

Take Ten: APEC Online Classroom Exchange

Overview

International trade is intertwined with wide ranging topics and issues, including sustainability of marine and coastal environment and resources; disaster mitigation and emergency preparedness; education and human resource development; gender integration and equality; agriculture and food security as well as health-related threats to trade and security; energy consumption and conservation; telecommunication and information infrastructure; and efficient and safe transportation system, among others. In this unit, students will explore various ways in which global issues affect and are affected by international trade. They will also learn about Asia Pacific Economic Cooperation (or APEC) and how this group, whose mission is to advance economic growth through free trade, approaches global issues that influence trade. Students will work in teams to choose a global issue that has significance for their community and take photos (or gather images) to tell a story about that issue and how it affects or is affected by the economic engine(s) of the community. Students' stories will be featured in the Take Ten section of the East-West Center's APEC youth exchange website, where students can view, ask questions about, and comment upon stories created by other students from the APEC region.

Objectives

- Students will be able to identify and describe various ways international trade, commerce, and innovation is linked to global issues that are manifest in their home community.
- Students will also learn about APEC and how its goal to promote free trade and investment liberalization has prompted it to become involved in various global issues.
- Students will create and select images and assemble them into a narrative that tells a story about a global issue and its relationship to their community's economic activities.
- Using their photo stories, students will connect with students in other APEC economies by viewing, commenting upon, as well as asking and answering questions about their projects on the Take Ten section of the APEC youth exchange website.

Time

Three class periods framing a weekend research and photography (or image hunt) assignment.

Suggested Educational Level

Middle school or lower secondary (sixth-ninth grades, depending on your area's grade system)

Materials

- Whiteboard, blackboard, smart board, or overhead projection
- APEC map (enclosed)
- Global Connections worksheet for group discussion and individual response
- Take Ten Portfolios (<http://education.eastwestcenter.org/asiapacificed/apec/Portfolios.zip>)
- Take Ten Photos worksheet
- Image Hunt and Gather photography instruction handout
- Story Crafting worksheet
- Digital cameras – If cameras are unavailable, students may assemble photos from magazines, fliers, and newspaper articles.
- Permission form to be signed by parents/guardians for photos of students (enclosed)

Procedures

Class Period 1

- 1) Divide the whiteboard/blackboard/smart board/overhead into two columns. As a class, brainstorm reasons why people trade across borders and write these in the left column. Now ask what enables and facilitates trade across borders. Write these in the right column. Ask students what would make it easier to trade.
- 2) Introduce APEC (using APEC map and background information provided below).
- 3) Divide students into teams of four or more people (depending on class size) and distribute the Global Connections worksheet. Using these, students will alternate between small group discussion and writing individual answers as they examine the impact of global issues on economic growth and vice versa, and explore ways in which innovation may reconcile any divergence in goals. Each student then selects two issues about which to write answers on the worksheet. Students will keep the worksheet for use the next day.

Class Period 2

- 1) Students work in their original teams to view Take Ten Portfolios online or as printouts (one Portfolio per team), and using the Take Ten Photos worksheet, discuss the questions and complete the worksheet. Students will keep their Take Ten Photos and Global Connections worksheets to guide their photography (or image-gathering) assignment.
- 2) Distribute and review Image Hunt and Gather homework instructions (refer to *Adaptation* for students who do not have or use digital cameras). This assignment is recommended as weekend homework. Students refer to the Image Hunt and Gather handout as well as the previous two worksheets as they work in their teams to take photos/gather images. Also distribute the parent/legal guardian permission form to students and explain that their parent/guardian must give permission if their photos include images of themselves.

Class Period 3

- 1) When students return (on Monday), have them reassemble in their teams to upload their photos onto the Story Crafting web page (*if this software is available at your school*) or spread printouts of their photos on the table. Distribute the Story Crafting group worksheets. Students will use the online program or the printed worksheet to create a narrative from their photos. Photos or gathered images along with the Take Ten Photos and Story Crafting worksheets will be handed in to the teacher, who will submit them to the East-West Center.
- 2) Submit student photo stories and captions together with the accompanying Take Ten Photos and Story Crafting worksheets to the East-West Center. If photos depict children, a permission form signed by the parents/legal guardians must accompany the submission.

