

TRADE IS: YOUR FUTURE

OBJECTIVE:

Students will understand how trade will continue to offer opportunities to improve lives through job opportunities, income, social change and new ideas.

KEY POINTS:

- Trade opens doors to the rest of the world
- There are countless economic opportunities in trade
- Trade connections also open opportunities to make a difference on social issues
- Trade provides an opportunity to address social ills
- Trade cannot cure all problems, but without trade the problems cannot be solved
- Trade is a crucial component of your future

ACTIVITY: The global pursuit of “The American Dream”

A. Start with a discussion among the students to define “The American Dream.”

What do they think it means? Is it still possible? Is it faltering?

Do students feel that they have unlimited possibilities and open doors to meet their goals?

What about other countries?

Do people in those countries share the basic desires of the “American Dream?”

B. Have students discuss whether or not they think that their generation better off than their parents’ generation.

How has the “American Dream” changed?

C. Divide the classroom into small groups. Have each group select a different area of the job market and research the job opportunities they can expect from this field. This would include possible wages, earning power, stability, growth opportunities and the impact of international trade.

D. Students then have a job fair and each group makes a presentation as to why you would want to work in this field. This could include the creation of recruiting brochures, signage, PowerPoint presentations, a website and any other information that might lure candidates to their field.

E. At the conclusion of the job fair, students revisit “The American Dream”.

Do they still think it is a reality?

Will their generation have advantages over their parents’ generation?

If so, what advantages? If not, why not?

Ideas for extending the lesson:

Students would divide into groups, half of the groups taking countries that trade, the other half countries that don’t trade. Via email and the Internet, find out what students from those countries expect and/or hope for their future. Present the information and see if there is a benefit for the countries that trade.

Suggestions for Assessment

Groups grade each other, comparing what they think they know about the trends in trade, employment.

Debate or hot seat: good grades for those who have a solid answer to every question, bad grades for those caught unprepared or without adequate defense.