

GLOBAL VOICES

Global Voices Information Sheet

Why can't medicine travel as far as Coca-Cola?



AidPod fits snugly into Coke's delivery crates

Background Info

- Coca-Cola was invented by a pharmacist in 1886. The Coca-Cola Company was incorporated in 1892. The company now offers 500 brands (such as Minute Maid and Sprite) in more than 200 countries.
- Coca-Cola is a franchise system. Coca-Cola only produces syrup concentrate for the beverage, and then sells the recipe to more than 300 bottling partners worldwide, which then distribute the product to warehouses.
- Instead of building a distribution system, Coke employs local entrepreneurs to take crates of Coke to retailers (stores) on bikes, donkey carts and even handcarts. This method is much cheaper for Coca-Cola because the company does not pay the cost of transporting the products to very remote regions.
- Coke's profits are very high. Coca-Cola made \$35.1 billion in net revenue in 2010.
- Charities that deliver aid to developing countries do not make a profit when donations are received. This is why they are called "non-profits."
- Charities often do not have the money or resources to research the best ways to distribute aid. All of the money from charitable donations goes toward helping people in need.
- At ColaLife, Simon Berry wants to partner with Coca-Cola, pairing the good intentions of charities with the smart business sense of Coca-Cola.

Key terms

- **Iconic**—having the quality of an icon; a symbol immediately recognized for the thing it represents.
- **Ubiquitous**—being or seeming to be everywhere at the same time.
- **Oral rehydration salts**—a simple medicine consisting of salt and sugar supplements to treat dehydration associated with diarrhea.
- **Telex machine**—a text-only printer connected to a telegraph, a system for transmitting messages.
- **Philanthropist**—a person who seeks to promote the welfare of others, especially by the donation of money or goods to causes.

Global Voices Elementary Educator Resources

Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

Themes and Course Connections

- Themes: private sector, non-profit sector, aid, disaster relief, Coca-Cola, ColaLife.
- Course Connections: The Arts, Language, Science and Technology, Social Studies.

Materials

- Chart paper or blackboard
- Global Voices column
- Paper and drawing utensils
- Projector and screen

Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

Reading Comprehension

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
 - a. Have students sit in a circle and distribute one copy of the Global Voices column to each student.
 - b. Pre-reading steps:
 - i. Make predictions: ask students to read the title of the column and view the pictures. After doing so, ask them to make predictions as to what the column is going to be about.
 - ii. Introduce vocabulary from the column.
 - iii. Assess prior knowledge: ask students to discuss what they already know about these topics.
 - c. Reading steps:

- i. Go around the circle and have each student read a section of the column to the class, so that everyone gets a turn to read.
 - ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
- d. Post reading steps:
- i. Encourage students to provide a summary of the column in order to ensure they have understood the series of events.
 - ii. Ask questions about the text to judge comprehension.

Knowledge and Understanding

1. Discussing the Global Voices Column (estimated time: 10 minutes)
 - a. Ask students the following suggested questions about the column, encourage them to use evidence from the Global Voices column to support their answers:
 - i. What is the message in this column?
 - ii. What perspectives are presented in this column? Which ones are left out?
 - iii. What problem is presented in this column?
 - iv. What is aid? When is it needed? How is it given?
 - v. Have you ever given aid to help another country? If so, how did you do this?
 - vi. What is Colalife?
 - vii. Why has Coca-cola been so successful distributing its products around the world?
 - viii. What is an AidPod?
 - ix. What is suggested in the column as a strategy to save lives?
 - b. Conclude this discussion by clarifying any additional questions students have about the column.

Thinking

1. Around the World (estimated time: 10 minutes)
 - a. As emphasized in the Global Voices column, Coca-Cola can be found in almost all corners of the world.
 - b. Ask students to recall the places they have been to around the world and recall if they remember having a Coke while they were there. As students list these places, write them on the board.
 - c. Encourage students to discuss how they felt when they came across coke in other parts of the world.
 - d. Ask students to recall what was discussed about Coca-Cola in the Global Voices column and discuss this as a class.

Communication

1. Aid: Think-Write-Pair-Share (estimated time: 20 minutes)
 - a. This Global Voices column focuses on aid, in the form of medical supplies and disaster relief. Explain to students that they will be participating in a Think-Write-Pair-Share activity around aid.
 - b. Think: ask students to think about aid, defining what it is, what it looks like, when it is needed and who gives it. Ask students to find examples from the column to support their ideas.
 - c. Write: ask students to write a short reflection about aid and a current situation in the world where aid is needed.
 - d. Pair: divide the class into pairs and ask them to share their thoughts and written work, discussing this together.
 - e. Share: when pairs have finished discussing, bring the class back together and discuss the students' ideas.

- f. Use the following suggested questions to direct discussion:
 - i. What is aid?
 - ii. What does aid look like?
 - iii. Who gives aid?
 - iv. When is aid needed?
 - v. What are some examples of aid listed in the Global Voices column?
 - vi. Is there a current situation in the world where aid is needed?
- g. Before the conclusion of this activity, ensure students have developed a firm understanding of aid.

Application

1. ColaLife commercial (estimated time: 30 minutes)
 - a. Ask students to think about different Coca-Cola commercials they have seen over the years and reflect on these commercials as a class. Ask students to describe the visual images that appeared on the screen as well as the message that was presented for the audience.
 - b. Here are some examples of different Coke commercials:
 - i. Coke Olympic Hockey commercial - <http://www.youtube.com/watch?v=85K6CypFY-s>
 - ii. Coca-Cola Christmas Party - <http://www.youtube.com/watch?v=dB3JLKfmq-M&feature=related>
 - c. Ask students to discuss the goals of ColaLife.
 - d. Following this discussion ask students to create a three panel storyboard for a commercial for Coca-Cola and ColaLife. In their commercials they emphasize how ColaLife will work and how it will help people around the world.
 - e. When students have completed their storyboards, ask them to share their ideas with the class.

Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

Free The Children – www.freethechildren.com

We Day Teach - <http://www.weday.com/teach>

ColaLife - <http://www.colalife.org/>