

## DEVELOPMENT ASSISTANCE SIMULATION

<b>Lesson Title:</b> Development Assistance Simulation	<b>Grade:</b> 6-8	<b>Subject:</b> Social Studies, Geography	<b>Time:</b> 2 hours	<b>Unit:</b> Interactions and Interdependence of Nations; Power & Authority; Resources and Wealth	<b>Topic:</b> International Development; AID
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**URL:** [http://www.cgeducation.ca/resources/learning\\_centre/matrix.asp](http://www.cgeducation.ca/resources/learning_centre/matrix.asp)

### Lesson Description:

Students participate in a simulation to decide on the types of development assistance that are most needed and the countries' most in need of assistance.

Students gain information and build awareness and empathy concerning these development issues. The simulation provides students with an opportunity to become involved in these issues and empowered by the decision-making process.

By the end of the lesson, students will be able to:

- identify major regions and countries in the world;
- gather and organize geographic information from a variety of sources;
- work collaboratively to organize and present information; and,
- make decisions about the types of development assistance most needed in their region and the country's most in need.

### Curriculum Outcomes:

- IN6.3 Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.
- PA6.2 Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.
- RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.

### Canadian National Geography Standards

*Essential Element #1 (Grades 6-8) - The World in Spatial Terms*

- Major countries of the world

*Essential Element #4 (Grades 6-8) - Human Systems*

- Regional development in Canada and the world

*Essential Element #6 (Grades 6-8) - The Uses of Geography*

- Role of multiple points of view in contemporary geographic policies and issues

*Geographic Skill #2 (Grades 6-8) - Acquiring Geographic Information*

- Use maps to collect and/or compile geographic information

*Geographic Skill #4 (Grades 6-8) - Analyzing Geographic Information*

- Interpret and synthesize information obtained from a variety of sources

*Geographic Skill #6 (Grades 6-8) - Answering Geographic Questions*

- Develop and present combinations of geographic information to answer geographic questions

### Materials:

- CIDA Map
- copies of the printed map. Have your students assemble their maps as part of the lesson
- Internet access (to conduct

### Extension:

Have the student's research the terms "development assistance," "humanitarian assistance," and "emergency assistance," and compare the differences between them and give examples. All this information can be found on the Definitions Page of the Canadian Geographic-CIDA map website at [www.canadiangeographic.ca/worldmap](http://www.canadiangeographic.ca/worldmap). Invite a guest speaker from a local development agency to come and speak to

<p>research using the interactive map)</p> <ul style="list-style-type: none"> <li>• copies of the Simulation Instruction Sheet</li> <li>• copies of the Development Status Organizer</li> <li>• copies of the Decision-making Sheet</li> <li>• copies of the Voting Organizer</li> </ul>	<p>students. Organize a class volunteer project to assist with a local development project.</p>
<p><b>Assessment:</b> Teachers can assess the oral presentation or collect the written preparation work.</p>	

**Procedure - Before:**

1. Introduce the concept of development assistance. CIDA's definition of the goal of development assistance is to "help people help themselves."
  - Students should record the goal of development assistance in their notes.
2. Next, brainstorm with students to create a list of development assistance projects they have heard about.
  - Have students participate in brainstorming activity. Record list in notes.
3. Open the printed version of the map. Point out the different sections of the poster. Highlight the Millennium Development Goals (MDGs).
  - Students will observe the map *A Developing World*.

**During:**

1. Distribute the Development Assistance Simulation Student Activity Sheet to students. Explain the instructions and criteria.
2. Assign students to branches and groups or allow for student choice.
  - Record branch name on the instruction sheet. Listen to instructions
3. Distribute copies of the other handouts for students to use as they work through the simulation. Monitor students as they work through the simulation. (They might need help identifying the regions of the world on the map.)
  - Work through the simulation.

**After:**

1. After the presentations, ask students to vote on the regions that deserve the highest priority for development assistance funding.
  - Vote on the region that deserves the highest priority for development assistance funding.
2. Record the results on the board.
3. Conclude by thanking students for their participation and encouraging them to learn more about local development projects.
4. Collect simulation organizers and worksheets for assessment.