

Asia Pacific Collage: APEC Online Classroom Exchange

Overview

Trade is embedded in our world. In this unit, students will practice looking at photographs to learn how international trade and commerce connect people across the Asia Pacific region (of which the United States is an integral part – through geography, history, and demography). Students will also take and caption their own photos to impart information about international trade in their own lives, daily routine, and/or in their community and will use them to make cross-cultural connections.

Objectives

- Students will learn how international trade connects people across the Asia Pacific region.
- Students will be able to identify how international trade influences many aspects of their daily life and routines.
- Students will be able to “read” images for information and will also be able to create images to relay information – in this case, about their/their community’s connections to places around the world through international trade.
- Students will form connections with their counterparts in other APEC economies by viewing and commenting upon Asia Pacific Collage photo exchange projects.

Time

Three class periods framing a weekend photography assignment.

Educational Level

Suggested for elementary levels (third-sixth grades, depending on your area’s grade system), but middle school and even high school teachers working with differently gifted students may wish to adapt the material for their students.

Materials (all materials except for digital cameras are provided)

- Printable map of the APEC region (enclosed)
- Trade All Around (Class Period 1 group worksheet)
- Whiteboard, blackboard, smart board, or overhead projection
- Trade All Around Me (Class Period 1 homework assignment)
- Asia Pacific Collage online portfolios (without picture captions)
<<http://education.eastwestcenter.org/asiapacified/apec/NoCaptions.zip>>.
- What’s In a Picture? (Class Period 2 group worksheet)
- Steady, Aim, Snap! (Class Period 2 photography instruction handout)
- In a Few Words – Captions (Class Period 3 handout)
- Asia Pacific Collage online portfolios (same photos but with picture captions)
<<http://education.eastwestcenter.org/asiapacified/apec/WithCaptions.zip>>
- Permission forms to be signed by parents/legal guardians (enclosed) if students submit photos of themselves and their friends
- Digital cameras

Procedures

Some classes may have enough computers for students to view portfolios of photos online, but teachers may also print and distribute the photos if desired.

Class Period 1

If your students have already been introduced to the basic concept of trade/international trade and commerce – the buying and selling of goods and services – you may skip step 1 and go to step 2. If they are new to ideas about trade, it is recommended that you go over the points covered in step 1 with your students:

- 1) Explain that people have traded (or exchanged *goods* and *services* between two or more parties) throughout history. To explain what “*goods*” are, ask students to hold out their hands. Place randomly into their open hands a pen, a can of coke, a sugar packet, a toy, etc. Point out that these items are things that can be held and touched as well as bought and sold. Show them a catalog or an advertisement (for clothes, gifts, cars, etc.) and ask them which items are “*goods*” (probably all). To explain what “*services*” are, tell the students that we can also pay for or sell thing we cannot hold or touch, or pick up in a store. A haircut, a taekwondo class, or piano lessons are such things. Explain that what these things have in common is that they are things that someone does for another for which money is exchanged, and that is what we mean by “*services*.”
- 2) Once your students have this basic understanding of what trade/international trade involves, ask them to form small groups (how many per group should be determined by your class size) and distribute the enclosed APEC map and “Trade All Around” group worksheet (one map and one worksheet per group).
- 3) Using these, students will brainstorm about international trade and discuss related issues (30 minutes). Using the board to record answers if desired, ask the small groups to share some of their discussion answers with the rest of the class. Then, introduce APEC and its goals (example: “The Asia-Pacific Economic Cooperation is a group represented by 21 economies around the Asia Pacific region. Name the economies – see Background Information for Teachers provided below – and have your students find them on the APEC map. Explain to your students that APEC’s goal is to help its member economies grow and become prosperous by encouraging free trade between and among its members.”)
- 4) Pose the following for discussion: What things do you think are important when you are trying to grow your economy through trade?
- 5) Distribute “Trade All Around Me” for students to complete as homework.

