



## HELPFUL HINTS “JA Global Marketplace”

### Activity 1: “X” Marks the Spot

- Review the world map provided in the kit prior to class to help you identify countries during the lesson. You might want to pick out various “trading treasures” (items in the classroom that are manufactured outside of the United States). Do this prior to class so you can locate those countries.
- When explaining the difference between imports and exports use the first letter to help remember: Import = into, export= exit.
- Have the teacher and students help you locate countries on the map.
- Ask the teacher if he/she has a preferred method for the treasure hunt. (Examples: encourage only one student from each group to “find a treasure” in the classroom and bring it back to the group for discussion, have the students locate only 5 items instead of making it a race to get a lot of items, look only in certain areas of the classroom, look only at the group’s clothing or school supplies, etc.)
- Bring in items from home that are made in other countries. Try to locate “odd items” that the students will find interesting.
- Consider bringing candy made from other countries.
- Consider challenging each group to find something made in the USA. (Depending on resources, this may be more challenging than finding imported items.) Be sure to note that if made in the USA, it is not an imported item.

### Activity 2: You Be the Judge

- For definitions and additional information on NAFTA visit <http://www.wisegeek.com/what-is-nafta.htm>.
- For definitions and additional information on WTO visit [www.wto.org](http://www.wto.org)
- For an interactive link to each of the countries that are apart of the WTO:  
[http://www.wto.org/english/thewto\\_e/whatis\\_e/tif\\_e/org6\\_e.htm](http://www.wto.org/english/thewto_e/whatis_e/tif_e/org6_e.htm)
- For a link to an article about NAFTA and the H1N1 flu visit:  
<http://www.reuters.com/article/topNews/idUSTRE5760V120090810>
- For a link to an article about WTO and the H1N1 flu visit:  
[http://www.wto.org/english/news\\_e/news09\\_e/sps\\_25jun09\\_e.htm](http://www.wto.org/english/news_e/news09_e/sps_25jun09_e.htm)

- Be sure to review information in the guidebook about NAFTA and WTO prior to the activity.
- There is a lot of vocabulary to learn in this activity! Try to review it frequently throughout the lesson.
- Prior to the activity, review the three scenarios of disputes in order to further the students’ understanding during the breakout session.
- Consider having the students role play a parallel situation to the WTO: (See flowchart on page five of the student workbook.)
  - Two students dispute (Two countries in dispute): The students might work it out on their own and resolve the issue—or they might go to the Teacher/Principal (WTO). The Teacher/Principal should consult the School Policy Handbook (General Agreement on Tariffs and Trade (GATT)). They study the dispute and rules and make a decision.
- Try to bring in current examples of countries that are dealing with some difficulties in trade. (Example: Debates in the news over trading with countries that have the H1N1 flu.)
- When the student groups are given their dispute cards, be sure to walk around the room and help facilitate their discussions.
- Consider reading the cards aloud and having a class wide debate/discussion. After reading the situation, students could decide which side they want to defend, split into two sides of the classroom, and debate back and forth.



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- *Optional:* You might want to send home a quiz in which the students can ask their parents questions about the vocabulary taught in this lesson. For example, have them write two questions in their daily planner to ask their parents at home. Question 1: What is the WTO? Question 2: Can you name the countries that are part of the trade agreement called NAFTA?

### Activity 3: Let’s Make a Deal

- To view variations from McDonald’s items across the world go to: (scroll down to view the pictures and captions) <http://trifter.com/practical-travel/budget-travel/mcdonald%e2%80%99s-strange-menu-around-the-world/>
- To view variations from Pizza Hut’s menus across the world go to: <http://www.pizzahut.com/International.aspx>

- Prior to your visit, you may want to log on to some corporate websites to obtain specific information about their international franchises. (See p.22 Guide for Volunteers and Teachers)
- Prior to your visit you may want to review the Business Practices Worksheet in order to be a resource for the students during the breakout session.
- Discuss student workbook pages 6-7 (activity instructions) in a large group before the students move into their small groups. Discussing the first couple of questions as a class will help small group discussions get started.
- Providing students, in advance, with a list of possible answers for the food choices may be helpful in order for this to become a multiple choice activity. (See p. 8 in student workbook.) The following choices can be printed on the whiteboard for their convenience: Apple Pie, Spaghetti and Meatballs, Chicken and Vegetables, Chili, Ice Cream Float, Hot Dog and French Fries, Hamburger and French Fries, Barbequed Ribs, Pelmeni, Borsch, Cheese Omelets, Biryani, Gajar ka Halva, Tempura, Sashimi, Chicken Udon and Soba soup, Zucchini Bread, Carrot Cake, Vegetarian Pizza.

