Life Skills:
Communication, Wise use of Resources, Leadership

What to Do:
Explore the workings of a global economic system to learn about: the global links in mass production and big business and the impact of global events on the production of common goods and services.

Measuring Success:
Youths will become more aware of the interdependence of global citizens and how we are connected economically, politically, socially and environmentally. We share common interests and goals and common concerns and problems.

Audience:
8th-12th grades

Time Involved:
30 - 45 minutes plus follow-up

Group Size:
5 - 30 (break groups larger than seven into groups of three to seven)

Preparation and Materials
- Note pads
- Pencils
- Tape recorder (optional)
- Copies of option and contact ideas from Activity 2 for each small group

Introduction
The idea of interdependence or connectedness is central to global education. It implies people, throughout the world, in nations far away and those close by, are connected economically, politically, socially and environmentally. We share common interests and goals, but we also share common concerns and problems.
The Activities

Activity No. 1
Let's form a circle. Now, I want you to turn to the right so you are looking at the back of the person on your right. *(Starting at any point in the circle, ask each person to read the label in the garment (shirt or blouse) of the person in front of him or her to determine the country in which the garment was made. When finished, have people look at the labels in or on their shoes.)*

Let's discuss the findings.

- How many countries are represented in the room?
- How many continents are represented?
- How many of the countries are developing countries?

Activity No. 2
Are you ready for a global adventure in our local community? *(Divide the group into three or four smaller groups, depending on the number of people. Ask each subgroup to name itself by selecting the name of a continent. Each group (continent) will become a staff of investigative reporters for a national magazine or newspaper.)*

Your assignment ... should you decide to take it ... is to find local connections to other parts of the world. I'm distributing a list with ideas on topics you may like to investigate. *(Distribute copies of the following list. The youths also may have other suggestions.)*

**Imports:** Clothing and Shoes - Jewelry - Electronics - Crafts & Arts - Raw Materials for Industry - Food - Cars - Auto Parts

**Health:** Medical Procedures - Practices from Abroad - Medications - Diseases which Spread to and from the United States

**Farm:** Exports and/or Imports - Migrant Workers - Farm Plight - Foreign Policy Decisions - U.S. Farm Subsidies and Policy - Weather/Natural Disasters

**Education:** Curriculum (High School, Elementary, Intermediate) - Foreign Students - Foreign Language Study - College and/or University Ties to Developing Countries

**Culture:** Ethnic Groups - Religious Groups - Foreign Cultural Events - Museums - Restaurants - Indoor Recreation - Sports - Sporting goods - Film - Books - Local Relief Efforts - Drug Trade – Immigration

**Business:** Banks – Emerging Countries Investing in Your Area – Local Investments in the Third World – Local Labor Unions

**Travel:** Tourism and Tourists – Vaccinations – Travel to and from the United States
(Let the small groups choose their topics.) OK! Now that you have your topic area, let’s begin.

- Write down all of the questions on the topic you want to investigate
- Determine the person or agency you want to contact and who will make the contact.
  The list below will help you develop you list of contacts. Add your own ideas as well.

You may want to write, call or visit:

**Imports:** Retailers who carry items selected, the chamber of commerce and trade associations

**Health:** Local or state boards of health, clinics and/or hospitals, family doctors, county or city departments of health, medical schools, teaching hospitals

**Farm:** Extension offices, farm cooperatives, farmers, community groups, bankers

**Education:** Local schools, extension offices, college or university admission offices

**Culture:** Local or state immigration office, religious organizations, organizations that sponsor cross-cultural international exchange programs

**Business:** Chamber of commerce, extension offices, department of state, department of commerce, banks, local offices or headquarters of global corporations, etc.

**Travel:** Local travel agents, hotels, tourism offices, welcome service for newcomers, health departments

**Reflect/Discuss**
*(Have youths develop a plan of action for contacting these people and then do so.)*

**Share What You Did**
*(At the next meeting, ask youths to share the information and what they learned.)* What topic did you choose to investigate? Who did you talk to? Was it difficult to get information? What would you do differently next time? Were you surprised with what you learned?

**Tell What’s Important**
- What countries are involved in your topic?
- How long has the effort been going on?
- Who started it?

**Generalize to Your Life**
- What is the effect in the community? The culture?
- Economics? Politics? Environment?
- Who benefits from the situation?
- How would your community be different if they situation did not exist?
**Apply What You Learned**

*(As a total group discuss each group’s findings)*

- How were all of our findings similar? How were they different?
- What surprises were there?
- How did these relationships differ before the 9-11 terrorist attack on the USA?
- How will they change in the future?
- How can you make a difference in promoting global interdependence?

**More Challenges**

You and your sub-group may select one or all three of the following scenarios to explore.

**Scenario No. 1**

- Ask your parents or guardians to make a separate list of items or products they use and the countries of origin. Possibilities include, but are not limited to: bicycles, CDs and CD players, radios, television sets, cars, household appliances, food and food products, sports equipment, computers, furniture, toys and games. Compare the list your parents made to the list you and your peers made.
- Select a couple of items or products. What are they made from? Trace the products, beginning with the resources needed to make the finished product. What means of transportation and what route did the item take to get to your home?
- What role does the following have on the items or products you selected? Weather, labor or work force, transportation? What else can you list?

*Back in your small group:*

- Locate on a world map or globe the places where these items or products come from.
- Are there certain items or products from specific countries: Asia, Central and South America, Europe, etc.? List.
- Explain how the availability of resources, work force, weather and transportation affects the products.

Prepare a report and share your findings with the total group.

**Scenario No. 2**

- What are your local community’s or state’s global connections? List export products made in your community and state that go to other countries around the world.
- What local or state companies employ individuals (management or technicians) who work in other countries?
- What international employees work at local and state global companies?
- What implications does all of this have on diversity in your local and state population and the local, state, national and global economy?
**Back in your small group:**
- Locate on the world map or globe the places in the world where the items or products produced locally are distributed globally.
- Are there specifics countries that receive these items or products? List.
- Explain how the availability of resources and work force, as well as who makes up the work force, weather and transportation, affects the product.

Prepare a report and share your findings with the total group.

**Scenario No. 3**
- List rock stars or your favorite music group. Where are they from? Where have they given concerts? Which countries are always visited on their world tours and why? What countries are not visited and why? How is your local community affected by their success? What effect have these groups had on the communities they’ve visited?

Share what you find with the total group.
Main Street America and the Emerging Nations
Activity 2 Handout

Are you ready for a global adventure in our local community? Find local connections to other parts of the world.

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