Lesson Plan - It’s a Small World

**Course Title:** Business Management

**Session Title:** It’s a Small World

**Performance Objective:**
- Upon completion of this lesson, the student will understand the impact of international business on our own economy.
- Upon completion of this lesson, the student will understand social responsibility in business.

**Approximate Time:**
When taught as written, this lesson should take 5-6 days to complete.

**Specific Objectives:**
- Students will identify the reasons for an increase in international trade in recent years.
- Students will understand business etiquette in other countries.
- Students will calculate foreign currencies.
- Students will understand the theories of comparative advantage and specialization.

**Preparation**

**TEKS Correlations:**
This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

- **130.121(c)(1)(I)**
  define social responsibility
- **130.121(c)(1)(J)**
  explain how socially responsible management policies are initiated and implemented
- **130.121(c)(1)(K)**
  research contemporary cases dealing with ethics and social responsibility using appropriate online technology
- **130.121(c)(2)(E)**
  determine competitive advantage
- **130.121(c)(2)(I)**
  define global management
- **130.121(c)(2)(J)**
  explain how the organization will function in a global environment

**Interdisciplinary Correlations:**

**English:**

- **110.33(b)(1)(A) – Reading/Vocabulary Development**
  …determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek or other linguistic roots and affixes.
- **110.33(b)(1)(C) – Reading/Vocabulary Development**
  …infer word meanings through the identification and analysis of analogies and other word relationships.
- **110.33(b)(12)(B) – Reading/Media Literacy**
  …evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media.
- **110.33(b)(12)(C) – Reading/Media Literacy**
  …evaluate the objectivity of coverage of the same event in various types of media.
- **110.33(b)(12)(D) – Reading/Media Literacy**
…evaluate changes in formality and tone across various media for different audiences and purposes.


**Logistics Managers** 11-3071.03

**Similar Job Titles:** Global Logistics Manager, Supply Chain Logistics Manager

**Tasks:**
Negotiate with suppliers or customers to improve supply chain efficiency or sustainability.

Collaborate with other departments to integrate logistics with business systems or processes, such as customer sales, order management, accounting, or shipping.

**Skills:**
Critical thinking, time management, coordination, category flexibility

### Accommodations for Learning Differences:
It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website.

### Teacher Preparation:

**References:**
2. Business Principles and Management, Everard Burrow, South-Western Thompson Learning

**Instructional Aids:**
1. “It’s a Small World” PowerPoint presentation
2. Concert Tour Assignment #1
3. Concert Tour Assignment #1 Rubric
4. International Business Presentation Assignment #2
5. International Business Presentation Assignment #2 Rubric
6. Mission Statement Analysis Assignment #3
7. Mission Statement Analysis Assignment #3 Rubric
8. State Export Table Assignment #4
9. State Export Table Assignment #4 Rubric

**Materials Needed:**
1. Markers
2. Posterboard or flipchart paper

**Equipment Needed:**
1. Computers for students to complete projects
2. Projector for PowerPoint

**Learner Preparation:**
1. Ask students if they have ideas on how business conducted in foreign countries was
different 30 years or more ago than it is now. Write their suggestions on the board or document camera. They will probably come up with ideas mostly related to technology.  

2. Explain how social implications have changed over the years due to the almost commonplace nature of international business today. Ask students how management is different today regarding staffing for foreign offices and conducting business via video-conferencing.  

Lesson Plan  

Introduction (LSI Quadrant I)  
1. Although “Made in the USA” has become a slogan that has been encouraging Americans to buy products made in their home country, much of what we still purchase is made, at least partially, in another country. Have students examine what they are wearing or have in their possession at school. List some of the brand names on the board or document camera. Research on the Internet where many of these items or corporate brand names are located.  
2. Ask how many of them drive a foreign car, but explain that many foreign corporations have built factories in the U.S. Have them research major automobile brands and locate where factories are.  
3. Along with the increase in international business also comes a focus on social responsibility. Global interaction also means that businesses have a responsibility to their worldwide customers as well. A company’s mission statement should encompass its responsibilities as a corporation. Have the class conduct Internet research of several well-known companies’ mission statements and look at phrases that display a responsibility component. Have a student record the various phrases that students discover and they should conclude that many major corporations have a component that focuses on being responsible to the environment or to their customers or to a form of globalization.  

