



Preview – Information



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Google Slides Lessons Preview





Ontario Geography Curriculum

Economic Dev't & Quality of Life – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

Quality of Life

LEARNING GOAL

We are learning to explain how quality of life is measured using different indicators so we can understand how people's health, comfort, and happiness differ across countries and living conditions.

Quality of Life

Match each quality of life indicator to what it tells us.

1) High life expectancy	A Few people can read or write because of weak schools.
2) High infant mortality rate	B Most adults have jobs and stable income.
3) Low literacy rate	C People live longer because of strong health systems.
4) High poverty rate	D Women have many children, often due to less education.
5) Low unemployment rate	E Fewer people die because of good hospitals and safety.
6) High per capita income	F Many babies die young from poor medical services.
7) Low death rate	G Many citizens cannot afford basic needs or food.
8) High fertility rate	H Citizens earn more and enjoy better living conditions.

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation

MY QUALITY OF LIFE

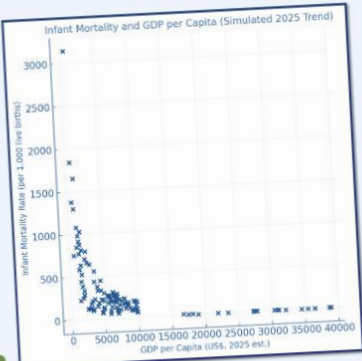
How would you rate your own quality of life using indicators like health, education, income, safety, and happiness? Explain which areas are strongest and weakest.

Ontario Geography Curriculum

Economic Dev't & Quality of Life – Grade 8

Scatter Plots and Quality of Life

Answer each **yes** or **no** question based on what you observe in the scatter plot



1) Does the graph show a relationship between GDP per capita and infant mortality rate?	
2) Does the infant mortality rate increase as GDP per capita increases?	
3) Are most countries clustered at the lower GDP per capita range?	
4) Are countries with very high infant mortality rates generally low in GDP per capita?	
5) Are there any countries with high GDP per capita and high infant mortality rates?	
6) Do any data points appear as outliers far from the main cluster?	

YES
NO

Human Development Index (HDI)

Read each number on the left and match it with the correct meaning on the right

Numbers	Meaning
Norway's HDI score is 0.957...	A Shows poor access to health care, schooling, and income
Niger's HDI score is 0.394...	B Limited hospitals and disease outbreaks reduce average lifespan
Norway's life expectancy is 82.91 years...	C Widespread poverty and low earnings reduce overall HDI score
Niger's life expectancy is 62.43 years...	D Citizens enjoy long lives, strong education, and high incomes
Norway's GNI per person is \$66,000...	E Citizens have a high standard of living and financial security
Niger's GNI per person is \$1,200...	F Reflects advanced medical care and healthy living conditions

Demography

Sentence scramble: Rearrange the words to make the complete sentence in the box

studies how human grow or why populations change and Demography

data and to public Governments housing use plan services population

affects development care, jobs, Population urban and growth health



Ontario Geography Curriculum

Economic Dev't & Quality of Life – Grade 8

Child Labour

Word Search – Children's Rights Edition

Labour	Poverty
Children	Education
Global	March
Safety	Rights
School	Awareness
Fundraise	Slavery

Handwritten letter 'e' is visible above the word search grid.

Drag and place the terms into the blanks to complete the sentences.

- 1) UNICEF was created by the _____.
- 2) UNICEF's work focuses on helping _____ around the world.
- 3) UNICEF works with _____ to make health systems better.
- 4) Every child deserves to be _____ from harm and danger.
- 5) The goal of _____ means having good health and care.
- 6) The goal of _____ means giving every child access to school.
- 7) The goal of _____ means letting kids share their ideas and opinions.
- 8) UNICEF was created in _____.

Word bank:

- 1945
- United Nations
- learning
- governments
- children
- participating
- thriving

Water for People Organization

Read each scenario and decide if it **supports** Water for People's mission (Good) or **harms** it (Bad).

1) A community builds wells but never trains anyone to maintain them.	
2) Students collect donations to help install clean water systems in Malawi.	
3) A company dumps waste into rivers that nearby villages use for drinking.	
4) People leave broken toilets unrepaired, letting waste contaminate water sources.	
5) Local engineers learn how to repair water pumps for their communities.	
6) Volunteers teach families about hygiene and clean water safety.	
7) A town cuts funding for sanitation programs that protect public health.	
8) A government supports NGOs working to bring clean water to rural schools.	
9) Factories waste large amounts of water instead of recycling it.	
10) A village organizes to keep their wells and taps clean and safe.	

