are suffering? As shoppers, we can ask questions, make better choices and demand fair treatment for workers everywhere."



Tough condition for factory workers

Key Words

exploit
take advantage of someone in an unfair way

isolated
happening only once

cut corners
do something the easiest and cheapest way to save money

exploiting costs
get as much work done for as little money as possible

6 Chapter One

Working It Out shows how to apply the relevant Framework when faced with issues, evidence, arguments and sources.

Practice

Practice allows students to apply the frameworks they learnt in Framing Thoughts into practice exercises.



Practice

Practice Exercise 1: Identify Issues in a Source

- 1 Read the article below.

Denim was first produced in France in the 17th century but became popular in the 1950s when Hollywood stars began wearing denim jeans in movies. Today, about 2.55 billion metres of denim are produced each year, and the global market is expected to hit \$85.4 billion by 2025 (www.mceduhub.com/GlocalStats).

However, that favourite pair of pants is one of the most environmentally unfriendly garments in the world. It takes a lot of water and energy to produce one pair of jeans and creates significant pollution.

The process of producing jeans begins with cotton, grown in regions such as China and India. Cotton requires huge amounts of water to grow. It is estimated that making one pair of jeans uses 6900 litres of water — that's more than 84 bathtubs of water! In addition to water wastage, making jeans pollutes the environment as cotton farmers use large amounts of harmful chemicals to keep insects from eating the plants.

Once grown, the cotton is turned into yarn, and one bale of cotton can make 225 pairs of jeans. The yarn is dyed and finished with more toxic chemicals. The toxic chemicals are released in wastewater from the factories polluting streams and rivers.

Finally, the jeans are sewn and then shipped to stores. In places like the U.S., 450 million pairs are sold each year. The average person owns seven pairs of jeans. Washing jeans requires a significant amount of energy, and drying them consumes five to six times more energy than washing.

But don't worry! There are things we can do to help. Buy jeans made from recycled or organic fabrics, wash them less often, and air-dry them instead of using a dryer. As the demand for denim continues to grow, making small changes in how we use and manufacture jeans can help protect the planet.

From the Cottonfields to Your Cupboard: The Journey of Your Jeans
Denim everywhere: A global fashion staple

- 2 Complete the table to identify the issues raised.

Checklist to identify issues	Yes/No	Notes
Has a problem or concern been identified?		
Is it time-sensitive?		
Could negative outcomes result from this problem or concern?		
Are there stakeholders or people who care about the outcomes?		
Could the outcomes have wide-ranging effects on society, ethics, the economy or the environment?		

8

Chapter One

Every Practice is followed by **Thinking Critically** so that students can relate the Practice exercises back to skills learned.



Thinking Critically

Discuss the following in groups.

- 1 Why do you think it is important to be able to identify issues?
- 2 What issues can you think of that affect your country?
- 3 What challenges might workers face in factories that make products for big companies?
- 4 How does buying products from other countries help or hurt the economy of your country?

Ponder

Ponder includes a **Learning Check** table which allows students to identify strengths and weaknesses.

Reflection exercises allow students to see a shift in how they see certain details, priorities or approaches.

Ponder

- 1 Discuss in groups: How does analysing data help you understand an issue?
- 2 Use the Learning Check table to assess your skill mastery.

Skill	I am confident!	I can sometimes do this.	I need to work on this.
Learning Check			
Main skill: Analysis			
I can identify what an issue is and how to identify it in a source.			

Reflection

- 3 Discuss the following in groups.
 - a What makes an issue different from a fact?
 - b Can some facts also be issues?

Are Global Products "Good" or "Bad"? 11

Challenge Accepted!

Read the following article on **fast fashion**. Work in pairs to summarise the main issues by doing a short slide presentation, which you will present to the class.

How Globalisation Shapes the Textile Industry

Globalisation has changed the textile industry in a big way. Clothing is often produced in large factories in **developing countries** and sold worldwide at low prices. This has made fashion much more **affordable** for consumers, but **fast fashion** clothes produced quickly and cheaply has led to workers, the environment and local businesses.

Many large clothing brands manufacture their products in countries like Bangladesh, Vietnam and India, where wages are low and labour laws are weak. Navis Khan, a factory worker in Bangladesh, says, "We work long hours in crowded spaces for very little pay. If we complain, we risk losing our jobs."

