

Critical Issues - Lesson Plan

“Sustainability within Worldviews”

Unit: 2 - Economic Development	Specific Topic: Poverty; Quality of Life
URL: http://www.chf-partners.ca/global-education-program/education/lessons-11-12/sustainable-livelihoods.html	
Lesson Description: This is an excellent lesson plan that can be used as an introduction to Standard of Living, the Human Development Index, and the disparity among the world’s nations in these standards. Students, in groups of 4 or 5, play a card game which provides them with different scenarios that either increase or decrease their overall well being. This provides a great opening into a discussion of disparities among the different nations and societies of the world.	
<p>Curriculum Outcomes: <u>Grade 12</u></p> <ul style="list-style-type: none"> - Know that the standard of living is a set of criteria which defines human well being, and if the criteria change, then the definition of standard of living changes. - Know that embedded in the Canadian worldview is a belief that an adequate standard of living cannot be defined by competitive success alone, but rather standard of living is the result of a process in which people cooperate and share in the creation of a good life. - See below for full list of connected outcomes (“Curriculum Objectives” - pages 3-4) 	
Additional Cross-Curricular Connections: Health	
Assessment: - Exit slip with your choice of questions	Materials: - Student Worksheet (BLM 2.1) - Sustainable Livelihoods Chart - Student Worksheet (BLM 2.2) - Sustainable Livelihoods Score Card - Student Handout (BLM 2.3) - Sustainable Livelihoods Instruction Sheet - Student Handout (BLM 2.4) - Sustainable Livelihoods Playing Cards - Note: French BLMs/Student Sheets can be found via URL

Procedure:

In this lesson, students examine the factors that contribute to the cycle of poverty faced by many people in developing countries. Students analyze quality of life and measurement tools such as the Human Development Index. Class discussion, playing an interactive card game in small groups, and individual work are all used to address the topics of poverty and development with students.

1. The teacher may determine students' prior knowledge about measuring quality of life by asking the students, "What methods or tools do you know of that are used to measure quality of life in the world?"
2. The teacher leads a class discussion by posing the question, "What type of assets (resources) does a person need to maintain a healthy life?" Conduct a brainstorming session as a class and have students provide examples of types of assets.
3. Introduce the concept of Sustainable Livelihoods (see Teacher Background Notes). Provide each student with a Sustainable Livelihoods Chart (BLM 2.1) to complete individually based on the discussion and the students' own ideas. See the next page for a sample answer sheet.
4. Divide the class into groups of 4 -5 students to play the Sustainable Livelihoods card game. Distribute one Sustainable Livelihoods Score Card (BLM 2.2) to each student. Distribute one Sustainable Livelihoods Instruction Sheet (BLM 2.3) and one set of Sustainable Livelihoods Playing Cards (BLM 2.4) to each group. Allow students time to play the game.
5. As a class, debrief the Sustainable Livelihoods card game. Have each group present the person in their group who finished with the most sustainable livelihood and explain the group's reasoning for choosing that person. Did all groups use the same method for determining who had the most sustainable livelihood leading to the highest quality of life? Did groups value different asset categories in different ways?
6. The teacher introduces the concept of the Human Development Index to the class (see Teacher Background Notes). As a class, discuss the use, strengths and limitations of the Human Development Index. Class discussions should focus on the following questions:
 - How could the Human Development Index be used – by international organizations, by individual countries?
 - What is the strength of using the Human Development Index over other methods of determining quality of life?
 - What are some limitations of the Human Development Index?
 - What other criteria do you think should be included as a key indicator for Human Development? Explain your choice.

Note: If you are looking for an easier version of this game for your students, please refer The Real Survivor Game at the Grades 7-10 level.

Extension Activities

- Students research the current Human Development Report to see where Canada ranks compared to other countries in the world in terms of quality of life. Look at the Human Development Indexes of countries over time and investigate the causes for their change in quality of life ranking. Research the Human Development Index for each of the countries mentioned in the activity cards of this lesson. Visit the United Nations Development Programme Human Development Report Website at <http://hdr.undp.org> and click on HD Reports and then Global Reports from the list.
- Students research an international development organization and complete the Sustainable Livelihoods Chart (BLM 2.1) to indicate what types of Asset are being affected by one of the organization's major projects, what vulnerabilities or risks are being mitigated and/or what policies are being adjusted to improve quality of life and break the cycle of poverty for communities in developing countries.

Teacher Background Notes

Sustainable Livelihoods

- "Sustainable livelihoods" is a popular phrase in the world of international development. But what does it

Extension Resource: For further information on Global Citizenship Education (GCE) and additional resources, see **SCIC's Global Citizenship Education Modules**.