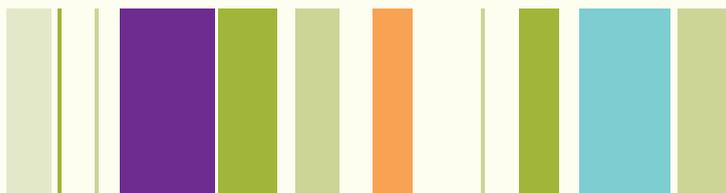




Thinking Globally 1

New Zealand in the Economic World

A social sciences resource for year 1–8 teachers





Acknowledgments

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National output: an estimate of the value of goods and services produced in an economy

Net exports: exports minus imports

Opportunity cost: the cost of an undertaking in terms of the opportunity foregone, that is, the benefits that could have been derived from the alternative way that the user might have chosen to use the resources (an option that is no longer available once the choice has been made)

O te mahi ngātahi: working together cooperatively (literally “work as one”)

Primary factor (or input): an input that exists as a stock providing services that contribute to production; the stock is not used up in production, although it may deteriorate with use, providing a smaller flow of services later – the major primary factors are land and other natural resources, labour, and capital, including physical and human capital (skilled labour).

Primary industries: industries that take out raw materials that are provided by nature (for example, farmers grow crops, miners extract fuel and minerals)

Process: a series of actions taking place in an ordered sequence to produce a particular result

Protection: the practice of regulating imports and exports with the purpose of shielding domestic industries from foreign competition. (Protection methods include restrictions in the form of import duties, export bounties, domestic production subsidies, trade quotas, or import licenses.)

Rāhui: restriction or prohibition, especially in relation to resources and the environment

Raw materials: unfinished materials that are used to make finished goods; often they are naturally occurring

Rawa: resource; property

Resource: any supply of goods, materials, or assets that is available for use – natural resources include the land and sea; human resources are people and their knowledge, skills, inventiveness, and ingenuity; and resources produced by people include items created by people and financial capital.

Resource endowment: the amount and quality of resources, in the forms of land, labour, climate, and so on, possessed by a person, community, country, etc.

Scarcity: the concept that resources are always limited in relation to possible uses for them

Secondary industries: industries that use raw materials and parts from other industries to make, build, and assemble products (for example, books, furniture, wine)

Services: Useful work that is done for others as an occupation or business

Specialisation: concentrating on the production of one good or service

Standard of living: people’s material comfort as measured by the goods, services, and luxuries available to them

Subsidy: money provided from public funds to help an industry or business keep down the price of a commodity or service

Surplus: an excess of income or assets over expenditure or liabilities in a given period

Temperate: a region or climate characterised by mild temperatures

Terms of trade: the relative price of a country’s exports compared to its imports

Tertiary (service) industries: industries that give value to people rather than physical goods (for example, teaching, banking)

Trade: the process that takes place when goods are exchanged

Trade pattern: the goods and services a country trades, the countries with whom it trades, and the direction of the trade

Trade restrictions: measures designed to regulate imports and exports in order to protect a country’s domestic industries from foreign competition. (Restrictions may include import duties, export bounties, domestic production subsidies, trade quotas, or import licenses.)

Value added: the increase in the value of goods that results from the production process

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Learning Media
Wellington

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Introduction

This book is designed for teachers of students in years 1–8. It aims to foster an appreciation of New Zealand’s place in the economic world and its role as part of the global economy. The information and activities provided in this book can be used to help students develop understandings about the ideas and issues covered in the Economic World strand of the draft social sciences curriculum, including an understanding of trade and the importance of exporting.

The book contains some background information on the concept of trade, a list of useful references, a glossary of economic terms, and two units of learning. The activities in the units focus on ideas about society, which is one of the aspects of social inquiry outlined in the draft social sciences curriculum. Teachers should plan to develop the other aspects of the social inquiry process as part of their wider class programmes. In doing so, they will help their students develop a fuller understanding of how people participate in society and how society operates.

Social Inquiry

Through social inquiry, students ask questions, gather information, and examine the background to important societal ideas and events; explore and analyse values and perspectives relating to these ideas and events; and develop understandings about issues and the ways that people (themselves and others) make decisions and participate in social action.

The activities in the units should be seen as suggestions only: each unit is directed at two curriculum levels (Food Trade at levels 1–2 and New Zealand and the World at levels 3–4). You should adapt the activities to suit the classroom context and the learning needs of your students. There are many other trade-related ideas that could be incorporated into each unit. These could be identified by student interest as the unit of learning develops.

This resource, and *Thinking Globally 2*, its companion book for year 9–13 teachers, aim to support teachers as they help their students to develop some of the important understandings about the economic world. The table on page 3 shows the progression

of economic understandings through the units at the various curriculum levels.

Links to economic understandings, effective teaching, and the key competencies

Current research has identified a number of things that teachers can do to help their students learn best (see pages 24–25 of *The New Zealand Curriculum: Draft for consultation 2006*). The activities in the units promote these characteristics of effective teaching practice.

There are a number of ways teachers can enhance their students’ understanding of social science concepts. For example, to develop conceptual understanding of “global trade” two specific “mechanisms” that effective social studies teachers might use are:

1. ensuring students have multiple opportunities or experiences (at least four and no more than two days apart) to engage with the concept (Nuthall and Alton Lee, 1994). For example, the students have the opportunity to do this in unit 1 activities 1 and 2 when focusing on the concept that New Zealand buys things from and sells things to other countries.
2. allowing students to compare and contrast concepts, ideas, and contexts as much as possible (Hammann and Stevens, 2003). For example, in unit 2 the students look at specialisation in a variety of contexts and make links between the reasons for specialisation and New Zealand’s trade with the rest of the world. They then go on to examine the need for exporting from the perspectives of a variety of different people and groups.

For more ideas about what makes a difference in social sciences quality teaching for diverse students, see the Best Evidence Synthesis (BES) Social Sciences due to be published in 2007. The new Social Sciences Online will be the best place to look and be informed of the BES’s release.

Learning should focus on students’ identity and “being” in a complex, rapidly changing, and diverse world (Gilbert, 2005)



The New Zealand Curriculum: Draft for consultation 2006 also identifies five key competencies that people need to live, learn, work, and contribute as active members of their communities (see pages 11–12 of the draft). Although the curriculum is still in draft form, teachers will find it useful to be thinking about how some of these key competencies could be integrated into learning programmes such as this.

Each activity in these units aims to help develop some aspect of these competencies in your students. Examples of how some of the activities could link to some of the key competencies are shown in the following table. For each activity, a text box shows how that activity links to the progression of economic understandings and to the characteristics of effective teaching.

Key competency	What this might mean for your learners	Example
Relating to others	Students learn about their own ideas and those of others as they listen, compare, and clarify their thinking with others.	In unit 1, as part of home learning, the students interview an older person about the types of food they ate when they were young. In activity 5, they share what they found out with the rest of the class, and in doing so, the students listen, compare their own ideas with those of others, and clarify their own thinking.
Participating and contributing	Learning is developed in authentic contexts that have meaning in students' lives.	By using local exporters as case studies in unit 2 activity 8, students can see that what they are learning is part of their own community and "real".
Thinking	Students are encouraged to develop their critical, creative, and enterprising thinking.	By designing their own fruit in unit 1 activity 6, and then marketing it, students are developing creative and enterprising thinking.

The Economic World ***Economic Understandings***

Levels 1–2	Levels 3–4	Levels 5–6	Levels 7–8
New Zealand buys things from and sells things to other countries.	New Zealand needs to export the goods and services we are good at producing so that we can import the goods and services we are not so good at producing or do not produce ourselves.	New Zealand needs to export the goods and services that we are relatively good at producing in order to import goods and services that we are not so good at producing or do not produce ourselves. This improves our standard of living and quality of life.	New Zealand exports goods and services in which we have a comparative advantage in order to import those goods and services that we are not so good at producing or we do not produce ourselves. This improves our economic prosperity.
New Zealand needs to sell the things we are good at making to other countries so that we can buy the things we are not so good at making from overseas.	Geographically, New Zealand is a long way from the rest of the world. This means high shipping costs for our exports. However, when we export services we can overcome barriers imposed by distance.	The main obstacles to exporting goods from New Zealand are our small market and our geographic isolation. However, when we export services we can overcome barriers imposed by our size and distance from other countries.	The main obstacles to exporting goods and services from New Zealand are the problems of scale, distance, and barriers to free trade between countries.
	New Zealand is known as an efficient producer of innovative, high-quality specialised goods and services.	New Zealand's ability to produce innovative, high-quality niche goods and services is important to the success of our exports.	New Zealand's reputation for producing innovative, high-quality niche goods and services is important to the success of our exports.
	There are not many people to buy things in New Zealand, so to make the most of our skills and resources, we need to find customers overseas.	Because of New Zealand's relatively small population, we need to find customers overseas in order to make the most of our skills and resources.	Because of New Zealand's relatively small population, we need to find customers overseas in order to optimise our skills and resources.

Background Notes

These notes provide some background information about the conceptual understandings and the key concepts identified in this book.

Introduction to Trade

Words that appear in the text in bold italics are defined/explained for teachers in the glossary on page 28.

The underlying assumptions of economics are that resources are limited and that human wants are unlimited. This causes the fundamental economic problem of scarcity. As a result of scarcity, every society needs to answer the questions: What should be produced? How should it be produced? and Who should gain the benefit from this production? For example, many of us may think that waiting lists for surgery are too long; we need more surgeons, nurses, and hospitals. However, we do not have a limitless supply of these resources, so we have to make the best use of what we have or give up something else (the **opportunity cost**), for example, more surgeons but fewer GPs.