Class Period 2

- 1) Gather students again in small groups (same groups as before) and distribute “What’s in a Picture?” worksheet. Assign each group one Asia Pacific Collage portfolio without photo captions (URL provided above) and have them view the photos in their portfolio (either printed out or on the computer). For this activity, photo captions are not available. Students will have only the images.
- 2) Students discuss the photos in the portfolio using the worksheet questions. Each student then selects a photo about which to write answers on the worksheet. These are handed in to the teacher.
- 3) Distribute “Steady, Aim, Snap!” photography instruction handout and read with students. Use some photographs from the portfolios as examples.
- 4) Over the weekend, students take up to five photos showing how international trade is part of their daily life and/or an important part their community’s economy.

Class Period 3

- 1) When students return, have them reassemble in their small groups and distribute the APEC map as well as “In a Few Words—Captions” worksheet. Using the worksheet, students will view (on the computer or as printouts) the portfolios they examined during Class Period 2 but this time with photo captions. Using their worksheet questions as a guide, groups will review the same portfolios they saw during Class Period 2 and discuss how and whether captions change their experience of the photos. Then, they will look at their own photos and select two that they think best show their/their community’s connections to other APEC economies through international trade and write captions using the worksheets. Student photos and worksheets will be handed in to the teacher.
- 2) Teachers will send e-files of student photos and captions to the East-West Center along with signed parent/guardian permission forms if images of students are included in their photos.
- 3) The EWC will select one photo from each student to post on the Asia Pacific Collage section of the APEC school exchange website. We will notify teachers when the photos are available and then students will be expected to go online, view the photos of students from other places within APEC, post comments, ask questions, and respond to questions others have posted about their photos.

Background Information on APEC for Teachers

Asia-Pacific Economic Cooperation (or APEC) is a 21-member association of Pacific Rim “economies” that work together to advance economic growth through free trade, investment liberalization, and regional cooperation. APEC contends that limiting government interference reduces both production costs and the prices consumers pay for goods and services, ultimately promoting economic growth, job creation, and the expansion of opportunities for businesses, consumers, and citizens.

Established in 1989 by 12 economies, including the United States, APEC’s current members are: Australia; Brunei Darussalam; Canada; Chile; People’s Republic of China; Hong Kong, China; Indonesia; Japan; Republic of Korea; Malaysia; Mexico; New Zealand; Papua New Guinea; Peru; The Republic of the Philippines; The Russian Federation; Singapore; Chinese Taipei; Thailand; United States, and Viet Nam. APEC refers to its members as “economies” rather than countries because this allows Taiwan, which has a vibrant economy, to participate without offending the People’s Republic of China, whose government does not recognize Taiwan as autonomous. It also allows Hong Kong to be treated as a separate member.

Today, APEC’s 21-member economies represent approximately 40 percent of the world’s population¹ (or about 2.8 billion people) across four continents and account for 55 percent of global GDP, 43 percent of world trade, 58 percent of US goods exports,² and about 60 percent of world energy demand.³ Seven of America’s top 15 trade partners are APEC members.

Decisions are reached through consensus, and APEC, unlike the World Trade Organization or other multilateral trade bodies, operates on the basis of non-binding commitments and voluntary compliance instead of treaty obligations. Therefore, critics wonder how APEC can be effective without enforceable agreements, but supporters say by bringing economic and political leaders together, APEC creates a forum for an ongoing and collaborative process that in the end establishes positive norms across the region.

Given that the world’s population is expected to surpass 9 billion by 2050⁴ and humankind’s current ecological footprint already exceeds the carrying capacity of the Earth by 1.5 times,⁵ many also worry about the consequences of APEC’s current economic growth model, which is based on more consumption and more production. In response, APEC says it recognizes the need for economies to move from the current “energy, resource, and carbon-intensive” development patterns to sustainable consumption and production practices. As such, reconciling economic

¹ <http://www.apec.org/About-Us/About-APEC.aspx>

² <http://www.apec2011.gov/about/background/>

³ <http://www.apec.org/Groups/SOM-Steering-Committee-on-Economic-and-Technical-Cooperation/Working-Groups/Energy.aspx>

⁴ 2010 statistic used in APEC materials and also supported in projections by UN and others.