Important Terms for this Lesson: 
- Pacific Rim – countries on the western edge of the Pacific Ocean  
- Exporting – selling products or services to other countries  
- Importing – buying goods and services made in a foreign country  
- Exchange rate – the value of one country’s currency expressed in the currency of another country  
- Culture – customs, beliefs, values, and behaviors of a group of people  
- Trading bloc – an agreement between two or more countries to remove trade restrictions among the member countries  
- European Union – actually formed in 1957, a trading bloc with 27 member countries and a common currency  
- Euro – the common currency of the European Union  
- NAFTA – North American Free Trade Agreement – a trading bloc with the U. S., Canada, and Mexico as its member countries  
- Comparative advantage theory – specializing in a product or service that can be provided more efficiently in one country than another can give that country a trade advantage  
- Product life cycle theory – when countries open factories in other countries because the product has progressed to a stage in the product life cycle where it may no longer be cost efficient to produce it domestically  
- Logistics – the activities involved in ensuring that products are delivered to the right place at the right time  

Outline  

Outline (LSI Quadrant II)  
Instructors can use the presentation slides, handouts, and the Internet in conjunction with the
following outline.

<table>
<thead>
<tr>
<th>MI</th>
<th>Outline</th>
<th>Notes to Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Reasons for a rise in international business</td>
<td>A. Increase in service businesses such as: 1. Tourism 2. Banking 3. Computer services</td>
<td>Use presentation as an aid. Ask students for a show of hands on whether they have ever been to a foreign country. Ask them why they think foreign trade has increased recently. Explain about trading blocs and that, when a nation is a member, it makes trade easier between the countries, especially when the currency is even the same as with the Euro.</td>
</tr>
<tr>
<td></td>
<td>B. Increase in trade among Pacific Rim Countries such as South Korea, Taiwan, China, Hong Kong, and Singapore</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. NAFTA - North American Free Trade Agreement 1. Trading bloc between U. S., Canada, and Mexico 2. removes trade restrictions and reduces production costs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. EU – European Union 1. 27 member countries 2. Euro, the common currency 3. Creates a single market to facilitate trade among members</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. International Trade Theories 1. Comparative Advantage-more efficiently specializing in a product than another country can 2. Product Life Cycle-when declining stages of the product life cycle create a need for that product in other countries, thus creating the need for production facilities in those countries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F. Increase in E-Commerce 1. Rise in Internet user countries 2. Highest use in China, U. S, Japan, and Brazil</td>
<td></td>
</tr>
<tr>
<td>II. Culture and Business</td>
<td>A. Customs</td>
<td>Do individuals have a responsibility to be respectful of cultures in another country if they are only going to be there for a short time? Have students discuss this in pairs and each pair should provide a response.</td>
</tr>
<tr>
<td></td>
<td>B. Beliefs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Values</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Behaviors</td>
<td></td>
</tr>
<tr>
<td>III. Social Responsibility and Ethics</td>
<td>A. Responsible to society</td>
<td>While companies may be in business to</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
B. Responsible to the environment
C. Responsible to owners, employees, customers, and other businesses through:
   1. safe work environment
   2. fair compensation
   3. code of ethics – formal set of values and rules set by a company

IV. Acts Relating to Social Responsibility

V. Real-World Case Studies
   A. Enron
   B. WorldCom
   C. Several made into movies
      2. “Erin Brockovich” – P G & E

make a profit, they also should have a duty to act in a responsible manner to many parties. They can be responsible to society by making sure their products are safe. Have students look at cpsc.gov to review product recalls. Have them look at products that they own, even vehicles.

Businesses also should protect the environment which, in turn, protects consumers. Review the cases involving violations.

Copy and Paste Multiple Intelligences Graphic in appropriate place in left column.

Application

Guided Practice (LSI Quadrant III):
1. Group students into pairs. Assign each pair a side to the following issue: ‘Do trading blocs help the economies of the member countries?’ or ‘Do trading blocs limit potential, beneficial trade opportunities for non-member countries?’ After reviewing the presentation students should have an understanding of the advantages and disadvantages of NAFTA and the European Union. They may use that information, use textbooks, or the Internet for research. Provide them 20 minutes to prepare. They can create a presentation or flipchart and present their side to the class. A student recorder can write the points on the board for the ‘pro’ and ‘con’ sides of trading blocs.