Economic resources

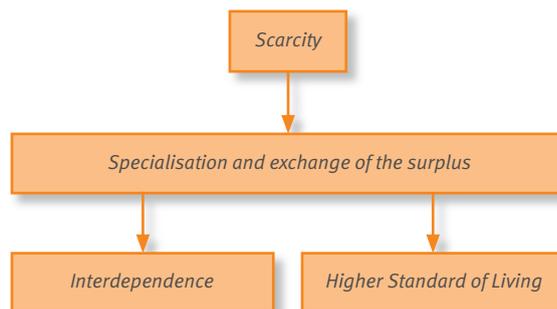
Economic resources or factors of production are the inputs used in the production of **goods** and **services**. The quality and quantity of these resources determines the number of goods and services that will be available in a country. In a **market economy**, it is the ownership of these resources that determines a person's income and therefore their share of the **national output**.

Economic resources include:

- **Natural Resources** Resources from the earth, sea, or air, such as land, coal, fish, livestock, water, minerals, and other raw materials
- **Labour** Human effort, workers, and management
- **Capital Resources** All manufactured goods used in production (rather than to directly satisfy a consumer's want), for example, machinery and buildings, and including financial capital
- **Enterprise** Those people who organise all the other resources to produce goods and services in the hope of making a profit.

Specialisation and trade

Societies have endeavoured to create a better **standard of living** from their given resources through specialisation and the subsequent exchange of the surplus generated. In a modern society, instead of each individual trying to produce everything for themselves, each person concentrates on a little part of the whole process. This means that people are dependent on others to satisfy their needs and wants (**interdependence**), but as a result, they can have a much higher **standard of living**.



In a family or whānau group, this specialisation may take the form of one person hanging out everyone's washing or preparing kai and another member of the family tidying the kitchen after everyone has had breakfast (rather than everybody doing both of these tasks, but only for themselves). In a small town, it may mean the local food store and the farm supplies store are separate. In a larger town, all the car yards might be concentrated in one area (agglomeration) and all the clothes shops may be in another area, or most of the town's commercial and retail businesses might be located together in the central business district while agricultural and arable areas on the periphery of the town provide its population with fresh fruit, vegetables, and dairy produce.

Discussion of specialisation provides a good opportunity to develop Thinking, one of the key competencies outlined in the draft curriculum. You could ask your students to investigate and suggest reasons why particular businesses are concentrated in particular areas. What are the benefits for the people who run the businesses?



In some parts of New Zealand, much of the economic production is based on fruit growing while, in other parts, it is based on tourism. On the world stage, some countries specialise in high-tech design while others specialise in mass manufacturing.

In each case, the overall standard of living can improve as a result of the specialisation and exchange that has taken place.

The standard of living that an economy can achieve is affected by the quantity and the quality of the factors of production it has, that is, its “factor endowment”. Where communities have an abundance of a particular factor of production, they may have a **competitive advantage** in producing goods and services that draw on that factor. For example, New Zealand’s fertile soils, temperate climate, and the skills possessed by our agricultural researchers make us world leaders in some aspects of agricultural production. On the other hand, where communities lack a particular factor of production, they are likely to have to import the goods and services that flow from it.

It is easy to see that we have to export so we can pay to import the goods that we cannot produce in New Zealand. However, it’s clear that we also import a lot of goods that we could produce for ourselves. This is because of the gains to be made from specialisation and exchange outlined above. By using our resources to produce those goods that we are really good at producing, and then exchanging them for things that other countries are really good at producing, we can all be better off.

The long-term benefits of free trade are generally accepted by economists, and true free trade has been touted by some as a better solution for world poverty than aid programmes. However, the protests against free trade, for example the large-scale street protests during the 1999 World Trade Organisation meeting in Seattle, are clear indicators that the short-term costs and benefits of free trade are not evenly spread.

New Zealand’s physical isolation and low population density

New Zealand’s physical isolation and low population density place us at a disadvantage in trading with other countries. Table 1 compares Auckland’s distance from New Zealand’s major markets to that for some major cities in other parts of the world.

Access to Major Markets within a Three-hour Flight Radius

City	Percentage of world GDP	Percentage of world population
Auckland	1	0.4
Chicago	25	7
Hong Kong	32	42
Paris	26	15

Adapted from The Conference Board and Groningen Growth and Development Centre, Total Economy Database, May 2006, www.ggdc.net

New Zealand’s isolation means that we experience high transport costs for the goods that we trade. The geography of New Zealand (its long, thin shape, the division of the country into two main islands, and the long distances between the major centres) also means that many producers face high internal transport costs when they move the raw materials and the goods they produce around the country. Our small population limits the size of the internal market for our goods and services and means that we lack the labour force needed to mass-produce goods and services on a world scale.

Historically, New Zealanders have needed to be adaptable to cope with international changes and forces over which we have little control. For example, Britain’s entry into the European Economic Community in 1973 meant that we no longer had a guaranteed purchaser for our meat, wool, and dairy products. We responded by seeking alternative markets and attempting to add greater value to the goods and services that we were producing (for example, we processed our timber products to a higher level) and by diversifying into a greater range of goods and services. These days, the New Zealand government is focusing on encouraging a more knowledge-intensive economy. This focus reflects the understanding that we can make up for the lack of a large labour force by growing our human capital and intellectual property. For example, highly-processed primary products or computer software have lower transportation costs than goods, such as timber or butter. The skills and services offered by New Zealand’s creative industries are in high demand overseas – the creative industries sector currently contribute about \$2.86 billion to the economy (3.1% of total GDP).

To some extent, New Zealand’s physical remoteness is being offset by faster and cheaper transport and by the rapid improvement in telecommunications, especially the Internet. However, some research shows that people prefer to interact face to face, at least in the early stage of a business relationship.

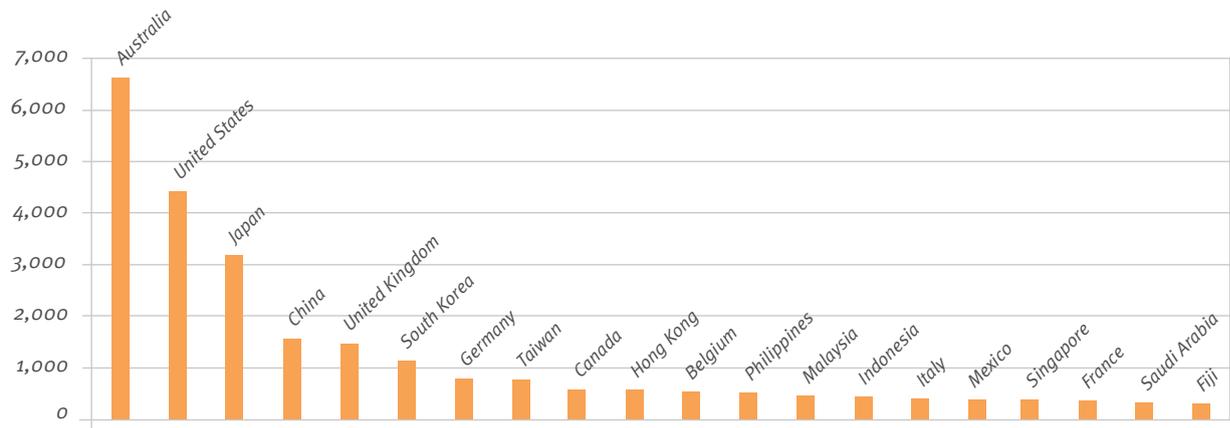
New Zealand's trade patterns

Originally, New Zealand depended on Britain for much of its trade. In the early 1960s, the British market accounted for about 80 percent of our exports and 50 percent of our imports. From the early 1970s, we diversified with new trading partners, including Australia, Japan, the United States, Korea, China, and India. In 1983, the Closer Economic Relations Agreement liberalised trade between

New Zealand and Australia, allowing capital and labour to move freely between the two countries. Another important event was New Zealand's entry into the Asia-Pacific Economic Co-operation (APEC) forum in 1989. Forum members now account for about 70 percent of New Zealand trade.

New Zealand's Top 20 Export Markets Year Ended Dec 2005

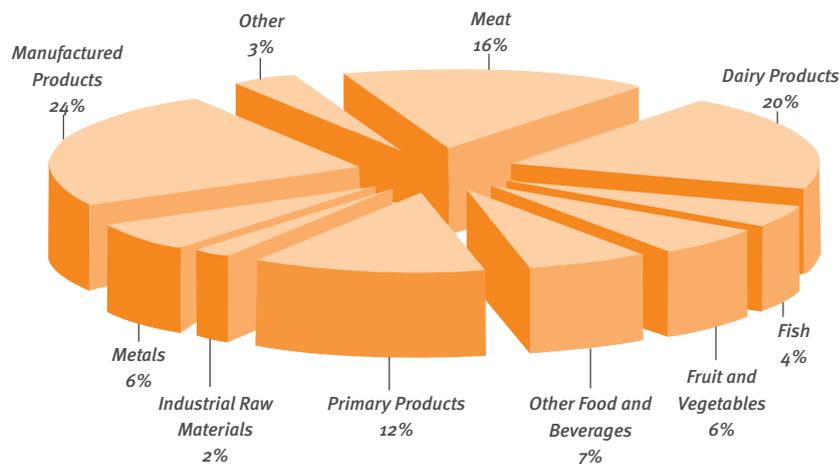
Millions
NZ\$



New Zealand Trade and Enterprise (NZTE) report the following results for the year ended December 2005:

- The export value of New Zealand's food and beverages was NZ\$15.4 billion, representing just over half of New Zealand's total merchandise exports.
- Manufactured exports totalled NZ\$7.18 billion. These included organic chemicals, pharmaceutical products, plastic products, rubber products, leather, textiles, paper and paper-associated products, furniture, electrical equipment, marine equipment, and agricultural and industrial machinery.
- Primary product exports (including exports of plants/flowers, seeds, wool, raw hides and skins, and wood/pulp) totalled NZ\$3.56 billion.
- Industrial raw materials and metals exports totalled NZ\$2.32 billion, including mineral fuels and oils, aluminium, iron/steel, other metals, and all other raw materials.
- Service exports: Tourism and other travel earned New Zealand \$6.9 billion in the year to March 2006.

Composition of New Zealand's Major Merchandise Export Sectors Year Ended Dec 2005



Future trading patterns

The NZTE's figures show a shift away from traditional, land-based commodities towards more value-added, high-tech goods and services, including highly-processed primary products and the sale of intellectual property. Much of New Zealand's future economic growth will depend on that shift continuing. It also depends on growing our relationships with the developing economies of Asia, whose large populations offer us potentially valuable markets.