The EWC will post students' photo stories on the Take Ten section of the APEC youth exchange website. Students will be able to view the photo stories created by students in other places within APEC and ask questions and exchange comments with them.

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

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/

economic 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.

Global Connections (Class Period 1 Worksheet)

Student Name:

Names of others in your group:

Since its formation in 1989, the Asia-Pacific Economic Cooperation (APEC) has grown to include 21 “member economies” from around the Asia Pacific region. APEC’s goal is to advance “free trade” as a means to foster economic growth (or for businesses to thrive and for nations to be prosperous), but it has come to recognize that for economic growth to be sustainable, governments as well as businesses have to pay attention to a whole host of issues – from natural resource protection and conservation to human resource development – that can impact trade and economic growth over the long-term.

Below is a list of “global issues” in which APEC has become involved. Your mission is to link the issues below to “sustainable economic growth.” Discuss how each might promote prosperity and economic growth over the long term. Each team member should write down two ideas (their own or someone else’s) that they find thought provoking.

- 1) [Protection of Ocean and Marine Areas](#)
- 2) [Preparation for Natural and Man-Made Disasters](#)
- 3) [Promotion of Educational Equity and Standardizing Human Resource Development \(Preparing Workforces in a Uniform Way\)](#)
- 4) [Increasing Women’s Economic Participation](#)
- 5) [Assuring Healthy Populations](#)
- 6) [Securing Energy Sources:](#)
- 7) [Expanding Transportation:](#)

Global Connections (Class Period 1 Worksheet – Page 2)

Looking at the list of global issues above, discuss which issues might *hinder* efforts to expand economic growth through free trade. Based on your group’s discussion and/or your own ideas choose two topics and write down why they may be at odds with “free trade” goals in the spaces provided. Visit the links to the APEC website (embedded in each of the topics above) and write down one aspect of APEC’s perspective on each of the issues. Now, think of a way that innovation (or new ideas, products, or ways of doing things) might address the concerns inherent in each issue while promoting economic growth and sustainability and write this down in the final column.

Global issues from list above	How the issue may be at odds with the expansion of economic growth	One aspect of APEC’s stance on this issue	A way that innovation might reconcile the competing demand presented by the issue and economic development goals
1.			
2.			

Refer to this worksheet as you start your Take Ten photo/picture story.

Take Ten Photos (Class Period 2 Worksheet)

Team member names:

Using the computer/handouts, look through your Take Ten portfolio and discuss the following:

- How is global trade exemplified in these photos?
- What other global issues (such as ocean environments, disaster preparedness, education, women in the economy, health, energy, and transportation) do these photos explore?
- Whose perspective is examined in each of the photos? (i.e., ordinary people, the government, a corporation, the media, a religious group?)
- What questions would you ask of the people in the photo (if people are depicted)?
- What questions would you ask of the photographer who took the photo?
- These groups of photos are *not* arranged in a narrative. What strategies could you use to assemble photos like these into a story?

As a group, select one of the global issues from yesterday's list, or choose a similar issue. It must be important in your local community, and something that you feel relates to economic growth (either promoting it, or hindering it). Discuss the following and work together, as a group, to write down your answers.

- 1) What is your issue?
- 2) Why is it important to your community?
- 3) Is this issue naturally aligned with economic growth, or is it at odds with it? How?
- 4) Do you think your issue has any relevance for other communities across the globe, or it is unique just to your community?
- 5) Can innovation (new ideas, products, and technologies) address the concerns inherent in this issue, while at the same time promote economic growth and also address issues of sustainability?
- 6) Where would you go to photograph images of this topic to tell a photo story about:
 - Its importance in the community?
 - Its relationship (positive or negative) to economic growth?
 - How innovation might provide a way to address the global issue while promoting economic growth and sustainability?