### Activity 4: People Power

- U.S. Citizenship and Immigration Services  
Have the students take a sample quiz with questions from the Naturalization Test  
(Scroll Down – and click on “Generate Questions”)  
<http://www.uscis.gov/portal/site/uscis/menuitem.010cab8025677e19631ef89b843f6d1a/?vgnextoid=9ff98424f8304110VgnVCM1000004718190aRCRD&vgnnextchannel=9ff98424f8304110VgnVCM1000004718190aRCRD>

- Consider introducing the activity in an active way by having students go to corner of the classroom depending on their experience: if they’ve moved from another country, moved from another state, moved within the same city, or if they have never moved.
  - Once in their groups, allow the students to brainstorm for 90 seconds about the pros and cons of their respective experience.
  - Have them share with the entire class some of the pros and cons.
  - Emphasize how everyone’s experience is different- each having pros and cons.
  - If possible, talk about how hard it can be to make new friends when you move- and the importance of befriending new students who come to school.
- Going around the room, consider having each student share one personal item they would want to take with them if they had to move to another country.
- Going around the room, consider having each student share what country they would want to go to if they had to leave the United States.



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- Ensure the students understand that the person who moves from one country to another is *both* an immigrant and an emigrant. (It depends on which country is being discussed.) They are an emigrant to the country the *exited* and an immigrant to the country they came *into*.
- For the next visit, ask the teacher to provide calculators for the students, or ask him/her to have the students bring one with them.

### Activity 5: World of Words

- For a short Did You Know? video on productivity and technology go to:  
[http://www.teachertube.com/viewVideo.php?video\\_id=128330&title=ParentNightVideo](http://www.teachertube.com/viewVideo.php?video_id=128330&title=ParentNightVideo)

- You may want to put a time limit on the first part of the activity that involves rewriting a paragraph. See how many words the students can write in that style in three minutes. Then immediately begin to figure productivity, by how many words per minute they were able to write! Adjust the formula on p. 34 of Guide for Volunteers and Teachers to indicate words per minute instead of pages per hour.)
- Consider speaking about job productivity required in businesses. For example, sometimes jobs have certain standards for such tasks as time required in answering phone calls, rate of sales, etc. Each business has specific standards/incentives that their employees work to achieve.
- Give students concrete examples of how this productivity affects consumer costs of items produced in the United States.
- Discuss how the pay rates in the U.S. vs. other countries either encourage or discourage people to produce products in the U.S.
- Calculators will again need to be available to students for the last visit.
- For the next visit, present students with certificates upon completion of the program. Templates for printing the certificates can be found at: <http://www.jagraphics.org/Customizable-Program-Certs/index.html>

### Activity 6: World of Money

- For an XE Currency Converter go to: <http://www.xe.com/>

- For an article on the impact of the US dollar go to: <http://rawstory.com/2009/10/us-facing-massive-economic-power-shift-with-dollars-downward-spiral/>

-A positive result of the American dollar losing value is the boost in tourism the US has seen in the last year. In addition to becoming a popular destination for international vacationers, America is also keeping more dollars here as many citizens are choosing to vacation within the borders. For a corresponding article visit:  
<http://www.allbusiness.com/economy-economic-indicators/money-currencies/11420864-1.html>

- You may want to bring real American coins or coins from other countries to help the students design their coin.
- Consider having the students play a version of “Amazing Race” by giving them a certain amount of US Dollars to work with, having them plan a trip to another country, and explain their finance plan for the travel. For example, using the currency exchange table, tell them you are going to give them \$100 American dollars to spend in Mexico City. Ask questions such as:
  - ◆ About how many of those American dollars would they have to spend on a motel room that costs 550 pesos?



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- ◆ About how many of those American dollars would you have to spend on a steak dinner that costs 350 pesos?
- ◆ About how many American dollars would you have to spend on a movie that costs 150 pesos?
- ◆ How many American dollars would you have left after your day in Mexico City or would you be broke?
- You will have to provide a copy of a currency exchange table for this lesson. A table can be found on the web at [www.exchangerate.com](http://www.exchangerate.com), <http://www.x-rates.com> or <http://www.xe.com> (click on generate currency table), or you may find an exchange table in a newspaper.
- You might want to collect exchange tables from various days/weeks prior to teaching the lesson so that students can see that the rates change daily.
- This activity takes a lot of time to figure. Be sure to allow enough time for the distribution of the newsletters and CD-ROMs and the graduation ceremony.