An important trend is the emergence of inter-industry trade. This takes place when countries simultaneously import and export goods within the same industry. Usually this involves the exchange of raw materials, but it can also include the exchange of intellectual property, for example, when New Zealand experts provide advice on wool production or dairy farming.

A number of New Zealand companies are developing products in New Zealand while moving part or all of their manufacturing overseas. In this way, they are able to take advantage of the lower manufacturing costs in developing countries while retaining value-added activities in New Zealand.

Useful References

Books

Alton-Lee, A. and Nuthall, G. (1994). Understanding How Pupils Learn. *SET Research information for Teachers 1994*, Number 2 Item 3. Wellington: New Zealand Council for Educational Research.

Gilbert, J. (2005). *Catching the Knowledge Wave? The Knowledge Society and the Future of Education*. Wellington: NZCER Press.

Hammann, L.A. and Stevens, R.J. (2003). Instructional approaches to improving students' writing in compare-contrast essays: an experimental study. *Journal of Literacy Research 35*, pp731-756. Oak Creek, Wisconsin: National Reading Conference, Inc.

Multimedia

Momentum series on DVD

Momentum is a 13-part television series about successful New Zealand businesses. It aired between July and December 2003 on TV1. This resource is available to New Zealand education institutions from NZTE on request. Email enterpriseeducation@nzte.govt.nz to request a copy of the DVD set.

Education for Enterprise – Inspiring Growth CD-Rom/DVD set

The Ministry of Education's Education for Enterprise initiative aims to help students develop the skills that will enable them to better manage opportunities in their personal and professional lives, including working for themselves. This resource was developed by New Zealand Trade and Enterprise, along with Exceleator – The New Zealand Leadership Institute, and an additional team of professional researchers and education

specialists. It includes real life success stories, planning templates, case studies, and weblinks to useful enterprise education information. This resource is available to New Zealand primary and secondary school teachers from NZTE on request. Email enterpriseeducation@nzte.govt.nz to request a copy.

Websites and email contacts

Austrade: Student and Teacher Resources:

www.austrade.gov.au/corporate/layout/o,,o_S1-1_XID31-2_3_PWB111236-4_-5_-6_-7_,00.html

Austrade is the Australian Trade Commission. Its website offers a range of secondary school teaching and learning resources, covering topics such as international trade, business enterprise, exporting and marketing, globalisation, and the global economy. Many of these resources are useful for New Zealand teachers and students, especially the links to the activity sheets.

Biz/ed: Virtual Developing Country:

www.bized.co.uk/virtual/dc/index.htm

The Virtual Developing Country site introduces users to many of the issues and ideas that are of interest in the field of development economics. Users can take a series of virtual field trips throughout Zambia, visiting a number of places and people. Resources include a teachers' guide and a glossary.

bright magazine:

www.nzte.govt.nz/section/13500/page2.aspx

bright magazine is New Zealand Trade and Enterprise's magazine for business people. Read about initiatives being taken by New Zealand business people who are striving for, or achieving, international success.

Business Information New Zealand:

www.biz.org.nz/public/home.aspx?sectionid=53

This is an online guide to best business practice, advice, and support.

Business New Zealand:

www.businessnz.org.nz

The leading national organisation representing the interests of New Zealand's business and employing sectors.

Deardorff's Glossary of International Economics:

www-personal.umich.edu/~alandear/glossary

This site provides definitions of terms and concepts related to international trade.

Dev-Zone:

www.dev-zone.org

Dev-Zone is an independent Aotearoa New Zealand-based resource centre, providing information to development practitioners and universities on international development and global issues.

Education for Enterprise:

http://www.tki.org.nz/r/education_for_enterprise

The Ministry of Education's E4E initiative aims to develop an enterprise culture in schools. The site includes examples of useful teacher resources, links to websites, school stories, case studies, and other material designed to support schools in embedding education for enterprise into their curriculum programmes.

EH.Net:

<http://eh.net>

EH.Net operates the Economic History Services website and several electronic mailing lists to provide resources and promote communication among scholars in economic history and related fields.





Global Education Centre:

www.globaled.org.nz/index.html#

The Global Education Centre (GEC) is a non-profit organisation that provides services to the formal and non-formal education sector around Global Education. GEC provides training and resources to teachers, teacher trainees, young people, youth workers, and community groups in Aotearoa New Zealand. GEC is part of the Development Resource Centre along with Dev-Zone.

Investment New Zealand:

www.investmentnz.govt.nz

Investment New Zealand is a division of New Zealand Trade and Enterprise – the New Zealand government’s economic development agency. This site explains what New Zealand has to offer international investors.

Investorwords.com:

www.investorwords.com/998/competitive_advantage.html

This is an online financial glossary.

Latitude magazine:

www.nzte.govt.nz/section/13673/11839.aspx and www.nzte.govt.nz/section/14454/15803.aspx

Latitude magazine showcases world-leading innovative New Zealand companies. Such companies come from the sectors in which New Zealand has demonstrable world-class talent and significant potential for international growth.

Life Style Extra:

Financial Glossary: www.lse.co.uk/FinanceGlossary.asp

This site offers an extensive glossary of financial terms.

MarketNewZealand.com:

www.marketnewzealand.com/MNZ/Buy/default.aspx

This website is a service provided by New Zealand Trade and Enterprise that helps international buyers to make contact with New Zealand exporters. It includes detailed success stories about New Zealand businesses from a variety of industries that have become successful exporters.

Ministry of Economic Development:

www.med.govt.nz

The goal of the Ministry of Economic Development is to ensure that the business environment in New Zealand promotes productivity. The Ministry’s website includes information about its work around exporting, working with our trade partners, and generating international links.

Ministry of Education:

<http://www.minedu.govt.nz>

The New Zealand Ministry of Education’s website.

The Ministry of Foreign Affairs and Trade:

www.mfat.govt.nz

The Ministry of Foreign Affairs and Trade advises the New Zealand Government on official relations with other countries and international organisations and on external trade and economic relations.

New Zealand Institute of Economic Research (NZIER):

www.nzier.org.nz

NZIER is an independent, non-profit organisation that aims to stimulate economic research in New Zealand. Its website includes a useful glossary of economics terms.

New Zealand Trade and Enterprise:

www.nzte.govt.nz

New Zealand Trade and Enterprise (NZTE) is the New Zealand government’s national economic development agency. Through its network of offices worldwide, NZTE aims to grow New Zealand’s economy by boosting the capability of businesses and regions and facilitating their sustainable and profitable participation in overseas markets. This site is an extensive resource in its own right. It also provides links to

many other resources, including links to other NZTE-related websites and to NZTE’s magazines, *Latitude* and *bright*.

The Royal Society of New Zealand:

www.rsnz.org

The Royal Society of New Zealand is an independent, national academy of sciences, a federation of some sixty scientific and technological societies and individual members. The society promotes a critical awareness of science and technology in schools, in industry, and in society.

Schools Corner: Statistics New Zealand:

www.stats.govt.nz/schools-corner/default.htm

Schools Corner contains activities and information for teachers as well as student and teacher pages, including links to the economics learning area.

Social Studies Online:

www.tki.org.nz/r/socialscience/curriculum/SSOL/woolshed/index_e.php

At the Woolshed is a level 3 unit plan that helps students to learn how and why people manage the wool resource.

Te Ara: The Encyclopedia of New Zealand:

www.teara.govt.nz/en

Te Ara is New Zealand’s online encyclopedia. It is a significant resource for both teachers and students. It incorporates the 1966 Encyclopedia of New Zealand and continues to grow and evolve through the addition of new material.

The Higher Education Academy: Economics Network:

www.economicsnetwork.ac.uk

This site provides a range of sources aimed at supporting university-level economics teachers but also providing useful background information for other teachers, particularly at the senior secondary level.

The New Zealand Edge:

www.nzedge.com/intro

The New Zealand Edge aims to strengthen New Zealand’s sense of identity and foster a global community of New Zealanders. It includes the stories of New Zealand heroes such as the entrepreneurs Joseph Nathan who founded Glaxo, the company that produced the famous dried milk formula, and William Davidson and Thomas Brydone who founded the frozen meat export industry.

The Times 100 – A Student and Teacher Business Studies Resource Centre:

www.thetimes100.co.uk/index.php

This resource centre is for business studies students and teachers. It includes teaching materials such as lesson plans, worksheets, and case studies.

TKI – Social Studies in the New Zealand Curriculum:

www.tki.org.nz/r/socialscience/curriculum/index_e.php

This is the online version of *Social Studies in the New Zealand Curriculum*



Unit 1: Food Trade (Levels 1–2)

Overview



This unit will help you to introduce the concept of trade to your level 1–2 students, using the trade of food as an example. The students are encouraged to think about the food they eat and where it comes from, investigate the reasons why some of the food we eat today comes from other countries, and play a game to illustrate how countries trade food they can produce themselves for food they can't produce. They also look at changes in food trade by interviewing parents, guardians, or other older members of their whānau or community about the sorts of food they ate when they were young and comparing that with what we eat today. Then, in groups, they design a

promotional campaign for a new type of fruit. Finally, they investigate the origins of some non-food products so that they can make the connection between trade in food and trade in a wider sense.

The social inquiry model

The diagram below shows how a possible social inquiry approach can be applied to international trade, the topic of this unit. This approach utilises the key aspects of learning (Ideas about Society, Personal and Social Significance, and Participation in Society) from the New Zealand Exemplar project. Teachers should use this as a guide only.



Achievement Objectives

Note: These social inquiry achievement objectives are those suggested in the 2006 draft curriculum, but they could easily be adapted for your school's curriculum design.

Level 1	<p>Students understand that individuals and groups have social, cultural, and economic roles and responsibilities</p> <p>Students understand that places in New Zealand are significant for individuals and groups.</p>
Level 2	<p>Students understand that people and groups make choices to fulfil their needs and wants.</p> <p>Students understand that particular people make significant contributions to New Zealand's society.</p>

Cross-curriculum links

(from *The New Zealand Curriculum: Draft for consultation 2006*)

English

The students form and express their ideas about New Zealand's trade.

