



Interdependence of Nations

Age: Secondary

Level: B1-B2

Global Knowledge or Global Attitudes and Action:

Global Knowledge

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

Learning Outcome: S.D1.S4.LO2 Identify the interdependence of nations

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

Global Skill: S.D3.S4.LO5 Identify premises and evaluate conclusions

Sustainable Development Goals: 4: Quality Education, 12: Responsible Consumption and Production

Part 1 (15 mins)

- A.** Tell students that they are going to think about how the manufacturing and sale of products connects many different countries. Point out that the diagram shows where the ingredients in one product, shampoo, come from, how they are transported, and what happens after the shampoo is made. Ask students to read the text and complete it with information from the diagram and the given words.

Answer Key: 1. coconut oil 2. Indonesia 3. Brazil
4. sodium chloride 5. boat 6. trains 7. trucks 8. plane

- B.** Tell students to look at their clothes and search for the label. Ask them to discuss the questions in pairs. Then have them share answers with the class. Ask students if any of the answers surprised them.

Part 2 (15 mins)

- A.** Have students look at the image of the label. Then have them answer the questions. Elicit their answers. Ask why a product might have a label in more than one language. Remind them of the diagram in Part 1, which shows that a product made in one country may be sold in many different countries. Also, it is cheaper for companies to make one package with many different languages than to make a different package for each language. Point out that the languages on a label are often spoken in several different countries. For example, a product label in Spanish is understood in Spain and most of Latin America.

Answer Key: Possible answers

English, Czech, Deutsch, Spanish, Finnish, Croatian, Hungarian, Italian, Polish, Portuguese, Romanian

- B.** Point out the products. Check that students understand what they are. Then have students answer the questions in groups. If they are not sure of the answers, allow them to use their cell phones or the internet to research the answers. When students have finished, ask them for their answers and write them on the board. Discuss any differences in answers as a class. Point out that manufacturing connects many countries. Countries that manufacture products often need raw materials from different countries, and a country's products are often sold in many different countries around the world.

Part 3 (20 mins)

- A.** Have students list ten food or drink products that their family buys each week. Ask them to consider fresh products, such as meat and vegetables, as well as prepared foods.
- B.** Put students in groups and have them share their lists from activity A. Tell them to decide on two local and two international products. Then have them complete the chart. If students can use their cell phones or the internet, have them research the answers. If not, ask them to estimate the answers. When students have finished, ask them to share their answers with the class.
- C.** Read the statement aloud. Have students work in the same groups and ask them to decide if they agree or disagree with the statement. Tell them to consider



effects on such things as the environment, the economy, and the quality of the product. Ask groups to share their answers and reasons.

Extension

- A.** Tell students to look at the pictures. Have students complete the ranking activity individually. Clarify that the product they rank with number 1 should be the most important and the one ranked with number 8 should be the least important. Check that they understand the meaning of the terms. Then have them compare answer in pairs. Review as a class which things ranked number 1, number 2, and so on.
- B.** Put students in groups. Before they complete the activity, point out that there are pros and cons to buying products made in their own country and buying products made in other countries. Point out the example, and encourage students to try to think of pros and cons of each factor. For example, locally grown produce may be fresher than imported produce, but imported produce brings in a wider variety of fresh fruits and vegetables. If students need more support with ideas and vocabulary, you could do this as a class discussion.