On the **flip side**, factory owners argue that these jobs provide income for thousands.

Rajiv Mehta, who owns a **textile** factory in New Delhi, dismisses workers' concerns, stating, "Workers should be grateful. They would struggle to find employment if not for the textile factories."

Meanwhile, governments in developing nations welcome the textile industry eagerly because it brings economic growth. A trade official from India states, "The textile industry is a major contributor to our economy. It creates jobs and helps our country develop."

Nevertheless, labour rights organisations argue that workers deserve better pay and safer working conditions.

An added problem is that fast fashion, where brands produce clothing quickly and cheaply, has led to high pollution levels. Textile factories use large amounts of water and chemicals, and much clothing ends up in landfills after being worn only a few times. In some cases, secondhand clothing imports have threatened local textile industries, making it hard for local businesses to compete.

But it is not all **doom and gloom**. A clothing company in the Philippine capital, Manila, recently started using recycled fabrics and paying fair wages.

"Consumers are becoming more aware of the owner," Miguel Santos, says. "They are choosing **sustainable** brands over fast fashion. We are here to help them do that."

Made from recycled fabrics

32 Chapter One

Challenge Accepted! is the culmination of the Chapter Learning Journey. It is a mini-project that lets students use all the skills they have built during the course of the chapter.

Use the following steps to help you with this challenge.

- 1 Create a short slide presentation summarising the key points of this article. Your slides should include the following:
 - **Issues** (i.e. the problems caused by globalisation in the textile industry)
 - **Perspectives** (i.e. what different people – workers, government officials, business owners – say about the situation)
 - **Causes and consequences** (i.e. why these issues are happening and what the effects are)
 - **Solutions and actions** (i.e. what you think can be done to improve conditions in the textile industry)
- 2 Share the work among you.
- 3 Make sure each slide has a clear title and only two or three bullet points to make the information easy to understand.
- 4 Take turns doing the presentation.
- 5 Speak slowly, clearly and with expression.
- 6 Be ready to explain your points to the class!

Ask the AI coach for step-by-step help.

Are Global Products "Good" or "Bad"? 33

MCE Lower Secondary Global Perspectives Stage 7

Glossary Sheet

Chapter 1: Are Global Products "Good" or "Bad"?

brand a product made by a company that can be recognised by its name	bridge cultures connect people from different cultures by encouraging them to talk and understand each other
component a part of something bigger, or a part used to make things like cars and machines	extinction when something dies out or no longer exists
source a written text, image, chart, statistic or personal account	generic drugs medication that has the same ingredients, strength, dosage form and effectiveness as a brand-name drug, but is sold at a lower price
outcome the way something turns out or consequence	fast fashion clothes produced quickly and cheaply
ethics a system of moral principles that affect how people make decisions and lead their lives	developing countries countries with medium to low standards of living
economy how societies manage scarce resources to satisfy people's needs and wants	affordable cheap
exploit take advantage of someone in an unfair way	at an extreme cost something obtained at a high price (financially as well as psychologically)
isolated happening only once	flip side the other side
cut corners do something the easiest and cheapest way to save money	string of a lot of something
squeeze costs get as much work done for as little money as possible	doom and gloom bad news and unhappiness
seamless happening smoothly without any problems	sustainable something that will carry on existing

Glossary Sheets of key terms and definitions help students understand and revise important vocabulary from each chapter.

Support teachers with an all-in-one, easy-to-use package with extensive teaching resources

This programme provides teachers with an all-in-one, easy-to-use package designed specifically for a non-core curriculum. Its extensive teaching resources includes all the key materials needed for step-by-step delivery of lessons, allowing teachers to cover each session in 1 to 2 hours over a 30 to 32 week teaching schedule.

Supporting materials are provided at point of use, including appropriately levelled sources, audiovisual materials, concept maps, worksheets and links, ensuring that teachers have everything they need exactly when they need it. This comprehensive package simplifies lesson planning and delivery, enabling teachers to focus on engaging students and facilitating meaningful learning experiences with confidence and ease.

Stage 7

Chapter 1: Are Global Products “Good” or “Bad”?