Health and Physical Education

The students learn to express their ideas, wants, and needs about healthy food choices.

Mathematics and Statistics

The students gather, sort, and display data and discuss the results.

Suggested activities

As you and your students progress through this unit, your students will be thinking about a wide range of questions and issues, and you and they will be recording their responses and discoveries in a variety of ways. Some of the results could be displayed on the wall, and some could be assembled into a folder. You could encourage the students to revisit this material as part of their independent reading and reflect on how far their understanding has developed (Key competency: Thinking).

Activity 1: Off the Shelf

This activity introduces the students to the concept of trade by drawing their attention to where the foods we eat come from.

- Ask the students to think of a meal that they ate in the last week and draw a picture of the foods they ate in that meal set out on a plate. Talk about where in the world the different foods they ate came from.
- Show the students a selection of different foods from around the world, for example, rice, noodles, couscous, bananas, oranges, seaweed, canned fish, pasta, kiwifruit, milk, olives, coffee, soy sauce, palusami, and lychees. (Make sure that the foods displayed have labels stating their origin.) Hand out the food items to individual students and ask them to tell you where their food item comes from. Help them to locate the country on a world map or globe.
- Ask the class to find magazine pictures of the foods, cut them out (or draw pictures of them), and then attach their food pictures to the appropriate country of origin on the world map or globe, using pins, adhesive putty, or staples and string.

Ask: “Why do we buy foods from other countries?”
“Why don’t we just grow bananas and coconuts in New Zealand?” Draw out the idea from the students that New Zealand isn’t good at producing those items, so if we want to eat them, we need to get them from overseas.

Ask: “What foods does New Zealand sell to other countries?” “Why do they buy them from us?” Record the students’ responses. Make sure that they understand

that some other countries don’t have land available for farms or their climate isn’t suitable for growing the foods we produce, so they can’t make enough of those foods for the people who live there. You could increase your students’ understanding of this concept by asking them, “Why doesn’t Antarctica have dairy farms? Why aren’t there sheep farms in London?”

Home Learning

For home learning, ask the students to go on a treasure hunt for kiwi-made foods at home. Ask them to find five different foods that are made in New Zealand and then get an older person to help them to write down the names of those foods.

Conceptual understandings

- *New Zealand buys things from other countries and sells things to them.*
- *New Zealand needs to sell the things we are good at making to other countries so that we can buy the things we are not so good at making from overseas.*

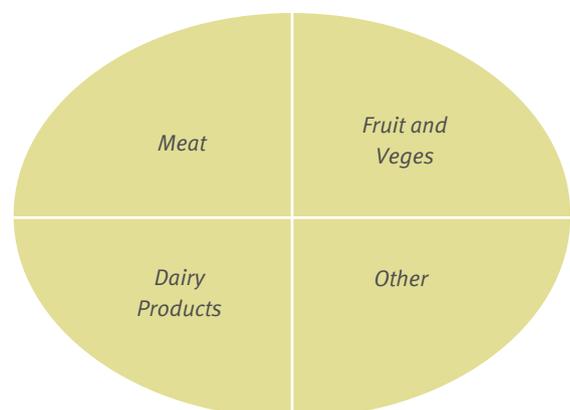
Effective teaching

- *Making connections*
- *Facilitating shared learning.*

Activity 2: New Zealand foods

In this activity, the students revisit the ideas they explored previously, clarifying their understanding that while New Zealand produces a great variety of food products, there are some that the students would never get to try if we didn’t buy them from other countries.

Ask each student to draw separate pictures of each of the five different New Zealand-made foods they researched earlier at home. Divide the class into three or four groups. Have each group sort all their group’s pictures into food types and then stick the pictures in the relevant places on a large group chart like the one shown below.



Ask “If we only ate the foods that were made in New Zealand, which foods would you miss out on eating?” Help the students to write the names of those foods outside the circle.

Possible extension activity

Put the groups’ charts on display. Ask the students to look at the charts and think about whether they can see any patterns in the types of food that are made in New Zealand and the types of food that we have to buy from other countries. Draw up a chart on the whiteboard, like the example below, to record the students’ ideas and help them think of reasons for the patterns they see.

Types of foods New Zealand makes	Types of foods New Zealand buys	Possible reasons
	Tropical fruit like mangoes and pineapples	We don’t have a hot climate

Conceptual understandings

- New Zealand buys things from other countries and sells things to them.
- New Zealand needs to sell the things we are good at making to other countries so that we can buy the things we are not so good at making from overseas.

Effective teaching

- Providing multiple opportunities to learn about concepts.

Activity 3: Traded lunch

This activity will allow your students to experience a practical model of international trade.

Divide the class into four groups, and tell them that their group represents an imaginary country. Ask them to invent a name for their country and write the names on the board. Plan a lunch together for later in the week. Allocate one group to bring drinks, one to bring sandwiches, one to bring fruit, and one to bring dairy products, such as yoghurt and cheese. Alternatively, the groups could make their contributions at school as part of the food technology programme.

Country A: drinks	Country B: sandwiches
Country C: fruit	Country D: dairy

Remember to make provisions for students with special dietary requirements and to discourage students from bringing unhealthy foods, for example, sweet fizzy drink. You could link this activity to the students’ learning about healthy food, using the Ministry of Education resource Healthy People Eat Healthy Food: Food and Nutrition Years 1–3 (see references). See also the Ministry of Education’s Food and Nutrition Guidelines, to be published in early 2007.

Seat the students in their groups with the food that they brought. Explain that Country A is good at making drinks, Country B is good at making sandwiches, and so on. Ask what would happen if each group ate or drank only what their country could make (for example, the people in Country A would get hungry and the people in Country D would get thirsty). Ask a person from Country A “How are you going to get some food to eat?” Encourage answers that involve trading drink for food. Ask “Country B, how many sandwiches will you give Country A if they give you one drink?” To avoid chaos, appoint one person from each group to be in charge of trading with another group. When all the groups have what they want, let them start eating.

Later, reinforce the idea that the imaginary countries are like real countries in the world. Ask “If we didn’t sell our food to overseas countries, what would happen?” Draw out the idea that we need to sell the products we are good at making to other countries so that we can buy the products we are not so good at making from overseas.

Conceptual understanding

- New Zealand needs to sell the things we are good at making to other countries so that we can buy the things we are not so good at making from overseas.

Effective teaching

- Facilitating shared learning
- Providing multiple opportunities to learn.



Activity 4: Traditional foods

Draw on the cultures of the students in your class or allocate cultures for them to research. Ask the students to choose three traditional foods belonging to their culture and find out where those foods are (or were) produced. “Why isn’t rice a traditional Māori kai?” “Why aren’t tomatoes used in traditional Sāmoan cooking?” Draw out the idea that it used to be difficult to transport food, so people ate only what was produced in their local area.

Arrange for an older person who grew up in New Zealand to visit the class. The students could generate their own questions, such as:

- *Where did your family buy their groceries when you were a child?*
- *What foods did you eat when you were a child?*
- *Were those foods different from the foods that you eat today?*
- *What foods can we get now that you couldn’t get when you were a child?*

Home Learning

For home learning, have the students interview one of their grandparents, kaumatua, or another older person who grew up in New Zealand and then fill in the food survey form. (See Appendix 1 for a photocopy master of the food survey to be used for this activity.)

Conceptual understanding

- *New Zealand needs to sell the things we are good at making to other countries so that we can buy the things we are not so good at making from overseas.*

Effective teaching

- *Facilitating shared learning*
- *Providing multiple opportunities to learn.*

Activity 5: The modern palate

Invite the students to share their interview experiences from their home learning. Then, draw a table on the board (like the one shown in the next column), allowing plenty of room for the students’ answers. Have the students fill in their answers in the relevant boxes or put a tick beside the food item if it has already been listed by another person.

Year they were born	Things they ate	Things they didn’t eat
1931-1940		
1941-1950		
1951-1960		
1961-1970		
1971-1980		
1981-1990		

Discuss where the foods come from that the older people didn’t eat and talk about why they didn’t eat those foods. Talk about possible reasons why certain foods appeared in New Zealand when they did.

Brainstorm reasons why we trade food with other countries nowadays. Ideas might include:

- *People travel to other countries where they try different foods, and then they want to eat those foods when they get home again.*
- *Transportation is easier.*
- *People like variety.*
- *It is cheaper to import some foods than produce them here.*
- *Foreign foods are fashionable.*
- *New Zealand is a multicultural society. Immigrants have contributed their traditional food to our rich culture.*

Discuss how food is transported to and from New Zealand nowadays. “How do we make sure that the meat hasn’t gone bad and smelly by the time it gets to Japan or that bananas aren’t rotten when they get here?” Interested students could find out about the first shipment of frozen meat from New Zealand to Britain in 1882.

2007 is the 125th anniversary of New Zealand’s frozen meat trade. The story of how a group of settlers realised the potential of mechanical refrigeration and utilised it to send frozen meat to Britain (and in doing so helped save New Zealand’s struggling economy) is an early example of kiwi ingenuity, entrepreneurial spirit, and can-do attitude when faced with a dilemma. For information on the history of the trade, see: www.nzedge.com/heroes/brydonedavidson.html

Conceptual understanding

- *New Zealand buys things from other countries and sells things to them.*

Effective teaching

- *Facilitating shared learning.*

Activity 6: Imaginary fruits

This activity will give your students an opportunity to think about how to market a new food product that they have invented.

The students need to think about which countries would be the best market for their products. Begin by referring back to the first activity in this unit, in which the students thought about food items that New Zealand buys from and sells to other countries. (They could revisit the map they created and the conclusions they recorded, making any changes or additions based on their subsequent learning.) In groups, have your students invent a new fruit (perhaps a cross between two known fruits). Tell them that their fruit grows very well in New Zealand's temperate climate, and that they need to sell it to other countries. "Which countries would you sell it to and why?" "Are there countries that already seem to be interested in buying fruit similar to yours?" "How would you convince the people in those countries to buy your new fruit?"