⁵ United Nations publication:

http://www.un.org/esa/dsd/resources/res_pdfs/publications/trends/trends_sustainable_consumption_production/ch2_stresses_on_ecosystems.pdf but this has no date. The Global Footprint Network says 1.5
http://www.footprintnetwork.org/en/index.php/GFN/page/world_footprint/

prosperity with environmental sustainability through “green growth” has become increasingly important for APEC. It sees innovation (new ideas, methods, or devices) as the engine that will drive this shift, and small and medium enterprises, in particular, as the key innovators of environmentally sustainable ideas that can be converted to new products, goods, and services in the marketplace.

In addition to environmental concerns, APEC has greatly expanded its efforts to foster cooperation and communication on other global issues that predicate economic prosperity by, for instance, shaping a healthy, better educated workforce that can add to innovation and productivity and contribute talent to solving problems, as well as creating and protecting infrastructure that stimulates trade and growth. These efforts include extending opportunities to women, increasing access to education, safeguarding public health, coordinating preparations for disaster mitigation, ensuring energy security, and advocating for efficiency in transportation, to name a few. Once again, however, questions are raised about APEC’s priorities: In the face of daunting environmental pressures coupled with population growth, can innovation be the only path to sustainability? Are APEC’s motives and methods ultimately aligned with the goals of politicians and corporations, rather than the concerns of majority populations?

A study of APEC raises important questions about how nations and economies can work together, whose interests they serve, and how organizations can meet disparate and even conflicting needs fairly and effectively.

For more information about APEC, go to the APEC website (www.apec.org). Also refer to *APEC AT A GLANCE* (provided as an attachment with permission).

You can also learn about APEC USA 2011 (www.apec2011.gov) and APEC Hawaii 2011 events and activities (www.apec2011hawaii.com) at their respective websites.

Trade All Around (Class Period 1 Group Worksheet)

Names of students:

People have traded throughout history. Look around your classroom and list items that have come to be there through international trade and commerce:

Underline items from your list above that you think are produced locally but also exported (sold or sent out to other places), and circle those that are imported (brought in from another country). If you know their place of origin, mark them on the APEC map (if not within APEC, list them on the side of the map).

Goods are not the only things that can be traded, but ideas and services can also be exchanged. Below, brainstorm some ways in which *innovation* (or new ideas, products, or ways of doing things) has influenced your classroom experience and school day.

Group Discussion

Two additional important concepts often discussed in international trade are “free trade” and “fair trade.”

- 1) What do you suppose “free trade” might mean?

- 2) Why might it be important?

- 3) What do you think makes trade “fair”?

- 4) Why is fair trade important?

Trade All Around Me (Class Period 1 Homework Assignment)

Student Name:

Choose an activity or setting in your daily life. You may choose from the following ideas: Dinner, Getting to and from School, Play, Communication with Family and Friends. Or, come up with your own idea.

Your chosen activity:

Carefully observe the setting in which your activity takes place. List some of the things that make your activity possible (you may use the back of this sheet if you want more space):

Now, looking at your list above, underline the *objects* (i.e. “bus”), circle the *ideas* (“motorized vehicles”; “regular bus routes,” and put a check next to *services* (“driving”) that are provided by someone in your list above.

Every item has a story in trade. Choose two items from your list above and list the goods, ideas, and services that may have played a role in bringing that particular item into your life. (For instance, if listed “soccer field” above, you could list “grass, goal posts, chalk to make the lines” under “goods”; “rules of soccer, idea of organized sports, idea of making special places for play,” under “ideas,” and “flattening the ground, and mowing the grass” under “services.” If you choose a vegetable from your garden, you could think about seeds, the tools used to tend to the garden, water, your own labor, and so forth.

	Goods	Ideas	Services
Item 1 from your list			
Item 2 from your list			

What's in a Picture? (Class Period 2 Group Worksheet)

Names of students:

Name of the portfolio your team is viewing:

The adage, “a picture is worth a thousand words” means that a single image can hold a wealth of information and ideas. Pictures are all around us and when we learn to look, we can process, question, and evaluate the information and ideas in them.

