

The Global Market: Growing Ghana

SUBMITTED BY: Lee Jackson

SUBJECT(S): International Business

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

The purpose of this lesson is to introduce students to the economic advantages and disadvantages of participating in the global market.

≡ NBEA STANDARD(S):

- International Business, II. The Global Business Environment

≡ RELATED ARTICLES:

- [“The Migration Crisis and the Future for the European Union”](#)
- [“Take 5: The Economic Impact of the Coronavirus”](#)
- [“Insights from the Fall of Aleppo”](#)
- [“Exploring Ties Between Countries at the Indian Embassy in Peru”](#)
- [“Educator Toolkit: Becoming Global Citizens”](#)
- [“Career Insight: Serguei Netessine on the Importance of Thinking Globally”](#)
- [“Career Insight: 3 Honest Reflections from Foreign Policy Expert Susan Rice”](#)
- [“A Summer Trip to Ghana Inspires a Global Health-care Mission”](#)
- [“9 Business Terms Making News During the Pandemic”](#)

Common Core Standard(s):

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Objectives/Purposes:

- Examine the issues of corporate culture and managing in the global environment.
- Describe the process for identifying need, developing a marketing plan, and selling products in developing countries.
- Identify how business impacts international communities.

Knowledge@Wharton Article: “[Managing Financial Risk in a Volatile Global Environment](#)”

Other Resources/Materials: Whiteboard, chart paper, markers, photos, [worksheet](#), videos of Ghana:

- Ghana market: <http://www.youtube.com/watch?v=h9Gaj08u8IQ>
- Ghanaian life: <http://www.youtube.com/watch?v=aFcm8Ckf-d0>

Key Terms:

- **Market research** – Research that gathers and analyzes information about the moving of goods or services from producer to consumer.
- **Developing nations** – Developing country is a term generally used to describe a nation with a low level of material well-being (not to be confused with third world countries).

Tying It All Together:

Demonstrate. View video of Ghanaian life.

Ask. Based on the students’ own knowledge and the video, how might a developing country grow or change during this age of innovation? Develop a master list of responses. What services might this country benefit from? Based on what the students observed in the pictures and video, what may be the possible areas for growth? (Examples: cell phone services, all-terrain vehicles, asphalt for washed-out roads, Internet, distance learning opportunities.)

Activity. In small groups of two to three, ask students to select one of the items or services on the master list. Then have them complete a preliminary business idea based on that need. (See [attached worksheet](#).)

Practice Outside of the Classroom: Ask students to interview someone they know who has visited a developing country. How is life different for people in other nations?

What Worked and What I Would Do Differently: Kids were excited about the pictures – the more photos and videos, the better.

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