The students could design a poster or television advertisement for their fruit, to be displayed in the countries where they want to sell the fruit. "How would you make sure that your fruit was always the best quality when it went on sale in the other country?" "How would you make sure that you didn't hurt the environment when you were growing or transporting your fruit?"

Using the posters or advertisements, each group then "markets" their new fruit to the class.

Conceptual understanding

- *New Zealand buys things from other countries and sells things to them.*
- *Sustainable environments are important to trade.*

Effective teaching

- *Encouraging reflective thought and action*
- *Enhancing the relevance of new learning.*

Activity 7: Not just food

Point out that we trade products other than food with other countries. Send the students on a treasure hunt around the class to find "Made in ..." labels. Have the students record their findings and share them with the class, referring to the world map to locate countries.

Conceptual understanding

- *New Zealand needs to sell the things we are good at making to other countries so that we can buy the things we are not so good at making from overseas.*

Effective teaching

- *Providing multiple opportunities to learn.*

Possible visits

You could arrange for your class to visit:

- *a wharf, where they could watch containers being loaded and unloaded, learn about what's on the ships, and find out where those ships came from or are going to;*
- *a local supermarket, where they could talk to the staff about where products come from and how those products get to the supermarket. (See the Social Studies Online unit, "At the supermarket" for other related activities.)*

References for Unit 1

Chelsea Sugar Work: Educational kit:

www.chelsea.co.nz/Teaching.aspx

Ministry of Education (1999). *The Curriculum in Action: Healthy People Eat Healthy Food: Food and Nutrition: Years 1–3*.

Wellington: Learning Media.

Ministry of Education (2007). *Food and Nutrition for Healthy Confident Kids: Guidelines to Support Healthy Eating Environments in New Zealand Early Childhood Education Services and Schools*. Wellington: Learning Media.

Fill Your Trolley! Supermarkets – Level 1 Unit Plan – Social Studies Online:

www.tki.org.nz/r/socialscience/curriculum/SSOL/supermarkets/index_e.php

Statistics New Zealand: Economy:

www.stats.govt.nz/products-and-services/new-zealand-in-profile-2006/Economy.htm

Click on the link from this page to get to a profile of New Zealand's economy that identifies New Zealand's principal exports and trading partners.



Unit 2: New Zealand & the World (Levels 3–4)

Overview

This unit will help you to introduce concepts about economic growth and international trade to your levels 3–4 students. In the unit, the students look at the history of New Zealand’s trade, why New Zealand specialises in particular exports, and why regions specialise in particular products. They examine the difference between a “good” and a “service” and what is meant by the terms primary, secondary, and tertiary industries. They then go on to discuss the reasons why a country needs to export and use their knowledge to produce a promotional presentation to convince other young New Zealanders of the need for New Zealand to grow and diversify its export industries.

The social inquiry model

A social inquiry approach can be applied to international trade, the topic of this unit. This approach utilises the key aspects of learning (Ideas about Society, Personal and Social Significance, and Participation in Society) from the New Zealand Exemplar project.

See Unit 1 (page 9) for an example of how this might be done.

Achievement Objectives

Note: These social inquiry achievement objectives are those suggested in the 2006 draft curriculum, but they could easily be adapted for your school’s curriculum design.

Level 3	<i>Students understand that formal and informal groups make decisions that impact on communities.</i> <i>Students understand that people make decisions about access to and use of resources.</i>
Level 4	<i>Students understand that exploration creates opportunities and challenges for people, places, and environments.</i> <i>Students understand that events have causes and effects.</i> <i>Students understand that people participate individually and collectively to respond to community challenges and issues in New Zealand.</i>

Suggested activities

Activity 1: Bus stop

This diagnostic activity is intended to activate your students’ prior knowledge about New Zealand and its trading relationships with other countries. You will need a selection of images that relate to New Zealand’s

international trade, and you will need to prepare some questions to accompany these images.

The images might include:

- *products being packaged and transported;*
- *New Zealand booths at trade conferences;*
- *meetings of world leaders;*
- *scenes from movies that show animation created in New Zealand-based animation studios (for example, The Lord of the Rings, King Kong);*
- *customs officials spraying imported goods with insecticides.*

Questions might include:

- *What is trade?*
- *Who do we trade with?*
- *What things do we trade?*
- *Who is involved?*
- *Why do we trade?*
- *How does a country encourage and manage trade?*

Begin by asking the students about their experiences of trading in the playground and with siblings. Describe the trading experience. What happened? What skills did you need to demonstrate? What was the outcome?

Display the pictures around the classroom. Have your students work in groups, with each group starting at a different picture. Encourage the students to look carefully at the images, consider the questions, and record their answers. When they have had sufficient time, call out “bus stop!” as a signal for each group to move to the next picture. Repeat the process until each group has considered all the images. Then, invite them to share what they have recorded with the rest of the class. Collate the information and ideas in the first two columns of a KWL (What we: Know, Want to know, Learned) chart. You may choose to revisit the chart periodically throughout this unit, recording what the students have learned in the third column (or you may prefer to do that as a summative activity in the final session).

<i>What we know</i>	<i>What we want to know</i>	<i>What we have learned</i>

Key words

- *Trade: Takes place when goods are exchanged*
- *Exports: Goods and services sent to another country to be sold*
- *Imports: Goods brought in from another country*

Conceptual understanding

- *New Zealand buys things from and sells things to other countries.*
- *New Zealand needs to sell the things we are good at making to other countries so that we can buy the things we are not so good at making from overseas.*

Effective teaching

- *Making connections to prior knowledge*
- *Encouraging reflective thought and action*
- *Facilitating shared learning.*

Activity 2: History of trade

This activity is intended to provide a historical perspective on trade in and around New Zealand, focusing primarily on exports.

The table on the right contains a set of statements about the history of New Zealand trade. A student version (without the dates) is provided in appendix 2. Place your students in small groups. Photocopy the student version, cut it up into statements, and give each group a set of statements (not in chronological order). Have the students draw a series of small pictures or symbols to depict each statement. Then, ask them to place the pictures or symbols in chronological order to create a timeline. You may like to supply your students with some of the suggested resources for unit 2 listed on page 22, as well as New Zealand history books from your school library, to help them to do this.

The history of New Zealand trade

Pre-European history: Hard rocks that are useful for cutting (for example, pounamu and obsidian) are traded for kauri

Early nineteenth century: Māori trade dressed flax and food for blankets, nails, and guns. Sealers and whalers depend on Māori for food and protection.

1830s–1840s: First exports are made up of sealskins, seal and whale oil, timber, and flax

1850's: The Victorian gold rush creates a market for foodstuffs from New Zealand farmers, especially potatoes, grain, butter and cheese.

1850s and 1860s: Growth of "pastoralism" with the development of large sheep runs, especially in Wairarapa and Canterbury. Wool becomes a major export.

1861–1871: New Zealand's own gold rush takes place. For ten years, gold is New Zealand's biggest export.

1872: Wool becomes New Zealand's biggest single export item.

1882: First refrigerated ship to England makes it possible to export dairy products and meat to countries beyond Australia. Farmers experiment with innovations such as better grass and livestock (cattle and sheep).

1850s – : Loss of land makes it difficult to Māori to take advantage of New Zealand's rapidly growing pastoral trade

1895: Technical advances make it possible to produce butter in factories. Along with rising prices, this leads to a huge growth in dairy farming.

1965: New Zealand signs the New Zealand-Australia Free Trade Agreement (NAFTA), which leads to increased trade with Australia .

Late 1960s: A collapse in wool prices occurs.

1970s: New Zealand diversifies its products (e.g., into horticulture, fish, forestry, and tourism) and markets (e.g., into the United States). We sign the Closer Economic Agreement (CER) with Australia.

1980s–1990s: Australia, the United States of America, and Japan become New Zealand's primary export markets. We continue to diversify the products we make, for example, by moving into films, fashion, tourism, and software.

2000– : There is increasing talk about the concept of the "knowledge economy" – the idea that the economy should be driven by better knowledge about how to produce goods more cheaply and efficiently and how to add greater value.



When they have prepared their timeline, ask each group to identify three generalisations about the history of New Zealand trade, using evidence from the timeline to support their statements. For example, students might state that New Zealand has shifted from reliance on a few key products (notably wool) and one key market (Britain) to much more diverse markets (Australia, the United States of America, and Japan) and products (films, fashion, and tourism). The students might then present their three ideas to the class in the form of a role play or a rap.

Conceptual understanding

- *Historical perspective.*

Effective teaching

- *Making connections to prior knowledge*
- *Encouraging reflective thought and action*
- *Facilitating shared learning.*

2007 is the 125th anniversary of New Zealand's frozen meat trade. For information on the history of the trade, see: www.nzedge.com/heroes/brydonedavidson.html

Activity 3: Pair investigation

This activity provides an opportunity for the students to revisit their previous learning in more depth, introducing a greater focus on imports, and, with a partner, to conduct social inquiry into a particular period. Ensure that you have resources on hand to help the students conduct their research successfully. Te Ara: The Encyclopaedia of New Zealand (www.teara.govt.nz/NewZealandInBrief/Economy/en) provides a good starting point, and a variety of other resources are suggested in the list of useful references on page 7.

The students work in pairs for this activity. The table at appendix 3 provides a brief synopsis of New Zealand's leading imports and exports at different times in its history. Give each pair of students a copy of the synopsis and invite them to select a period that interests them. (You will need to monitor this selection process carefully, to ensure that there is a reasonably even coverage of time periods across the class.)

Ask each pair to investigate their allocated era to find out why these imports and exports were so important at that time. Guide the students to consider world events at that time and how those events impacted on trade (for example, Britain's entry to the European Union in 1973 made it imperative for New Zealand to seek markets

elsewhere). Discuss and agree with the class the success criteria for compiling and presenting the information the students gather.

Allow time for pairs of students who have investigated the same era to share their discoveries and draw conclusions together.