Topic: Globalisation

Main skill(s): Analysis

Scheme of Work

Suggested time frame: 12 periods (1 period is approximately 40 minutes.)

Chapter Overview	Learning Objectives	Additional Resources
Chapter Opener 1.0 Introduction <i>(1 period)</i> <i>(WorkText pp. 1–3)</i>	Analysis <ul style="list-style-type: none"> • 78A.01 Identify ideas and evidence from different perspectives within different sources, on a given issue. • 78A.03 Explain causes of a local or global issue and consequences on others. 	Differentiation Worksheets <ul style="list-style-type: none"> • Additional Support 1.1–1.4 • Extension 1.1–1.3
1.1 Understanding What an Issue Is and Identifying It in a Source <i>(3 periods)</i> <i>(WorkText pp. 4–11)</i>	Reflection <ul style="list-style-type: none"> • 78Rf.03 Consider ways that personal perspective on an issue may have changed as a result of conducting research or exploring different perspectives. • 78Rf.04 Identify skills learned or improved during an activity and relate to personal strengths and areas for improvement. 	
1.2 Identifying Different Perspectives <i>(3 periods)</i> <i>(WorkText pp. 12–21)</i>		
1.3 Identifying the Causes and Consequences of an Issue <i>(3 periods)</i> <i>(WorkText pp. 22–31)</i>		
Challenge Accepted! <i>(2 periods)</i> <i>(WorkText pp. 32–33)</i>		

The **Scheme of Work (editable)** maps out how the Learning Objectives covered in each chapter fall under the six Global Perspectives Skills.

The **Lesson Plan (editable)** provides step-by-step instructions for introducing the chapter's issue and skill frameworks, as well as for running activities and conducting in class discussions.

The **"Ask"** questions are designed to encourage deeper thinking and can serve as prompts for class discussions.

Stage 7

Chapter 1: Are Global Products "Good" or "Bad"? (12 periods)

Chapter Overview (1 period)

Main Skill(s)	Analysis
Other Skill(s)	Reflection
Content Coverage	Students will be able to <ul style="list-style-type: none"> 1.1 Understand what an issue is and how to identify it in a source. 1.2 Understand the three levels of perspectives and how to identify them in a source. 1.3 Understand and explain the causes and consequences of issues from different perspectives.

Chapter Opener (WorkText p. 1)

- Encourage students to share what they understand by the terms "globalisation", "global product" and "global supply chain".
- Go through the introduction on WorkText p. 1.
- Ask:** How do you think globalisation has changed how we live, work and shop in the last ten years? Do you think globalisation is good for the world? If so, why? Do you think globalisation is bad for the world? If so, why?
- Encourage students to explain their answers by giving examples.

Chapter Challenge Summary

- At the end of the chapter, students will identify and summarise the issues in an article on fast fashion, identify different perspectives, causes and consequences, and do a slide presentation to the class on the pros and cons of globalisation.
- Have students discuss what they know about how the clothes they buy end up in shops.
- Ask:** Are the clothes you buy made locally, or do they come from other countries?
- Encourage students to suggest the advantages and disadvantages of this.
- Conclude by showing students the interactive article on globe-trotting goods and "global swapsies" to help them understand global supply chains and their implications. Project the article from the **digital WorkText** onto a screen to facilitate learning.
- Make sure students understand that the article reflects only one perspective on the issue — there might be other viewpoints to consider.

Practice Exercise 2

- This practice exercise involves analysing an advertisement and reading an online forum response.
- Have students study the advertisement on WorkText p. 9. Once they have studied the advertisement, have them read the online forum response.
- Ask:** What is being advertised? Is an advertisement a credible source? Does the online forum post make a difference to your assessment? Explain your answer. What is the purpose of an advertisement — to inform, to entertain or to persuade? Do you think your answer to this question might have influenced what the advertiser was prepared to share about the product? What aspects about the product and the way it was made might they promote? What things might they hide?
- Highlight and explain the key words in the sidebar to ensure students understand them within the context of the advertisement.
- Encourage students to complete Practice Exercise 2 individually. They use the same checklist from Practice Exercise 1 to identify issues. They also respond to questions.
- Suggested answers:

2.

