



**Michigan State University
Fulbright-Hays Group Study Abroad 2009:
Nepal in the Contemporary World**



Lesson Plan
from

Shawna Anderson
Manistique Middle/High School

Title: How is Nepal connected to the world?

Subject Areas: Eastern hemisphere geography, Economics

Grade Levels: 7

Length of Lesson: 1-2 class periods

Summary/Overview:

In this lesson students will understand how land-locked Nepal is connected to the rest of the world through imports and exports with countries around the world. Students will also discuss the relationships that need to be maintained to protect the trade relationships.

Primary Objectives:

Using a hands-on demonstration students will see the web of relationships countries need to maintain for economic trade. They will also understand how international organizations impact trade relations. (SARC, EU)

Students will also be able to independently map out trade partners for Nepal and discuss the logistical challenges of trading with a land-locked country.

Required Resources/Materials:

- 2 balls of yarn of different colors
- clear space big enough for students to stand in large circle
- list of trade partners for Nepal (see attached handout)
- post-it note (or piece of paper with tape) with the name of each trading partner written to label each trading partner in the 'web'
- blank outline map of the world for each student
- 2 different color writing utensils for each student
- if extension activity is being used each student will need copy of handout with complete historical import/export data (see attached handout)

Procedure:

- A. Review terms import, export; location of Nepal as a land-locked country in southern Asia; what is SARC and who are the member countries?;
- B. Create a human web representing trade partners of Nepal
 - a. Ask students to stand in a circle. Explain each person will represent a country and have them draw pieces of paper from a hat to see what country they will represent. (Make sure that all 18 countries are identified and have 2 slips with the name Nepal on it.) Any students who do not draw a name can become 'observers'.
 - b. The person who drew Nepal should take their place in the center of the circle since the relationships will center on them. Hand Nepal one ball of yarn and explain that when a trade partner is named, they are to pass the yarn to the person representing that country and then take the yarn back. (If there is enough yarn, have the first trade partner pass the yarn back and forth several times to demonstrate the strength of the connection and then pass fewer times as connection weaken.) The teacher (or an observer) will call off export trade partner names in order of economic strength. (See handout)
 - c. Once all 10 partners have been connected, have the group look at the connections. Discuss the following questions:
 - i. How many connections are with SARC countries? (1 – India)
 - ii. How many connections are with Asian countries? (6- Singapore, Korea, Hong Kong, Thailand, China, India)
 - iii. Why do you think most of the trade partners are relatively close in geography to Nepal? (Difficult to move goods out of Nepal so much more transportation makes cost too high and less attractive to trade partners)
 - d. Leaving the export trade partner web in place, ask another student to stand in the center (back to back) with the current Nepal. This person will represent the import relationships of Nepal. Repeat the process of illustrating import relationships with Nepal. (When complete there should be a web with two colors and all 18 countries utilized.)
 - e. Once all import and export connections have been made, have the group look at the web and answer the following questions:
 - i. Who has the most potential influence in the web? (India and China- both have import & export relationships with Nepal)
 - ii. What regional and international organizations participate in the web? (SARC, EU) Which organization might have the most influence? (EU since there are 5 member countries involved)
 - iii. What happens if one country wants more trade? Have an 'observer' go and try and pull a country out of the web to simulate the pull of demands. (The web becomes unbalanced and all countries are impacted.) Who might have the greatest chance to upset the whole web? (India, China and US as biggest trade partners)
 - iv. How might EU or other organizations influence countries? Example- what if the EU decided not to trade with Nepal for some reason? (Italy, Switzerland, France, UK and Germany would cut off trade.)

Have those countries drop their yarn (but don't let go!) to demonstrate their dropping out of the web) Discuss how this would impact the web of trade for Nepal- it would weaken and economy would be negatively impacted.

- v. Discuss the geography of the connections- how many continents are involved? How is this possible? (3 continents- Asia, Europe and North America; possible due to technology-internet and telecommunication allow for orders, efficient transportation allow for materials to be shipped in a timely manner)
- f. After discussion is complete, have students return to seats and distribute outline map of world, two color writing utensils and trade partner list to each student. Instruct students to create a map showing the import and export connection of Nepal with the world. Make sure to create a map key explaining which color is import and which is export.
- g. On the back of the map ask students to write a short list of methods of shipping needed to transport materials between partners (truck, rail, ships, etc.) How does this impact cost of materials?

Extension Activities:

1. Analyze each trade partner's % of Nepal's total import or export to determine actual strength of influence. (If a country only has 5% of total export vs. 85% how much influence do they really have?)
2. Analyze historical trends to see if influence of countries is growing. (Has India's trade influence grown over the past 10 years?)

Assessments:

Students will write a short paragraph explaining how Nepal is economically connected to the rest of the world. They will also explain how important maintaining those trade relationships are to the country. Finally, they will be able to explain the role of international and regional organizations in maintaining trade relationships.

Michigan Content Expectations Met:

Economic Interdependence

- 7-E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere.
- 7-E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor and capital.

Economic Systems

- 7-C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues.
- Explain why governments belong to different types of international and regional organizations.

Bibliography Unique to this lesson:

http://www.saarc-sic.org/beta/membercountry_nepal.php