Conceptual understanding

- *Historical perspective.*

Effective teaching

- *Providing multiple opportunities to learn*
- *Creating a supportive learning environment*
- *Facilitating shared learning.*

Activity 4: How does trade affect me?

The following activities are intended to help the students consider the impact of trade on their own lives. The activities provide an authentic way of considering the concept of a "trade partner" and of highlighting the range of nations that New Zealand trades with. They will shift the students towards understanding that the standard of living of all New Zealanders is closely related to the trade relationships New Zealand has with other nations.

4A: Photo interpretation

Ask the students to form into small groups. Provide each group with a set of six photographs of people in New Zealand settings (for example, in a shopping mall, at a workplace, at a sporting event). As an alternative, the students could take their own photographs of various settings. Ask them to examine the photographs closely to identify those goods and services they can see that are made in New Zealand and those that have been imported. Briefly share each group's results.

4B: It's in the bag!

Ask the students to look at the items in their own school bags and to create a chart identifying each item and its country of origin.

Item	Country of origin
Ruler	New Zealand
Calculator	China

4C: Graph

Ask the students to graph the results of their investigation into their own bags. If they've never created a graph before, you may need to model this based on items in your own bag or on your desk (see the Ministry of Education publication *Statistics: Book One*, Figure it Out, Years 7–8, for ideas and activities about recording and presenting statistical data). Share and discuss the results, working towards the formulation of a set of statements recording the generalisations the class is able to make. Questions that may help include:

- How many different countries do the items in your bag come from?
- What country do most of the items come from?
- Why do you think that most things come from that country?
- Do you think that your parents would have come up with similar results if they carried out this activity when they were at school?
- How do you think it would affect you if New Zealand could only buy goods from one or two countries?

4D: World map

Give each a student an outline map of the world and ask them to indicate on it where the items in their bags have come from.

Scaffold your students into this activity by reminding them of the characteristics of a good map: title, key, scale, direction, border, and colour.

Home Learning

For home learning, ask your students to repeat Activity 4B, this time looking at the contents of their bedroom. They could share their investigations with one of their parents or another older person and ask that person if they think the results would have been different when they were the student's age. The students might ask:

- What differences are there in the things that are available in New Zealand now compared to the things that were available when you were my age?
- How has the change in the range of goods and services available affected your life?
- Do you feel that the change has improved your standard of living?
- Do you think that there are any downsides to this change?

4E: Flying away

Ask your students to use the maps they created in Activity 4D to plot where a three-hour flight from Auckland might take them and then where a six-hour flight from Auckland might take them. To do this, the students could start with a copy of an international route map and then use airline flight schedules to find out their duration (see the suggested resources on page 22).

New Zealand's place in the world

With your class, reflect on the previous five activities and ask the students: "What does this tell us about New Zealand and its connection with the rest of the world?" Draw out the ideas that New Zealand is a long way from most potential markets, but that cheaper and faster transportation, the Internet, and the move to exporting services rather than just products is increasing the range of potential trading partners for New Zealand.

Alternative approaches: There are several other ways in which you might help your students achieve these same understandings:

- They could use *MileMarker*, an online mileage calculator that allows users to find the air mile distance between two locations. You can find it at: www.webflyer.com/travel/milemarker
- You could download the map on *Te Ara: The Encyclopedia of New Zealand* that shows that New Zealand is the most isolated temperate landmass in the world. See: www.teara.govt.nz/NewZealandInBrief/NaturalEnvironment/1/ENZ-Resources/Standard/2/en

Conceptual understanding

- Impacts of trade on self and/or community
- Relationships and ethics are essential for successful trade.
- People's standard of living is linked to trade.
- New Zealand is a long way geographically from the rest of the world, but has a unique Pacific location.

Effective teaching

- Providing multiple opportunities to learn
- Facilitating shared learning.



NORTH ISLAND

EA

SOUTH ISLAND

SOUTH ISLAND

180°

180°

Activity 5: Regional specialisation

This activity is intended to move the students towards the understanding that countries gain competitive advantage by concentrating on producing particular goods and services that they are good at.

Introduce this activity by conducting a class brainstorm to identify what is produced and traded in your local area. Ask the students to speculate on why people in your area concentrate on producing these particular products (for example, it may be because of the local climate and soils, the presence of a natural resource such as gas, or the presence of specialised resources as a result of human activity in the area, for example, a university). Talk about the idea that each region specialises in particular products as a result of available resources.

Ask your students, working in pairs, to use their atlases or the Internet to identify the main resources produced in another region. (The regional Economic Development Agency (EDA) websites are a good source of information for this activity.)

Feedback the results and discuss them as a class. Collate your students' ideas on the whiteboard.

Using an outline map of New Zealand, delineate the country's regions and show the primary resources of those regions. You can add to this map during the remainder of this study.

Conceptual understanding

- *Regions specialise in particular goods and service.*

Effective teaching

- *Providing multiple opportunities to learn*
- *Facilitating shared learning*
- *Encouraging reflective thought and action.*

Activity 6: What goods and services does New Zealand produce?

This activity focuses on the goods and services that New Zealand produces. Before you begin, check that your students understand the terms “goods” and “services”. Ask them to work in pairs for this activity. Give each pair of students a photocopy of appendix 4, explaining that the chart lists some of the goods and services that New Zealand produces. Ask the students to cut their charts into separate items and then to categorise each item according to whether it is a good or a service.

Conduct a pyramid activity in which each pair of students joins another pair to justify their categories. Introduce the terms “primary”, “secondary”, and “tertiary” and ask the students to reclassify the same goods and services under these three headings.

Key words

- *Goods: Items that can be bought and sold*
- *Services: Useful work that is done for others as an occupation or business*
- *Primary industries: Industries that take out raw materials that are provided by nature (for example, farmers grow crops; miners extract fuel and minerals)*
- *Secondary industries: Industries that use raw materials and parts from other industries to make, build, and assemble products (for example, books, furniture, wine)*
- *Tertiary (service) industries: Industries that give value to people in a form that is not physical goods (for example, teaching, banking)*

Key questions

Lead a class discussion around the following questions:

- *What does this activity reveal about New Zealand's sources of export goods and services?*
- *Can you identify the goods or services that New Zealand has traditionally traded?*
- *Why is it important for a region and/or country to specialise?*

Conceptual understanding

- *Trade definitions*
- *Trade patterns.*

Effective teaching

- *Making connections*
- *Facilitating shared learning*
- *Encouraging reflective thought and action.*



Activity 7: Export celebrity heads

This fun activity will attune the students to some of New Zealand’s key exports and reinforce the concept of specialisation.

Ask three students to sit at the front of the class with their backs to the board. Write one of New Zealand’s key exports above each of their heads. The three students can take turns to ask the rest of the class questions to try to guess which export is written on the board behind them. The class can only answer “yes or “no”. The first of the students to guess correctly which export is written up behind them wins.

New Zealand Key Exports	
Wool	Flowers
Coal	Timber
Beef	Wine
Fruit and nuts	Butter
Aluminium	Freight transport services
Kiwifruit	Leather
Education	Paua
Toys	Information services
Cheese	Fish
Tourism	Paper
Computer parts	Fashion
Honey	Live animals
Vegetables	Mussels
Films	Wine
Milk	Marine equipment

Conceptual understanding

- Specialisation.

Effective teaching

- Making connections
- Facilitating shared learning.

Activity 8: Who’s involved?

In this activity, the students use a fish-bone graphic organiser to create a mind map of the people involved in exporting a key New Zealand good or service of their choice. Encourage the students to investigate a locally-made product or service. You may like to invite a local exporter to come and talk to the class.

You will need to begin by modelling this process (see the example on the next page). Encourage the students to consider aspects such as:

- transportation;
- design;
- government: local and national;
- policies and regulations;
- manufacturing;
- health and safety;
- packaging;
- marketing;
- distribution.

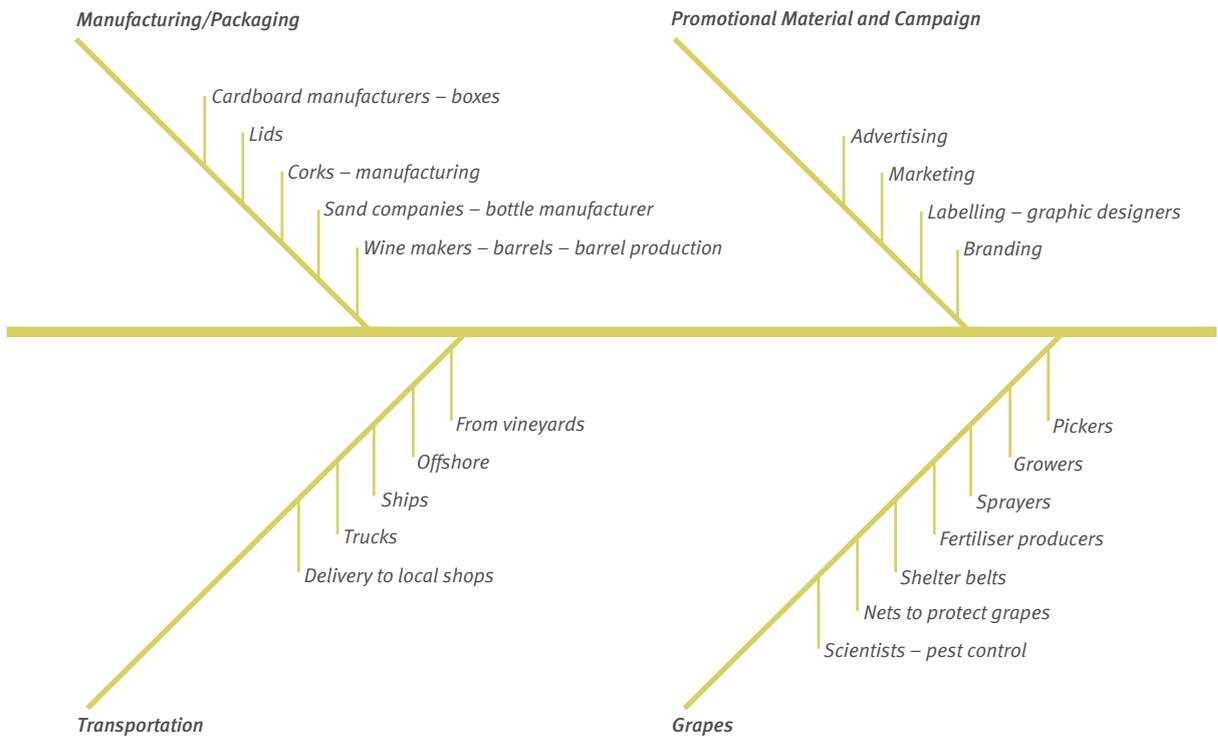
Conceptual understanding

- Economic implications of trade on communities
- Trade patterns.

