

JA Global Marketplace– Middle School Tips for Weekly Delivery

Helpful Hints

This is a compilation of tips acquired by volunteers and staff. This is not a complete list; however, if you have other helpful tips to share, please contact the JA office.

Activity 1: “X” Marks the Spot

- Bring in items from homes that are made in other countries. Try to locate “odd items” that the students will find interesting. □ Use these and items found in the classroom.

Activity 2: You Be the Judge

- Prior to the activity, review NAFTA (North American Free Trade Act) on page 19 of the Guide for Volunteers and Teachers. (This agreement was developed by the governments of Canada, the United States, and Mexico to lower trade barriers on one another’s products.) For more information visit <http://www.wisegeek.com/what-is-nafta.htm>. □
- There is a lot of vocabulary to learn in this activity! Review frequently. □
- Prior to the activity, review the three scenarios of disputes in order to further the students’ understanding during the breakout session.
- You may also want to log on to www.wto.org to obtain more information on the World Trade Organization. (This organization serves as a court by hearing and making decisions on trade disputes between countries.) To see snapshots of WTO cases involving the US visit: http://www.ustr.gov/assets/Trade_Agreements/Monitoring_Enforcement/Dispute_Settlement/WTO/asset_upload_file562_5696.pdf □
- 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 “mad cow disease.”)

Activity 3: Let’s Make a Deal

- You have the option of using the activity on page 46 (Trading Places – the puzzle activity) or the Business Practices Worksheets detailed with this lesson. The students really enjoy the puzzle activity.
- If you use Business Practices Worksheets:
- Prior to your visit review the Business Practices Worksheets 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

- For the next visit, activity 5, 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

- 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.

1800 White Bear Avenue North
Maplewood, Minnesota 55109
Phone: 651.255.0055 | Fax: 651.255.0460
E-mail: info@jaum.org

www.jaum.org

- 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 be needed for the last visit.□

Activity 6: World of Money

- 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.x-rates.com/> or <http://www.xe.com/> (click on generate currency table), or you may find an exchange table in a newspaper.
- Optional activity – Have 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?
 - 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?