Image Hunt and Gather (Class Period 2 Homework Assignment)

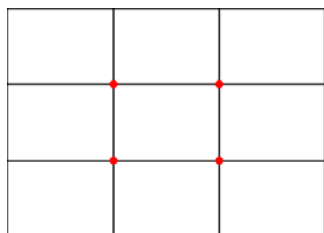
How can you tell a story through images? First you need an idea of what you want to say. Your Global Connections and Take Ten worksheets will be your starting point. Take them with you and refer to them as your team takes photos. As you gather images you may find that your ideas develop in surprising ways. If this is the case, feel free to revise your story accordingly.

To take photos, use the tips below:

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 your global issue in your story.

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: 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! Over the weekend, take a team total of between 10 and 20 photographs that tell your story about your chosen global issue. You can make arrangements to meet with your team for the assignment, or individually gather images for a different aspect of the story.

Also, be sure to take the parental/guardian permission forms with you because photos of you or other students appearing in your photos must be accompanied by a signed form in order to be featured in the APEC youth exchange project website.

Image Hunt and Gather (*Adaptation* – Class Period 2 Homework Assignment)

How can you tell a story through images? First you need an idea of what you want to say. Your Global Connections worksheet will be your starting point. Refer to it as you gather images about the global issue you selected. As you do so, you may find that your ideas develop in surprising ways. If this is the case, feel free to revise your story accordingly.

As you select images, ask yourself:

Choose a subject: Think about which subject (people, objects, places, etc.) will capture the information you want to convey about your global issue in your story.

Gather images: Gather images from local sources about your global issue. These can be from newspapers, magazines, fliers, posters, or photos to which you have access. Think about which subject (people, objects, places, etc.) will capture the information you want to convey about your global issue in your story.

What's your viewpoint? What is the subject of this image? What does it depict? Whose perspective does it show?

Each team should gather 10-20 images to bring into class.

Story Crafting (Class Period 3 Group Worksheet)

Team member names:

- 1) Gather in your original teams and upload your photos onto the Story Crafting page or lay printouts on the table in front of you. If using Story Crafting on the computer, you will be prompted through the steps. If you are using printouts (*recommended*), continue following steps below.
- 2) Review your Global Connections and Take Ten Photos worksheets. Then, looking specifically at your answers to questions 1-6 on page two of the Take Ten Photos worksheet, experiment with shuffling and rearranging your photos or gathered images to tell a story about your answers to these questions. (If your photo-taking or image-gathering led you to new answers, you may adapt as necessary.)
- 3) Consider your story's purpose. Do you want it to educate people, to mobilize them to action, to suggest a solution? Write your purpose here:

How does the story change when different photos/images are juxtaposed? As you arrange your photos/images, set aside ones that do not fully support your intended story. Even if these are good images in themselves, setting them aside will make your story stronger. Each story may have a maximum of ten photos/images.

- 4) When your photo/picture picture story is finalized, write the following on the back of each photo/image (or, on the computer if using the Story Crafting webpage):
 - City, town, or area where it was taken
 - Setting (your kitchen, your school's lab or cafeteria, a local park, a shopping mall)
 - A one-sentence description of the photo, how it relates to your topic, and its relationship (positive or negative) to economic growth and sustainability.
- 5) Think of a title for your photo/picture story and write it here:
- 6) Put the photos/images in order, and attach this sheet as well as the Take Ten Photos worksheet to them and hand in to your teacher. Your class may decide to submit individual students' Take Ten stories or one or two representative samples. These stories will be available on the Take Ten section of the East-West Center's APEC online classroom exchange webpage, where you will be able to view and comment upon your team's photo story as well as those of student teams from other schools/countries.

NOTE: Because of copyright issues, it will not be possible to feature on the Take Ten section of the APEC youth exchange website Take Ten stories told through magazine and other gathered images. However, all students may view original photo stories crafted by students from around the APEC region and comment upon these and interact with other students online.