Checklist to identify issues	Yes/No	Notes
Has a problem or concern been identified?	Yes	Too much time online may cause issues. Always being available means you can never switch off.
Is it time-sensitive?	Yes	We need to make a decision to adopt this technology or not.
Could negative outcomes result from this problem or concern?	Yes	Spending too much time online can lead to addiction and a loss of human interaction.
Are there stakeholders or people who care about the outcomes?	Yes	The buyers, the sellers of the phones and the telcos
Could the outcomes have wide-ranging effects on society, ethics, the economy or the environment?	Yes	If the technology is widely adopted, then our society will change. It may also create a new electronics industry (economic).

- Smartphones help people connect, no matter where they are in the world. This supports businesses, friendships and social movements that cross national borders. People can also discover new ideas, breaking news and global trends through international websites and apps like YouTube and TikTok.
- Buyers: Opinions may be split — some might support the adoption of the technology, while others might not.
Sellers: They want to sell phones, so they hope everyone adopts the technology.
Telcos: They want to sell phone services, so they also hope everyone adopts the technology.

WorkText Questions are provided throughout the lesson plans for teachers to deliver lessons efficiently and effectively.



Chapter One

Are Global Products “Good” or “Bad”?

Globalisation

Main skill: Analysis

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Powerpoint Teaching Slides (editable) provide teachers with a complete set of visually engaging and easy-to-follow presentation materials for every lesson.



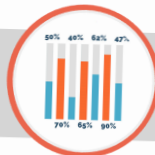
Chapter Challenge Summary

Refer to Chapter Challenge Summary on page 1.

What are the key tasks you will be accomplishing at the end of the chapter?



Read articles



- Summarise the issues
- Identify the perspectives
- Find the cause and consequences



Create a slide presentation on the pros and cons of globalisation

Additional Support 1.1: Language Support

Complete the sentences using the words provided.

brand	connectedness	distribution	ethics
extraction	manufacturing		world

- Global products are sold or used in many regions of the _____.
- Globalisation leads to increased _____ between countries around the world.
- The _____ process is the process that turns raw materials into finished goods.
- During _____, raw materials such as diamonds and coal are taken from the earth.
- The _____ process includes all the processes involved in sending goods around the world.
- A _____ is a product sold by a company under a particular name.
- _____ means doing what is right.

Additional Support Worksheets (editable) act as a stepping stone for students who might be new to the ideas found in Global Perspectives.

Extension 1.1: Analysing a Source to Identify Issues

- Read the article below.

The Truth Behind Chocolate: A Global Favourite

We all love chocolate, don't we? It's probably true that chocolate is one of the world's most loved treats. From chocolate bars to hot cocoa, people enjoy it in many ways. Chocolate is made from cocoa beans, which mostly come from West Africa. In fact, according to Fairtrade International (2024), about 60% of the world's cocoa comes from just two countries — Ivory Coast and Ghana. Millions of people buy chocolate every year, especially during holidays and religious celebrations like Valentine's Day, Christmas, Easter, Hanukkah, Purim, Eid al-Fitr, Eid al-Adha and Diwali.

However, there's a dark side to chocolate that many people do not know about. According to a 2020 U.S. Department of Labor study, over 1.5 million children worked on cocoa farms in Ivory Coast and Ghana. Some of them did dangerous tasks, such as using machetes or carrying heavy sacks. Big companies like Nestlé and Mars have promised to reduce child labour, but progress has been slow, and many farms are still not checked regularly.

Another hidden issue is the environmental impact of cocoa farming. To grow more cocoa, some farmers have cut down large rainforest areas. This is called deforestation, and it destroys the habitats of animals and contributes to climate change. The Rainforest Foundation says cocoa farming is one of the leading causes of deforestation in West Africa.

So next time you enjoy a chocolate treat, think about where it came from — and who might have been affected along the way.

Extension Worksheets (editable) provide additional practices on top of the WorkText practices designed to engage and stretch more advanced students.

The **End-of-year Project** is a fun, yet challenging group project work that allows students to demonstrate their mastery and application of all the 6 skills in Global Perspectives. It also serves as a summative assessment of their learning over the year.

End-of-year Project

Water — Too Much or Too Little?