Independent Practice (LSI Quadrant III):
   • Concert Tour Assignment #1 – Students are to plan a worldwide concert tour for a band of their choice. They should create a schedule including at least 5 countries and the following information: 1) name of the countries, 2) dates and duration of stay in each location, 3) currency for each country, 4) at least 3 business customs for each country, 5) a hotel choice for each venue, and 6) a detail of the shipping logistics for your tour (this includes research on a shipping company or any freight forwarding company, an approximate weight of your equipment, list of equipment needed for the tour, and cost for all transportation including your band and equipment). Place all information on a poster.
• **International Business Presentation Assignment #2** – Use the guidelines for the International Business Presentation sheet that is located at the end of this lesson, create a presentation (you must register for a free account before you begin using some online presentation tools) to be presented to the class, as well as a quiz over your country.

• **Mission Statement Analysis Assignment #3** – Students are to locate mission statements from three major corporations using the Internet. Then they are to create a Venn diagram with three interlocking circles displaying the three mission statements. They may do this on the computer or on a poster. They should highlight or underline parts of the statements that refer to social responsibility, i.e., phrases mentioning the environment, fairness, or customers. In the center of the diagram where the circles overlap, they will list the words or phrases common to all three corporate mission statements.

• **State Export Table Assignment #4** – Have students go to the International Trade Administration web site listed above. To demonstrate the extent of foreign exports from a variety of states within the United States, students will create a table and bar graph, either in a word processing program if a lab is available, or on a poster. They are to select 5 different states and record the top market (country exported to) as well as the top type of product exported. In addition, display this information in a bar graph and add a second country of export as well as a second product type exported. Include graphics where appropriate.

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**Summary**

Review (LSI Quadrants I and IV):

Q: Which countries are members of NAFTA?
A: Canada, U. S., and Mexico

Q: What is a benefit of a trading bloc?
A: Trade restrictions can be lifted making trade easier between the countries in the bloc.

Q: What is a major characteristic of the European Union?
A: The Euro is the common currency of European Union member countries making trade easier between them.

Q: How does the Product Life Cycle Theory apply to international trade?
A: As a product enters the maturity stage of the life cycle in one country, it could be in the introduction stage in another country, thus creating the potential need for a production facility in that country.

Q: Who do businesses ultimately have responsibility toward?
A: Businesses have a responsibility to society, the environment, the owners, employees, customers as well as other businesses.

**Evaluation**

Informal Assessment (LSI Quadrant III):
1. Instructor will observe students during Independent Practice.
2. Instructor will assist students as needed.

Formal Assessment (LSI Quadrants III and IV):
Use the assigned rubrics to evaluate the two Independent Practice Assignments (LSI Quadrant III).

**Extension**

Extension/Enrichment (LSI Quadrant IV):
1. Have students visit a grocery store and record at least 10 items (many in produce) that are provided by international suppliers. They will prepare a poster listing the items and including a photograph of each. They should also prepare a bar graph with the number of items on the y-axis and the country names on the x-axis. This may show the prevalence of certain countries compared to other countries.

2. Interview someone who has either worked in a foreign country or attended college in another country. Prepare a script of questions and record their answers regarding culture, conducting business, traditions, and other information of interest in that country.

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INTERNATIONAL BUSINESS PRESENTATION

Please visit the internet and find websites that give details about countries and select a country for your presentation.

Your slides should contain the following:

- Slide 1: Introduction – your name, country, picture
- Slide 2: Country information – can be a map, economic resources, population, flag, etc.
- Slide 3: Things to know about a country before you go (driving in the country, safety, etc.)
- Slide 4: Vocabulary words and their translation (common words)
- Slide 5: Making appointments
- Slide 6: Business dress
- Slide 7: Topics of Conversation
- Slide 8: Respecting others
- Slide 9: Negotiation etiquette
- Slide 10: Entertaining
- Slide 11: Dining (local restaurants)
- Slide 12: Gift Giving and Acceptable Behavior
- Slide 13: Compare and contrast 5 of the above areas to the U.S.

Things to consider when making an oral presentation:

- Maintain eye contact with audience
- Do not read slides word for word
- Speak clearly

Create a quiz on your country in Word (with answers) with the following:

- 4 True/False questions
- 5 Multiple Choice
- 1 short answer question
- Teacher may combine a few questions from each presentation to create a test.