Effective teaching

- Making connections
- Facilitating shared learning.

Viticulture Fish-Bone Diagram



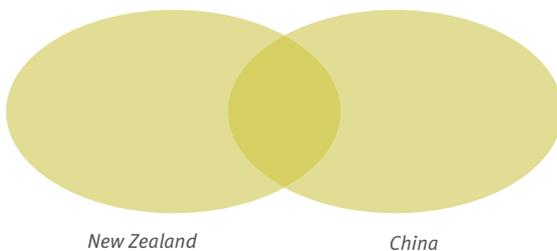
Activity 9: Venn diagram

The purpose of this activity is to help students to understand the concept of competitive advantage. They do this by comparing and contrasting the products New Zealand specialises in to those of one of the following countries: China, Finland, Korea, Malaysia, Vietnam, Japan.

The Central Intelligence Agency world factbook provides a useful resource for this activity. It is available at www.cia.gov/cia/publications/factbook/index.html

Ask the students to present their findings in a Venn diagram. As they work, encourage them to consider the following questions:

- Why do countries need to specialise when trading?
- What is New Zealand's competitive advantage?



When the students have completed their diagrams, put them on display. Allow time for the students to view each other's diagrams and then, as a class, discuss the questions and develop generalisations in response.

Competitive advantage:

A condition that enables a company or country to operate in a more efficient or otherwise higher-quality manner than its competitors and that results in benefits for that company or country.

Conceptual understanding

- Economic implications of trade on themselves and their communities
- Where New Zealand sits in the world
- Trade patterns
- Trade definitions, especially that of "competitive advantage".

Effective teaching

- Providing multiple opportunities to learn.

Activity 10: Implications of trade

This activity reinforces the importance of imported products in the students' everyday lives.

Ask the students, working in pairs, to recount to their partner all of the things they did over a certain period (for example, today/this morning/yesterday). Then ask them to record the events in chronological order, for example:

- Alarm went off
- Got out of bed
- Had a shower
- Got dressed
- Made bed
- Had breakfast
- Made lunch
- Drove to school.

Next, ask the students to use a highlighter to indicate the activities they wouldn't have been able to do, or events that they could not have taken part in, without using imported products. Ask them to rewrite their recounts without using any of the imported items. Discuss the results of this activity, focusing on the following questions:

- What do you notice about your alternative day?
- What do you think this tells you about the implications and impact of New Zealand's trading relationships on individuals and communities?

As a class, complete a Positive Minus Interesting (PMI) chart recording the positives, minuses, and interesting aspects of importing goods and services.

Conceptual understanding

- Importance and impact of trade for ourselves and our communities
- Trade definitions.

Effective teaching

- Providing multiple opportunities to learn.

Activity 11: The need to export

Write on the board the question, "Why do we need to export?". Encourage the students to brainstorm their ideas. Record their responses and then lead a discussion on this topic, drawing out the relationship between trade and people's standard of living. Record the students' ideas so these can be revisited in activity 12.

During the discussion, you could introduce the following key terms:

- employment
- standard of living
- specialisation
- Gross Domestic Product (GDP)
- balance of trade.

At the conclusion of this activity, you could ask the students (in pairs) to write definitions for each of these terms. Each pair could then join with another pair to compare their suggested definitions and agree on which one they think is the best.

GDP: The production measure of gross domestic product; the total market value of the goods and services produced in a country after deducting the cost of goods and services used in the process of production, over a given period

Conceptual understanding

- The link between trade and people's standard of living
- Trade definitions.

Effective teaching

- Providing multiple opportunities to learn.

Activity 12: Campaign

Revisit the PMI chart the students generated in activity 10 and add any more ideas they may have. Next, if you haven't already done so, return to the KWL chart generated in activity 1 and, as a class, revise it in the light of what the students have learned in the course of this teaching and learning sequence. Do any questions remain? Have more come up during the subsequent activities? Add these questions to the chart and identify any that you and the students would like to investigate further.



Now, explain that you would like the students to use what they have learned to produce a promotional presentation convincing other young New Zealanders of the need for New Zealand to grow and diversify its export industries. They are to prepare their presentations from the values perspective of a particular person or group, for example, a school leaver, the New Zealand government, a sheep farmer, a teacher, a manufacturer, a film maker, a musician, or a fashion designer. Their presentations could be in the form of a:

- video
- computer-assisted presentation
- flyer
- poster
- children's book
- comic strip
- board game
- piece of persuasive writing, such as a letter to the editor.

Work with the students to develop a set of success criteria for the presentations. Decide whether the students will self- or peer-assess their presentations against the agreed success criteria.

Conceptual understanding

- *The importance of growing New Zealand's exports to enhance people's standard of living.*

Effective teaching

- *Making connections*
- *Providing multiple opportunities to learn*
- *Encouraging reflective thought and action*
- *Enhancing the relevance of new learning*
- *Facilitating shared learning.*

Where to next?

You could build on your students' learning in these activities in many ways. Some ideas are suggested below. Select from these according to your students' needs and interests.

- *The students could work in pairs to conduct a case study of a successful New Zealand exporter, focusing on the skills and attributes that make the exporter successful. The students could present the journey of the exporter in the form of a timeline that identifies both successes and valuable lessons learnt. Each pair could then compare and contrast their findings with those of another pair to draw out the similarities and differences in the exporters' experiences.*

Note: New Zealand Trade and Enterprise's (NZTE's) website includes case studies of successful exporters at: www.nzte.govt.nz/section/11771.aspx and at: www.nzte.govt.nz/section/14454/15777.aspx and you can also find success stories on NZTE's website: www.marketnewzealand.com/MNZ/Buy/default.aspx

- *The students could seek answers to their remaining questions and hone their interview skills by inviting local exporters to the class and interviewing them about their history and what has made them successful.*
- *The students could develop their conceptual understandings about trade and economics by playing the International Trade Game, available online at www.economicsnetwork.ac.uk/handbook/games/42.htm This game was originally developed by the Third World development charity, Action Aid. The game is enjoyable, easy to set up, and can be played with a number of learning outcomes in mind.*
- *Tourism is now an integral part of New Zealand's economy, employing one in ten people. The students could learn more about the way New Zealand is marketing itself to overseas visitors by exploring Tourism New Zealand's site at: www.newzealand.com*
- *You could obtain the Education for Enterprise – Inspiring Growth CD-ROM/DVD set from NZTE. This aims to help students develop the skills that will enable them to better manage opportunities in their personal and professional lives, including working for themselves. (See Useful References on page 7 for more information.)*

References for Unit 2

Air New Zealand:

www.airnz.co.nz/default.htm

There is an international air traffic route map at: www.airnz.co.nz/timetablesandflightinfo/routes/internationalroutes/default.htm and flight schedules are available at www.innovata-llc.com/nz/default.asp?countrycode=NZ

CIA: The World Fact Book:

www.cia.gov/cia/publications/factbook/index.html

Economic Development Association of New Zealand (EDANZ):

www.edanz.org.nz/w/default.asp

EDANZ is an organisation of stakeholders who have a role in stimulating sustainable economic development and increasing prosperity in regional and local communities.

Education for Enterprise:

http://www.tki.org.nz/r/education_for_enterprise

The Ministry of Education's E4E initiative aims to develop an enterprise culture in schools. The site includes examples of useful teacher resources, links to websites, school stories, case studies, and other material designed to support schools

in embedding education for enterprise into their curriculum programmes.

EH.Net Encyclopedia:

<http://eh.net/encyclopedia/article/Singleton.NZ>

“An Economic History of New Zealand in the Nineteenth and Twentieth Centuries” by John Singleton, Victoria University of Wellington, New Zealand.

External Trade: Historical Evolution and Trade Patterns:

www.teara.govt.nz/1966/T/TradeExternal/HistoricalEvolutionAndTradePatterns/en

Statistics New Zealand: Geology and Soils: Regional Land Use:

www.stats.govt.nz/quick-facts/land-envmt/geology-and-soils.htm

This page includes a table that describes the vegetation and land use in each region in New Zealand.

Investmentnz.govt.com: Infrastructure for Business:

www.investmentnz.govt.nz/section/14343.aspx

This interactive map identifies New Zealand’s major highways, ports, airports, railways, fibreoptic network, electricity network, and tertiary institutions.

MAF: Living with the Land/Caring for the Land:

www.maf.govt.nz/mafnet/schools/kits/Indusen.htm

Though dated, this is a useful educational kit.

MAF: Living with the Land/Caring for the Land Map:

www.maf.govt.nz/mafnet/schools/kits/agmap.htm

This map shows the types of land use that occur in New Zealand.

MAF: New Zealand Timeline:

www.maf.govt.nz/mafnet/schools/kits/ourland/timeline

This provides a more substantial timeline of New Zealand history.

Ministry of Economic Development: Regional Development:

www.med.govt.nz/templates/StandardSummary____14.aspx

Ministry of Education:

<http://www.minedu.govt.nz>

The New Zealand Ministry of Education’s website.

Social Studies Online: Classroom Trade Day: Big Moments in New Zealand Trade:

www.tki.org.nz/r/socialscience/curriculum/SSOL/trade/moments_e.php

This unit includes a brief timeline of the history of New Zealand trade.

Statistics New Zealand:

www.nowwhere.com.au/StatsNZ/Locator/Default.aspx

Regional maps of New Zealand.

