

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 Secondary 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, Business Studies, Canadian and World Studies, English, Social Sciences and Humanities.

Materials

- Chart paper or blackboard
- Computers and internet
- 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. Reading Comprehension: Global Voices Column (estimated time: 15 minutes)
 - a. Pre reading steps:
 - i. Introduce the topic and encourage students to discuss what they already know about the topic, making prediction around what the column is about.
 - b. Reading steps:
 - i. Read: students must read the text independently, highlighting important points throughout the column.

- ii. Ask: students must ask themselves what the story is about, recording five questions they are unsure of after reading the column.
 - iii. Paraphrase: encourage students to write point form notes in their own words around what the column is about.
- c. Post reading discussion:
- i. What are the main points of the column?
 - ii. What emotions did this column evoke in you?
 - iii. What problem is identified in the column?
 - iv. What questions do you have about the column?

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 the private sector? What is the non-profit sector? How do they differ?
 - v. What is foreign aid? When is it needed? How is it given?
 - vi. What problems were experienced with foreign aid during the 2010 Haiti earthquake?
 - vii. Have you ever given aid to help another country? If so, how did you do this?
 - viii. What is Colalife?
 - ix. Why has Coca-cola been so successful distributing its products around the world?
 - x. What is an AidPod?
 - xi. What is suggested in the column as a strategy to save lives?
 - b. Conclude this discussion by clarifying any additional questions students have on the column.

Thinking

1. Private Sector versus Non-Profit Sector (estimated time: 15 minutes)
 - a. The following question is posed in the Global Voices column: “How does Coke, an indulgence, travel farther than the reaches of hospital infrastructures or basic medical supply?”
 - b. Divide the class into pairs.
 - c. Ask pairs to first define the private sector and the non-profit sector.
 - d. Following this, ask pairs to discuss this statement, comparing the private sector to the non-profit sector and the ways they both do business. Encourage students to use examples from the column to support their points.
 - e. When pairs have completed their analysis, bring the class back together and discuss students’ findings.
 - f. Before concluding this discussion, ensure students have a clear understanding of the differences between the private sector and the non-profit sector and the ways Coca-Cola is able to distribute its products around the world so successfully.

Communication

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. Encourage students to view the ColaLife website to find out more information (<http://www.colalife.org/>)
- d. Following this discussion ask students to create a five panel storyboard for a commercial for Coca-Cola and ColaLife. In their commercials they must describe the goals of this partnership and the benefits it will bring to people around the world.
- e. When students have completed their storyboards, ask them to share their ideas with the class.

Application

2. Aid Ideas (estimated time: 30 minutes)
 - a. Explain to students that ColaLife has discovered an innovative way to distribute much needed aid around the world. Ask students to discuss the importance of this discovery as a class.
 - b. ColaLife is an example of a partnership between a private sector company and a non-profit company.
 - c. Ask students to research and find other large companies such as Coca-Cola that distribute goods around the world.
 - d. Tell students to select one company and determine a type of aid (similar to ColaLife) that can work in unison with that company. Ask students to write a proposal around how they can incorporate foreign aid into their distribution plan, listing the benefits this partnership will have on countries around the world.
 - e. When students have completed their proposals, 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/>