Handwritten letter 'e' is visible next to the Good/Bad legend.

Legend: Good (blue box), Bad (red box). A cartoon character is holding the legend.



Workbook Preview



GRADE 8 GEOGRAPHY UNIT

B: GLOBAL INEQUALITIES: Economic Development And Quality Of Life

	Curriculum Expectations	Pages
B1.1	Analyse some interrelationships among factors that can contribute to quality of life	7-14, 16, 18-21, 23-33, 36, 39-44
B1.2	Analyse how various factors have affected the economies of specific developed and developing countries around the world and explain the interrelationship between these factors and quality of life in some of these countries	9-10, 37-38, 45-51, 101-143
B1.3	Assess the effectiveness of various programs and policies aimed at improving the quality of life in various countries	9-10, 68-91, 98-100
B1.4		-97
B2.1		55, 71-4-85, -140
B2.2	Gather and organize data and information from a variety of sources and using various technologies to investigate issues related to global development and quality of life from a geographic perspective	2, 39, 41-42, 88-91, 96-97, 103-104, 108-109, 130-133, 139-140
B2.3	Analyse and construct digital and print maps as part of their investigations into issues related to global development and quality of life	40, 58-67
B2.4	Interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies	14-18, 20, 31, 33-35, 54, 56-57, 60-67, 103-104, 117-118
B2.5	Evaluate evidence and draw conclusions about issues related to global development and quality of life	14-15, 17, 19, 21, 46-51, 90-91, 96-100, 117-118, 121-126

Preview of 100 pages from
this product that contains
226 pages total.

	Curriculum Expectations	Pages
B2.6	Identify and describe the significance of several indicators that are commonly used to measure quality of life on a global scale	23-27, 141-148
B3.1	Identify and describe the significance of several indicators that are commonly used to measure quality of life on a global scale	7-14, 17-21, 23-34, 36-51, 60-67, 141-148
B3.2	Compare findings with respect to selected quality of life indicators in some developing and more developed countries	16-17, 23-34, 36-51, 60-67, 141-148
B3.3	Demonstrate the ability to analyse and construct scatter graphs, both on paper and using a graphing program, when studying global development and/or quality of life	15-22, 141-148
B3.4	Demonstrate the ability to analyse and construct population pyramids, both on paper and using a graphing program, when studying demographic patterns and trends in developed and developing countries	34-35, 52-67, 141-148
B3.5	Identify various groups and organizations that work to improve quality of life	68-100, 141-148
B3.6	Identify different types of economic systems (e.g., traditional, command, market, mixed), and describe their characteristics	106-111, 121- 126, 141-148
B3.7	Explain how the four main economic sectors (i.e., primary, secondary, tertiary, and quaternary) are related to global development	101-105, 141-148
B3.8	Identify and describe various factors that can contribute to economic development	98-100, 119-148
B3.9	Describe the spatial distribution of wealth, both globally and within selected countries/regions	112-118, 141-148

GLOBAL INEQUALITIES:

Economic Development And Quality Of Life

PREVIEW



Quality of Life

What Does Quality of Life Mean?

Quality of life is a measure that tells us the degree to which someone is **healthy**, **comfortable**, and able to participate in things they enjoy. It includes both **physical** and **emotional** well-being. We can research the quality of life in different countries to help us decide where we might want to move, live, or travel. For example, countries like Norway, Canada, and Japan often score high because they provide strong health care systems, clean environments, and access to education. A country will have a high quality of life if its citizens are healthy, comfortable, and happy. Governments and organizations such as the United Nations use these measurements to compare living standards across nations. So how do we measure how healthy, comfortable, and happy people are?

Using Indicators to Measure Quality of Life

We can use the following indicators to determine how healthy, comfortable, and happy a population is. These indicators provide measurable data that help us rank countries based on their quality of life.

