



## We're All Connected

**Age:** Primary

**Level:** A1

**Global Knowledge or Global Attitudes and Action:**

Global Knowledge

**Standard for Learning Outcome:** Student encounters ideas of global interdependence.

**Learning Outcome:** P.D1.S4.LO1 Identify some of the connections between own community and outside world

**Standard for Global Skill:** P.D3.S4.LO3 Apply logic to a given situation

**Global Skill:** Student acquires the skills to be a questioning citizen.

**Sustainable Development Goals:** 4: Quality Education, 9: Industry, Innovation, and Infrastructure

Before class, you may want to gather some items from other countries and from your own country to show students examples of products that are imported and exported. You may also want to have a world map and push pins to show where different countries are.

### Part 1 (10 mins)

Tell students that they are going to learn about how their own country is connected to other countries through the things they wear, eat, and use. Ask students about the different ways they come into contact with the rest of the world every day. Guide them with questions about, e.g. the music they listen to, the TV shows they watch, the foods they eat, the clothes they wear, and the things they use. Some students may have relatives that live in different countries, or they may follow people from other countries on social media.

**A.** Read the paragraph aloud as a class. Then ask students to find objects around them, such as books, backpacks, smartphones, or foods, and look for the labels that say where the objects were made. Encourage them to look inside their shoes and clothing to see where items were made. Ask them to share countries they find. Have a short discussion about the different foods that students eat, and where they come from. Show the examples

that you brought. Ask students why some foods (like eggs or milk) might not have labels and elicit that many fresh products are produced locally.

Ask students to look at the four categories on the worksheet. They should draw a picture in each frame and complete the sentences.

When reviewing students' answers, ask if they notice any patterns in where things are from. If you brought a map and push pins, use different colors to represent different categories and invite students to find the countries and put the pins on them.

### Part 2 (20 mins)

**A.** Tell students they are going to read about why we use products from different countries in our everyday lives. Draw their attention to the image of the cargo ship and ask if students know what it is, ask them what they think might be inside the containers, where the ship started its journey and where it is going. Guide them to notice how big it is and see if students can personalize the reference—is it as big as their school? The whole block? Tell students that cargo ships are usually enormous and are crossing the world's oceans every day.

Allow a few minutes for them to read the text silently. Then ask students to choose the best title. Invite them to think about why they didn't choose the other titles and elicit ideas that the topics of shopping and where food grows are only a small part of the text, and not the main idea.

**Answer Key: World Trade**

**B.** Ask students to find the bold words in the text; *trade*, *global interdependence*, *import*, and *export*. Tell them that these words are explained in the text, but that there are other ways to explain them. Pair students and ask them to read the definitions and match the definitions to the words.

**Answer Key: 1. export 2. global interdependence 3. trade 4. import**



### Part 3 (20 mins)

- A.** Tell students that they are going to think about why countries import and export different products. Read through the questions as a class and then allow students a few minutes to work alone and consider some possible answers. If students are struggling, guide them with further questions, for example:

*If we don't make smartphones in our country, how can we get a smartphone?*

*Why does a country need to sell the products it makes?*

*What is the weather like in the desert? Do you need a lot of rain to grow rice?*

*Are there clothes factories in our country?*

*Which countries have a lot of factories?*

*What do those factories make?*

Have a class discussion and allow all possible answers.

- B.** Look at the imports and exports of the USA. Ask students to identify different products and make sure they understand the meaning of any new words, e.g. *oil*.

Ask students to draw a simple map of their country. Then put them in pairs or small groups to find out about some of the products that are imported into and exported from their country. You can either bring a list of ideas and have students find out or use common knowledge to guess which products are imported or exported or allow more time for students to research and find their own information. Suggest that students show imports and exports with the use of arrows. Invite students to share the information they found with classmates.

### Extension

- A.** Explain that global interdependence has good and bad results. Pre-teach or check understanding of any new vocabulary, such as *companies*, *harms*, *environment*, *cheaper*. Ask students to work in pairs and read through the sentences, deciding whether each one describes is a good or bad aspect of global interdependence. Tell students that there are no right or wrong answers, but the answers are their own opinion. Invite students to share their answers as a class.
- B.** After students share their answers from activity A, give them some time to think about reasons for their answers. Tell them they have to write complete sentences explaining why they chose *good* or *bad*. Have some students read their sentences aloud and the others express if they agree or disagree.