Presentation will also be graded based on grammar and punctuation.
It’s a Small World
Independent Practice Assignment Sheet

- **Concert Tour Assignment #1** – Students are to plan a worldwide concert tour for a band of their choice. They should create a schedule including at least 5 countries and the following information: 1) name of the countries, 2) dates and duration of stay in each location, 3) currency for each country, 4) at least 3 business customs for each country, 5) a hotel choice for each venue, and 6) a detail of the shipping logistics for your tour (this includes research on a shipping company or any freight forwarding company, an approximate weight of your equipment, list of equipment needed for the tour, and cost for all transportation including your band and equipment). Place all information on a poster.

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It’s a Small World  
Concert Tour Assignment #1

Student Name: ____________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>20</th>
<th>10</th>
<th>5</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Elements</strong></td>
<td>The poster includes all required elements as well as additional information.</td>
<td>All required elements are included on the poster.</td>
<td>All but 1 of the required elements are included on the poster.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td><strong>Graphics - Relevance</strong></td>
<td>All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics relate to the topic. Most borrowed graphics have a source citation.</td>
<td>Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Capitalization and punctuation are correct throughout the poster.</td>
<td>There is 1 error in capitalization or punctuation.</td>
<td>There are 2 errors in capitalization or punctuation.</td>
<td>There are more than 2 errors in capitalization or punctuation.</td>
</tr>
<tr>
<td><strong>Use of Class Time</strong></td>
<td>Used time well during each class period. Focused on getting the project done.</td>
<td>Used time well during each class period. Usually focused on getting the project done.</td>
<td>Used some of the time well during each class period. There was some focus on getting the project done.</td>
<td>Did not use class time to focus on the project.</td>
</tr>
<tr>
<td><strong>Attractiveness</strong></td>
<td>The poster is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The poster is attractive in terms of design, layout and neatness.</td>
<td>The poster is acceptably attractive though it may be a bit messy.</td>
<td>The poster is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
</tbody>
</table>

**Total Score _____________**

Maximum 100 Points
# It’s a Small World

**International Business Presentation Assignment #2**

Student Name: __________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>20</th>
<th>10</th>
<th>5</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content - Accuracy</strong></td>
<td>All content throughout the presentation is accurate. There are no factual errors.</td>
<td>Most of the content is accurate but there is one piece of information that might be inaccurate.</td>
<td>The content is generally accurate, but one piece of information is clearly flawed or inaccurate.</td>
<td>Content is typically confusing or contains more than one factual error.</td>
</tr>
<tr>
<td><strong>Use of Graphics</strong></td>
<td>All graphics are attractive (size and colors) and support the theme/content of the presentation.</td>
<td>A few graphics are not attractive but all support the theme/content of the presentation.</td>
<td>All graphics are attractive but a few do not seem to support the theme/content of the presentation.</td>
<td>Several graphics are unattractive AND detract from the content of the presentation.</td>
</tr>
<tr>
<td><strong>Spelling and Grammar</strong></td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td>Presentation has 1-2 misspellings, but no grammatical errors.</td>
<td>Presentation has 1-2 grammatical errors but no misspellings.</td>
<td>Presentation has more than 2 grammatical and/or spelling errors.</td>
</tr>
<tr>
<td><strong>Oral Presentation</strong></td>
<td>Exceptional eye contact with audience, no reading from slides at all, and speaker appears very comfortable.</td>
<td>Good eye contact with audience, some reading from slides, speaker appears comfortable.</td>
<td>Little eye contact with audience, some reading from slides, speaker appears uncomfortable and nervous.</td>
<td>No eye contact with audience, presentation completely read from slides.</td>
</tr>
<tr>
<td><strong>Quiz</strong></td>
<td>Student fully created all assigned questions with answers to quiz.</td>
<td>Student created all assigned quiz components but left out some answers.</td>
<td>Student created 50-75% of required quiz components with some answers.</td>
<td>Student created less than 50% of assigned quiz components with no answers submitted.</td>
</tr>
</tbody>
</table>