Sustainability

Skills: RESEARCH ANALYSIS EVALUATION COMMUNICATION COLLABORATION REFLECTION

What if one day you turned on the tap and no water came out? Or if heavy rains flooded your home with too much water? Around the world, many people face serious water problems.

Over the next few weeks, you will research a water issue, come up with creative solutions to address it and present your ideas through a **storyboard**. Along the way, you will practise key skills such as research, analysis, problem-solving and reflection on what you have learnt.

Step 1 Let's Team Up!

Just as solving real-world problems takes many minds working together, you will work in groups to share ideas, support each other and create the best solution possible.

Why Is Teamwork Important?

Before you begin, take a moment to think about when you worked in groups this year. What made those experiences successful? What challenges did you face? In this project, you will collaborate with your group members to research, brainstorm and present your ideas together.

Key Word

storyboard
a visual roadmap for a video showing each scene in pictures

Scan to access Worksheets EOY1 to EOY7.

End-of-year Project 227

Worksheet EOY1

Collaboration and Communication

A. Icebreaker Activity: Water Crisis Story Chain

This activity will help you get to know your group members while thinking creatively about the theme of this project.

1. One person in the group starts a story with a sentence related to a water crisis. (For example: It hadn't rained in months, and the village's water supply was running out.)
2. The next person adds a sentence to continue the story.
3. Each group member takes a turn adding to the story.
4. The first two rounds should focus on building the problem.
5. The next two rounds should move towards the solution.
6. When you have finished, write your full story in the space below.

Our Group's Story

7. Discuss the following:
 - What did you learn from your group members through this activity?
 - How did your group work together to solve the problem?

Stage 7**Chapter 4: Why Do People Enjoy Playing Sports?****Sandbox**

(3 periods)

Getting Ready to Teach Sandbox

- Refer to the chapter learning objectives listed in the Scheme of Work document.
- Then, choose a topic. Possible topics: Sport and Recreation (provided), Demographic Change, Migration, Human Rights, Humans and Other Species, Disease and Health
- Identify the issue that you would like students to focus on within the topic. For example, if the topic is Demographic Change, then the issue within it could be “Is an ageing population more of a blessing than a challenge for today’s world?”
- Look for image(s) or short video(s) to introduce the topic and the issue and help students connect. Examples include a photograph of active elderly volunteers mentoring youth, photographs of multigenerational families, an infographic showing rising global life expectancy, a UN or WHO video on healthy ageing, and a video showing older adults contributing through community work. Some suggested search terms: Ageing population — blessing or burden, Positive impacts of ageing population, Healthy ageing, Ageing population statistics, Elderly volunteering.
- Identify one or two sources (text or video) on the issue that primarily discuss the challenges of an ageing population. It is recommended to include a credible, neutral source that covers both the positive and negative aspects of ageing population. Share the sources with students via PowerPoint slides, videos or handouts. Ensure the sources include evidence such as facts, expert opinions and predictions. You may include sources that have bias.
- Identify difficult vocabulary and provide their definitions in a handout.
- Prepare a worksheet for analysing solutions, based on the framework on WorkText p. 134. You may use Sandbox Worksheet 4.1.

Teaching Sandbox**Learning Goals**

- Chapter 4 teaches students how to choose an appropriate primary research method for an issue. It also introduces different types of evidence that are found in secondary sources — such as facts, expert opinions and predictions — that make these sources effective, and teaches how to recognise bias. Finally, students learn how to analyse various solutions to an issue and communicate them effectively.
- Go through the Learning Goals. Remind students to bear these goals in mind as they proceed through Sandbox.

MCE Lower Secondary Global Perspectives Stage 7

Chapter 4: Why Do People Enjoy Playing Sports?

Sandbox**Learning Goals****I will:**

- Conduct research on an issue by selecting an appropriate primary research method.
- Evaluate the effectiveness of secondary sources.
- Analyse and communicate solutions for an issue.