Form small groups. Each group will view one of the Asia Pacific Collage portfolios (which your teacher will assign). In each portfolio are photos that depict scenes of how trade and commerce affect daily life in economies that are part of the global group called the Asia-Pacific Economic Cooperation (APEC). Look at each photo and discuss the questions below with your group:

- 1) What is the subject of the photo (what does it depict)?
- 2) Where is the setting of the photo (i.e. a street, a classroom, a shopping mall, a farm)?
- 3) Where was the person taking the photo located in relation to the subject (i.e. above it, below it looking up, up close, distant)?
- 4) As a viewer of the photograph, how does the photographer's position influence your view of the scene before you?
- 5) What question(s) would you ask of the people in the photo (if people are shown)?
- 6) What question(s) would you ask of the photographer if you could?
- 7) How does the picture show the role of trade and/or innovation in people's lives?
- 8) Looking at the picture, can you identify goods, ideas, or services that link different places through trade?

Now, each team member will choose one photo from the portfolio and write answers to the questions above. You may decide whether to use some or all ideas from your team discussion or add your own.

Steady, Aim, Snap! (Weekend Homework: Photography Instruction)

Anyone can take a picture, but how do you take photographs that will capture people's attention?

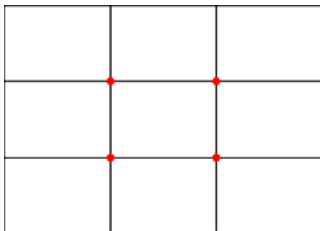
For your homework, take photos of subjects you feel convey something about how international trade and innovations affect your/your family's daily life, or life in your community – connecting you, your family, and your community to people and places in other parts of the APEC region.

You can find scenes where you live, at school, in your neighborhood, or when you accompany your family members on a shopping trip, or family friends on errands. Choose carefully because you may bring no more than five photos to work with in class.

Choose a subject: What do you want to photograph? Think about which subject (people, objects, places, etc.) will capture the information you want to convey about how international trade connects you/your family/your community to people, things, and activities in other places around the world.

What's your viewpoint? Think about how your photo will be different if you get down low with the camera versus standing on a chair and aiming the lens down. How will it change if you stand to the side, in front of, or even behind the subject? And do pictures taken from different camera angle or position make you feel differently about your subject?

Frame it: One, two, three--The Rule of Thirds. Imagine each photo divided into three horizontal and three vertical sections like this:



Many photographers find that if they arrange points of interest at the intersections or along the lines of the grid, their photos are more visually appealing.

Look around the edges of your shot – is there something that will detract from your main subject? If so, try to come closer or stand in a different position to exclude distractions. Is there something that will add to your photo? Make sure to include it by backing up to enlarge the area captured by the photo or by changing position.

This is also a good opportunity to check to see if you are holding the camera straight (looking at doorways, windows, horizon-lines or tree trunks in the picture can help you align the camera properly).

Snap! Steady, steady. Keep the camera from jiggling. Hold the camera with two hands. Before you take the picture, you may want to lean on a wall or in a doorway to keep from moving. Now, aim and snap!

A Few Words—Captions (Day Three Handout)

Name of Student:

Reassemble in your original groups and view the same portfolio of photos again, but this time with the captions. Discuss the following:

- 1) Does the caption change what you thought of the photo? Why or why not?
- 2) Where was this photo taken? (if you are not sure, say “unsure”):
- 3) Using the APEC map, find this location. Where is it in relation to your home city/town/province?
- 4) Have you heard of this city, town, or province before?
- 5) Does this photo affirm your previous knowledge or make you question it?
- 6) What information does the photo give you about the role of international trade in this place?

Now, look over your own photos. Select your two favorites and write captions that include the following:

Photo 1 Title:

City, town, or area where it was taken:

Setting (in someone’s home, your school or playground, a local mall, etc.):

Occasion or Time (someone’s party, at recess, a community event, a Saturday afternoon)

One sentence describing the photo and how it shows APEC connections through trade and/or the role of innovation in daily life:

Photo 2 Title:

City, town, or area where it was taken:

Setting:

Time:

One sentence describing the photo and how it shows APEC connections through trade and/or the role of innovation in daily life:

Hand in your two photos and this worksheet to your teacher. Your class may decide to submit everyone’s photos and captions or one or two representative set(s) of photos with captions. Your class submissions will be posted in the Asia Pacific Collage section of the East-West Center’s APEC online classroom exchange webpage, where you will be able to view the photos taken by students in other places within APEC and ask questions and exchange comments with them.