**Total Score ____________**  
**Maximum 100 Points**
# It’s a Small World
## Mission Statement Analysis Assignment #3

### Student Name: ______________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>20</th>
<th>10</th>
<th>5</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge Gained</strong></td>
<td>When shown a mission statement, the student can rapidly and accurately identify components of social responsibility.</td>
<td>When shown a mission statement, the student can occasionally identify social responsibility phrases.</td>
<td>When shown a mission statement, the student can identify social responsibility phrases between 25-50% of the time.</td>
<td>When shown a mission statement, the student rarely identifies a social responsibility component.</td>
</tr>
<tr>
<td><strong>Spelling/Capitalization</strong></td>
<td>95-100% of the words on the mission statement are spelled and capitalized correctly.</td>
<td>94-85% of the words on the mission statement are spelled and capitalized correctly.</td>
<td>84-75% of the words on the mission statement are spelled and capitalized correctly.</td>
<td>Less than 75% of the words on the mission statement are spelled and/or capitalized correctly.</td>
</tr>
<tr>
<td><strong>Labels &amp; Features - Neatness</strong></td>
<td>90-100% of the labels/features can be read easily, phrases and words clearly identifiable.</td>
<td>89-80% of the labels/features can be read easily, phrases and words adequately identifiable.</td>
<td>79-70% of the labels/features can be read easily, a couple of words or phrases not identified.</td>
<td>Less than 70% of the labels/features can be read easily, many words or phrases not identified.</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>Title tells the purpose/content of the diagram, is clearly distinguishable as the title (e.g. larger letters, underlined, etc), and is printed at the top of the diagram.</td>
<td>Title tells the purpose/content of the diagram and is printed at the top of the diagram.</td>
<td>Title tells the purpose/content of the diagram, but is not located at the top of the diagram.</td>
<td>Purpose/content of the diagram is not clear from the title.</td>
</tr>
<tr>
<td><strong>Common Area</strong></td>
<td>The overlap area between the three circles more than clearly displays the common components among all three mission statements.</td>
<td>The overlap area between the three circles adequately displays the common components among all three mission statements.</td>
<td>The overlap area between the three circles is missing several of the common components among all three mission statements that were identified individually.</td>
<td>The overlap area between the three circles inadequately displays the common components among all three mission statements.</td>
</tr>
</tbody>
</table>

**Total Score _____________**

**Maximum 100 Points**
# It’s a Small World
## State Export Table Assignment #4

**Student Name:**

### CATEGORY

<table>
<thead>
<tr>
<th><strong>20</strong></th>
<th><strong>10</strong></th>
<th><strong>5</strong></th>
<th><strong>1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Items</strong></td>
<td>The project includes a table and graph with all 5 states as well as all required elements for each state.</td>
<td>The project includes a table and graph with all 5 states but is missing up to 10% of the required items.</td>
<td>The project includes a table or graph and is missing at least one state and 10-20% of the required items.</td>
</tr>
<tr>
<td><strong>Time and Effort</strong></td>
<td>Class time was used wisely. Much time and effort went into the planning and design of the table and graph. It is clear the student worked at home as well as at school.</td>
<td>Class time was used wisely. Student could have put in more time and effort at home.</td>
<td>Class time was not always used wisely, but student did do some additional work at home.</td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td>Graphics are trimmed to an appropriate size and interesting shape and are arranged well, some in front and some behind. Care has been taken to balance the pictures across the canvas.</td>
<td>Graphics are trimmed to an appropriate size and interesting shape and are arranged with some items in front and others behind. The canvas, however does not appear balanced.</td>
<td>Graphics have been trimmed to an appropriate size and shape, but the arrangement of items is not very attractive. It appears there was not a lot of planning of the item placement.</td>
</tr>
<tr>
<td><strong>Understanding of Media</strong></td>
<td>Student can fully understand and convey several differences in data displayed in a table versus a graph.</td>
<td>Student can adequately understand and convey the differences in data displayed in a table versus a graph.</td>
<td>Student can somewhat understand and convey differences in data displayed between a table and graph.</td>
</tr>
<tr>
<td><strong>Titles and Text</strong></td>
<td>Titles and text were written clearly and were easy to read from a distance. Text varied in color, size and/or style for different text elements.</td>
<td>Titles and text were written clearly and were easy to read close-up. Text varied in color, size and/or style for different text elements.</td>
<td>Titles and text were written clearly and were easy to read close-up. There was little variation in the appearance of text.</td>
</tr>
</tbody>
</table>

**Total Score _____________**  
Maximum 100 Points