Te Ara: The European Economy: A Brief History:

www.teara.govt.nz/NewZealandInBrief/Economy/10/en

Te Ara: Natural Environment:

www.teara.govt.nz/NewZealandInBrief/NaturalEnvironment/en

Explore this part of Te Ara for information about New Zealand’s physical features.

Te Ara: Places: The Regions of New Zealand:

www.teara.govt.nz/Places/en

Over time, all twenty-two regions will be featured.

Te Ara: Natural Environment: A Far-flung Country:

www.teara.govt.nz/NewZealandInBrief/NaturalEnvironment/1/ENZ-Resources/Standard/2/en

The Māori Economy: A History:

www.teara.govt.nz/NewZealandInBrief/Economy/9/en

The New Zealand Edge:

www.nzedge.com/heroes/brydonedavidson.html

Learn about the birth of the frozen meat trade and its repercussions.

WebFlyer: MileMarker:

www.webflyer.com/travel/milemarker

This online mileage calculator allows users to find the air mile distance between two locations.



NORTH ISLAND

EA

ZEALAND

SOUTH ISLAND

Alipodes

Appendix 1: Food Survey



Contact a grandparent or another older person who grew up in New Zealand. Ask them these questions:

In what decade were you born? (Please tick)

1931–1940	<input type="checkbox"/>	1961–1970	<input type="checkbox"/>
1941–1950	<input type="checkbox"/>	1971–1980	<input type="checkbox"/>
1951–1960	<input type="checkbox"/>	1981–1990	<input type="checkbox"/>

When you were a child, did you eat the following foods? (Please tick or cross)

noodles	<input type="checkbox"/>	butter	<input type="checkbox"/>
rice	<input type="checkbox"/>	chops	<input type="checkbox"/>
nachos	<input type="checkbox"/>	sausages	<input type="checkbox"/>
apples	<input type="checkbox"/>	steak	<input type="checkbox"/>
bananas	<input type="checkbox"/>	milk	<input type="checkbox"/>
sushi	<input type="checkbox"/>	kumera	<input type="checkbox"/>
curries	<input type="checkbox"/>	muffins	<input type="checkbox"/>
taro	<input type="checkbox"/>	scones	<input type="checkbox"/>
peas	<input type="checkbox"/>	feta cheese	<input type="checkbox"/>
margarine	<input type="checkbox"/>		

Thank the person for answering your survey and bring this page back to class.

Appendix 2: Student Timeline

<i>The history of New Zealand trade</i>
<i>Hard rocks that are useful for cutting (for example, pounamu and obsidian) are traded for kauri.</i>
<i>Māori trade dressed flax and food for blankets, nails, and guns. Sealers and whalers depend on Māori for food and protection.</i>
<i>The first exports are made up of sealskins, seal and whale oil, timber, and flax</i>
<i>The Victorian gold rush creates a market for foodstuffs from New Zealand farmers, especially potatoes, grain, butter and cheese.</i>
<i>There is a growth of “pastoralism” with the development of large sheep runs, especially in Wairarapa and Canterbury. Wool becomes a major export.</i>
<i>New Zealand’s own gold rush takes place. For ten years, gold is New Zealand’s biggest export.</i>
<i>Wool becomes New Zealand’s biggest single export item.</i>
<i>The first refrigerated ship to England makes it possible to export dairy products and meat to countries beyond Australia. Farmers experiment with innovations such as better grass and livestock (cattle and sheep).</i>
<i>The loss of land makes it difficult to Māori to take advantage of New Zealand’s rapidly growing pastoral trade</i>
<i>Technical advances make it possible to produce butter in factories. Along with rising prices, this leads to a huge growth in dairy farming.</i>
<i>New Zealand signs the New Zealand-Australia Free Trade Agreement (NAFTA), which leads to increased trade with Australia .</i>
<i>A collapse in wool prices occurs.</i>
<i>New Zealand diversifies its products (e.g., into horticulture, fish, forestry, and tourism) and markets (e.g., into the United States). We sign the Closer Economic Agreement (CER) with Australia.</i>
<i>Australia, the United States of America, and Japan become New Zealand’s primary export markets. We continue to diversify the products we make, for example, by moving into films, fashion, tourism, and software.</i>
<i>There is increasing awareness about the concept of the “knowledge economy” – the idea that the economy should be driven by better knowledge about how to produce goods more cheaply and efficiently and how to add greater value.</i>

Appendix 3: Leading Imports and Exports

	Import	Export
1840s	Blankets, nails, muskets, iron tools, gunpowder, clothing, flour	Sealskins, seal and whale oil, timber, kauri gum, coal, and flax (exported to New South Wales)
1850-1900	New Zealand is dependent on Britain for most of its manufactured and processed goods. Such goods include metals and machinery, textiles and clothing, sugar, beverages and food, paper and stationery.	Gold, wool, potatoes, and grain (exported to Britain)
1900	New Zealand continues its dependence on Britain for most of its manufactured and processed goods.	Wool, meat, and dairy products (mainly exported to Britain)
1930s	New Zealand's imports of fuels, motor vehicles, and chemicals increase. A growth in manufacturing (e.g., car assembly plants) reduces some dependence on imports but increases imports of the equipment and materials needed in these factories. New Zealand and Britain set up trade agreements that give each other preference.	Wool, meat, and dairy products (mainly exported to Britain)
1960s	Television and radio raise interest in consumer goods, such as records and fashion items.	Over 90% of New Zealand exports are pastoral products that have had little or no processing, for example, bales of wool, carcasses of meat, and crates of butter and cheese. Manufacturing and forestry start to expand. Britain buys 65 % of New Zealand goods.
1990s	New Zealand imports an increasing amount of manufactured goods, such as used vehicles and clothing. They are imported from a wider range of markets, especially Asia.	Growing diversification in products (e.g., forestry, horticulture) and markets. Our main markets are now Australia, the United States of America, and Japan.
Present	Machinery and equipment, vehicles and aircraft, petroleum, electronics, textiles, and plastics	Principal exports are wool, meat, and dairy products, along with fish and seafood, fruit, and timber products. Horticultural products are diversifying and include wine. There is some export of coal, gold, iron, and natural gas. A growing manufacturing sector is mostly focused on food processing but also exports a variety of goods, such as white ware (fridges and dishwashers), electric fences, newsprint, and furniture. Service industries contribute about one-quarter of the profit New Zealand is making from exports. These include the film industry, but the biggest contributor is tourism.



Appendix 4: Goods and Services



<i>Flowers</i>	<i>Boats</i>
<i>Design</i>	<i>Wool</i>
<i>Education</i>	<i>Music</i>
<i>Wine</i>	<i>Beef</i>
<i>Film</i>	<i>Honey</i>
<i>Lamb</i>	<i>Tourism</i>
<i>Natural gas</i>	<i>Apples</i>
<i>Clothing</i>	<i>Petroleum</i>
<i>Timber products</i>	<i>Seafood</i>
<i>Software</i>	<i>Baby buggies</i>



Glossary

- Balance of trade:** the value of a country's exports minus the value of its imports
- Commodity:** any object produced for consumption or exchange in markets, often used more narrowly to describe raw foodstuffs and materials (for example, aluminium and beef)
- Comparative advantage:** when a country is able to produce goods or services at a lower opportunity cost than its trading partners
- Competitive advantage:** a condition or set of conditions that enables a company or country to operate in a more efficient or otherwise higher-quality manner than its competitors and that results in benefits accruing to that company or country
- Consumer:** an individual who buys products or services for personal use and not for manufacture or resale
- Consumption:** goods or services that are bought and used up in a single period. These include goods and services used by households or private not-for-profit organisations (collectively known as private consumption) or by government (public consumption).
- Distribution:** the spread or arrangement of natural or cultural phenomena (in terms of geographic areas, economic groupings, or social classes); in a narrower sense, the extent to which different groups or individuals share in the total production or wealth of a community
- Economic growth:** GDP growth; the rate of change in real gross domestic product
- Enterprise:** human activity involving such qualities as initiation, innovation, risk taking, coordinating, and acting decisively and imaginatively; in a narrower economics sense, an activity undertaken for entrepreneurial or commercial reasons
- Exports:** goods and services sent to another country to be sold
- Factor endowment:** The quantity of a primary factor present in a country
- Factors of production:** The resources that are necessary for production
- Food miles:** the distance food travels from where it is grown or raised to where it is ultimately purchased by consumers
- Free trade:** policy in which a government does not discriminate against imports or interfere with exports. (The argument for free trade is based on the economic theory of comparative advantage: each region should concentrate on what it can produce most cheaply and efficiently and should exchange its products for those it is less able to produce economically.)
- GDP:** the production measure of gross domestic product; the total market value of goods and services produced in New Zealand after deducting the cost of goods and services used in the process of production, over a given time period
- Goods:** items that can be bought and sold
- Gross:** value before deductions. (An investment may be described as yielding 15% gross, which means 15% before the deduction of income tax.)
- Identity:** the way a person or a group perceives themselves in relation to the world, including other people and groups
- Imports:** goods brought in from another country
- Intellectual property:** creations of the mind that have a commercial value (for example, symbols, names, designs, patents, trademarks)
- Interdependence:** reciprocal relationships where people and/or groups and/or physical phenomena have a strong influence on one another or depend on one another for support
- Mahi:** work; employment
- Manaakitanga:** hospitality
- Market:** a demand for a commodity or service
- Market economy:** an economy that operates by voluntary exchange in a free market, as opposed to a planned economy that is controlled by a central authority
- Mass production:** the manufacture of goods in large quantities, often using standardised designs and assembly-line techniques



About this resource

Thinking Globally 1, a resource for teachers of social sciences, is the result of a cross-government agency partnership precipitated by the 125th anniversary of New Zealand's frozen export trade in 2007.

The resource includes background information about trade, useful references, suggested outlines for two units of learning at levels 1–2 and levels 3–4 of the draft curriculum, and student activities. *Thinking Globally 1* encourages schools to design their curriculum to further engage students learning about the concept of trade within contexts relevant to their communities.

This resource will also be available on the new social sciences online development planned for later in 2007. The online version may contain updated activities and information.



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