At the Start

My topic:

Today's issue:

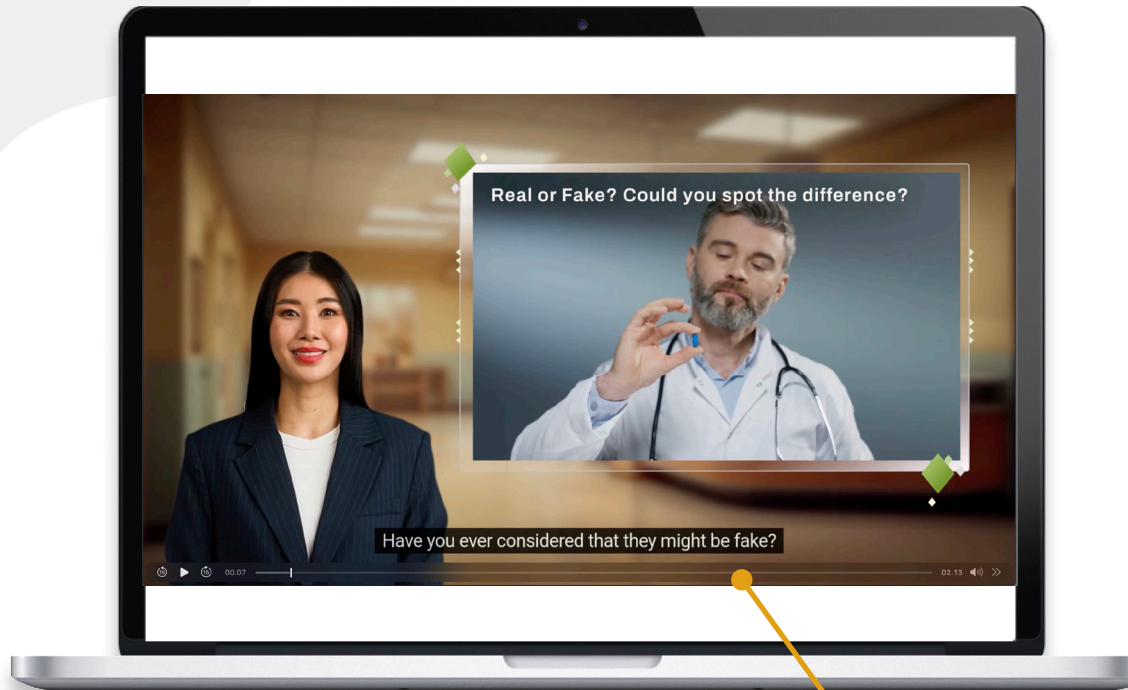
My personal perspective:

Sandbox provides suggested activities that allow the teacher the opportunity to customise topics and issues for the students.

As Global Perspectives is a skills-based subject, the skills can be taught through a wide range of topics and issues which may be adapted to suit different classroom contexts.

The screenshot displays the MCE Worktext interface for Chapter 1: Are Global Products "Good" or "Bad"? The interface includes a sidebar with "Chapter Opener" and "Chapter Challenge Summary". The main content area is titled "Globalisation" with a "Main skill: Analysis" tag. A large image of a burger and fries is shown. A "Question Prompts" pop-up box is overlaid on the image, containing three questions about globalisation's impact on living, working, and shopping over the last ten years.

Question Prompts pop up when mousing over sections of the Worktext and contain "Ask" questions from the Teacher's Guide.



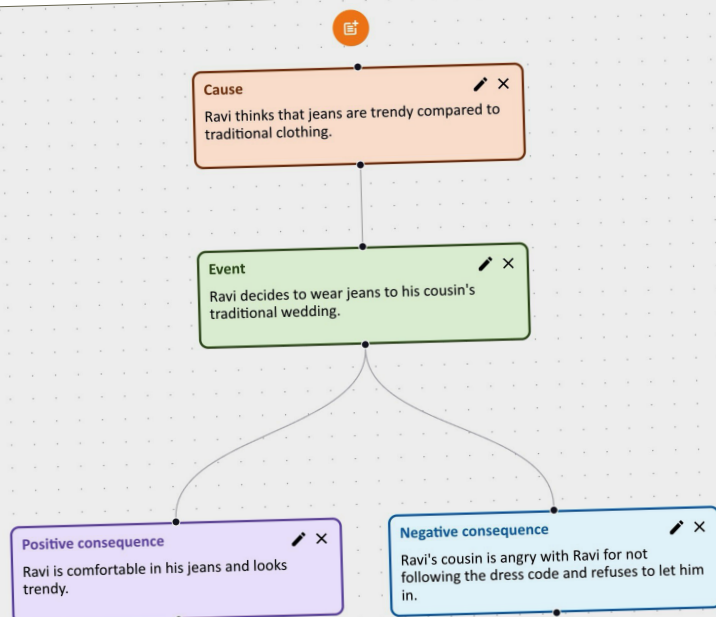
Interactive Diagram-building Tools help students visually organise and connect ideas, promoting deeper understanding and critical thinking of concepts.

Multimedia Resources are provided as point-of-use supporting materials.

For the following situation, a set of statements is given. Identify the cause, event and two consequences, one positive and one negative.

Situation: **Tradition versus Ravi's style**

- Ravi thinks that jeans are trendy compared to traditional clothing.
- Ravi is comfortable in his jeans and looks trendy.
- Ravi decides to wear jeans to his cousin's traditional wedding.
- Ravi's cousin is angry with Ravi for not following the dress code and refuses to let him in.



Engage learners with culturally sensitive and relatable contexts

The books are designed to engage learners through culturally sensitive and relatable contexts, making learning meaningful and relevant. By connecting lessons to students' personal experiences and global perspectives, teachers can foster curiosity, discussion, and deeper understanding. This approach encourages all learners to see the relevance of what they study, while supporting inclusive classrooms where diverse backgrounds are acknowledged and respected.



Practice

Practice Exercise 1: Study a Blog Post on Egyptian Food

- 1 Read the article below.

Key Word
extinction
when something dies out or no longer exists

Rescuing Traditional Recipes in Egypt from Extinction

In Egypt, changes in farming and the loss of important crops have put some traditional recipes at risk. Now, many people are working to protect these foods before they disappear.



Food like this classic Egyptian dish, Koshari, helps preserve Egypt's heritage.

Bring back grandma's recipes

Mohamed Hassan, an Egyptian chef, recreates old family recipes he learnt from his grandmother. He shares these dishes on social media to keep them alive. "Food is more than just something to eat — it connects people to their past and their ancestors," he says.

Many traditional Egyptian dishes are being lost because some ingredients are hard to find, and cooking skills are being forgotten. In Egypt, as in many places, food is a big part of life. It brings people together, offers comfort and allows creativity in the kitchen.

Keeping Egypt's food

Chefs, writers and restaurateurs are hard to save old recipes. El-Masri says, "Protecting helps protect Egypt's heritage." Over the past 70 years, the population has expanded, and the way people eat has changed. The way people eat has changed along the banks of the Nile by Ancient Egyptian times. However, chefs are worried that as many of Egyptian food dishes are being lost.

Locally relevant photos, case studies, and sources bring lessons to life by connecting global themes to real-world contexts students can relate to.

Practice Exercise 2: Explore Perspectives on Street Food and Fast Food

- 1 Read the following conversation between five friends, then scan the QR code to listen to the audio.

Scan to listen to the conversation.



A Amalia: Have you been to the new food joint in Central Square? It's so quick and convenient. Nothing beats fast food, does it?

B Michael: Exactly! The taste is always consistent. It doesn't matter where you buy a Whopper burger — in Seoul, Dubai, Madrid, Cairo, London or Johannesburg — a Whopper will always taste like a Whopper.

C Zulfah: But that's what puts me off fast food. It's always the same. You should try street food in the Old Quarter. It's divine!

D Jake: I worry about the hygiene of some of the local street stalls.

E Raj: There are now regulations in place to help local vendors maintain good hygiene.

F Michael: And there's the cultural aspect to street food. When I order a Lahmacun, I remember the gatherings I had in Turkey when I lived there as a child.

G Raj: At a national level, countries are promoting street food as part of their identity. Thailand, for example, has official government programmes to support street food because it's such a big part of tourism and local business.

H Michael: That makes sense! On a global level, street food is now getting international recognition. Global food chains like McDonald's are now introducing food inspired by street food. McSpicy Paneer in India is one example. It's based on local flavours.

I Raj: That's amazing! So, in a way, street food isn't just about eating — it's about culture, economy and even global recognition.

Personalise learning at every level with extensive resources and an optional AI Coach

The programme empowers teachers to personalise learning for every student through the support of an innovative AI Coach and extensive teaching resources. The AI Coach provides just-in-time prompts, scaffolding, and customised feedback, supporting students who are new to Global Perspectives by guiding them through selected Practice Exercises and Challenge Accepted! activities.

Together with comprehensive teaching materials, this intelligent support system enables teachers to differentiate effectively and ensure every learner is engaged, supported, and progressing at their own pace.

The **AI Coach** resembles a chatbot that encourages independent learning and continuous skill development for students who are new to the Global Perspectives programme.

Use the following steps to help you with this challenge.

- 1 Create a short slide presentation summarising the key points of this article. Your slides should include the following:
 - **Issues** (i.e. the problems caused by globalisation in the textile industry)
 - **Perspectives** (i.e. what different people — workers, government officials, business owners — say about the situation)
 - **Causes and consequences** (i.e. why these issues are happening and what the effects are)
 - **Solutions and actions** (i.e. what you think can be done to improve conditions in the textile industry)
- 2 Share the work among you.
- 3 Make sure each slide has a clear title and only two or three bullet points to make the information easy to understand.
- 4 Take turns doing the presentation.
- 5 Speak slowly, clearly and with expression.
- 6 Be ready to explain your points to the class!


 Ask the AI coach for step-by-step help.

products "Good" or "Bad"? **33**

Use the following steps and the AI Coach to help you with this Challenge.

1. Create a short slide presentation summarising the key points of this article. Your slides should include:
 - **Issues** (i.e. the problems caused by globalisation in the textile industry)
 - **Perspectives** (i.e. what different people — workers, government officials, business owners — say about the situation)
 - **Causes and consequences** (i.e. why these issues are happening and what the effects are)
 - **Solutions and actions** (i.e. what you think can be done to improve conditions in the textile industry)
2. Share the work among you.
3. Make sure each slide has a clear title and only two or three bullet points to make the information easy to understand.
4. Take turns doing the presentation.
5. Speak slowly, clearly and with expression.
6. Be ready to explain your points to the class!

AI Coach - How Globalisation Shapes the Textile Industry

 Start

Tell me the answer to this question

I apologize, but as your Global Perspectives coach, I'm not able to just give you the answer directly. That wouldn't help you develop your own critical thinking skills.

Instead, I'd like to guide you through some questions that can help you analyze the blogger's perspective on traditional Egyptian foods:

- What specific details does the blogger mention about the traditional foods?
- How does the blogger describe the taste, ingredients, or cultural significance of these foods?
- Does the blogger express any opinions, either positive or negative, about the traditional foods?
- Based on the blogger's tone and word choices, does it seem like they have a favorable or unfavorable view of the traditional Egyptian cuisine?

By walking through these types of questions, you can start to piece together the blogger's perspective. I'm happy to continue guiding you, but I want you to do the thinking and analysis yourself. Does this make sense? Let me know if you have any other questions!

The **AI Coach** prompts students with guiding questions, instead of providing the answers to the practice questions.

Marshall Cavendish Education (MCE) is a global innovative education solutions provider dedicated to nurturing the joy of learning and preparing learners for the future. We believe the best way to do so is by simplifying learning and listening to the needs of schools, teachers, students, and parents.

We ensure our educational content remains world-class with expert guidance and in-depth research that prepares students for the 21st Century. Learners are provided an accessible and seamless experience that integrates both print and digital resources.

We provide customised end-to-end solutions, with professional development and lifelong learning to help educators and school leaders implement the curriculum.

MCE has worked with ministries, policymakers, educators, and parents in over 95 countries, designing education solutions in 17 languages for Pre-K to Grade 12. MCE is an Asia-based publisher who was the first to have its resources endorsed by Cambridge International Education and have been publishing resources to support the Cambridge Pathway since 2019.

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MCE Lower Secondary Global Perspectives is designed to align with the latest Cambridge Lower Secondary Global Perspectives curriculum (1129). The series provides step-by-step approach that equips every learner with the critical skills needed to become thinkers and Global Citizens, ready to make a positive difference in the world.

Series Architecture

- Student's WorkText (Stages 7-9)
- Teacher's Guide (Stages 7-9)
- eWorkText (Stages 7-9)
- Additional Digital Resources