- **Infant mortality** – the number of deaths for every 1,000 births. A low infant mortality rate shows a commitment to good health care for mothers and babies.
- **Life expectancy** – how long someone is expected to live. Higher life expectancy often means better health care and living conditions.
- **Fertility rate** – the average number of children born to a woman, which can reflect access to contraception and education.
- **Birth rate** – the number of live births per thousand of a population per year.
- **Death rate** – number of deaths compared to a population, expressed per 1,000 people.
- **Access to medical care** – the percentage of people who get timely health care, including hospitals and clinics.
- **Access to clean water** – the percentage of people who have safe water for drinking and hygiene.
- **Literacy rate** – the percentage of people over age 15 who can read and write, showing access to education.
- **Access to education** – the percentage of school-aged people who receive formal schooling.
- **Poverty rate** – the percentage of people living in poverty, unable to meet basic needs.
- **Per capita income** – the average income earned per person in a country, showing economic stability.
- **Unemployment rate** – the percentage of people who do not have a job, which can lower overall life satisfaction.



Name: _____

8

Curriculum Connection
B1.1, B3.1

Definitions

What do the terms below mean?

Quality of Life	_____ _____ _____
Life Expectancy	_____ _____ _____
Literacy Rate	_____ _____ _____
Per Capita Income	_____ _____ _____

Questions

Use evidence from the text to support your answer.

1) Why would having a higher literacy rate lead to a higher quality of life?

2) Why would having a higher life expectancy lead to a higher quality of life?

3) What does a low infant mortality rate tell us about a country?

Making Connections

How would you describe the quality of life in Canada?

Name: _____

9

Curriculum Connection
B1.1, B2.1, B2.2, B3.1

Quality of Life Indicators

Explain

How do the indicators below help us understand the quality of life in a country?

**Infant Mortality
Rate**Example:

If the infant mortality is high, it means more children are dying at birth. This shows a poor health care system. If people are not healthy, they will not have a good quality of life.

Life Expectancy**Access to
Education****Literacy Rate****Fertility Rate**

PREVIEW

Name: _____

10

Curriculum Connection
B1.1, B2.1, B2.2, B3.1

Access to
Medical Care

Access to
Medical Care

Poverty Rate

Unemployment
Rate

Per capita
income

PREVIEW

Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Draw a line from each quality of life indicator to its correct meaning.

- | | |
|--|--|
| Life Expectancy <input type="checkbox"/> | <input type="checkbox"/> Number of deaths per 1,000 people |
| Death Rate <input type="checkbox"/> | <input type="checkbox"/> Percentage of people over age 15 who can read & write |
| Literacy Rate <input type="checkbox"/> | <input type="checkbox"/> Average income earned per person in a country |
| Per Capita Income <input type="checkbox"/> | <input type="checkbox"/> How long a person is expected to live |

Name: _____

Mark

Draw a line from each quality of life indicator to its correct meaning.

- | | |
|--|--|
| Life Expectancy <input type="checkbox"/> | <input type="checkbox"/> Number of deaths per 1,000 people |
| Death Rate <input type="checkbox"/> | <input type="checkbox"/> Percentage of people over age 15 who can read & write |
| Literacy Rate <input type="checkbox"/> | <input type="checkbox"/> Average income earned per person in a country |
| Per Capita Income <input type="checkbox"/> | <input type="checkbox"/> How long a person is expected to live |

Name: _____

Mark

Draw a line from each quality of life indicator to its correct meaning.

- | | |
|--|--|
| Life Expectancy <input type="checkbox"/> | <input type="checkbox"/> Number of deaths per 1,000 people |
| Death Rate <input type="checkbox"/> | <input type="checkbox"/> Percentage of people over age 15 who can read & write |
| Literacy Rate <input type="checkbox"/> | <input type="checkbox"/> Average income earned per person in a country |
| Per Capita Income <input type="checkbox"/> | <input type="checkbox"/> How long a person is expected to live |

Name: _____

Mark

Draw a line from each quality of life indicator to its correct meaning.

- | | |
|--|--|
| Life Expectancy <input type="checkbox"/> | <input type="checkbox"/> Number of deaths per 1,000 people |
| Death Rate <input type="checkbox"/> | <input type="checkbox"/> Percentage of people over age 15 who can read & write |
| Literacy Rate <input type="checkbox"/> | <input type="checkbox"/> Average income earned per person in a country |
| Per Capita Income <input type="checkbox"/> | <input type="checkbox"/> How long a person is expected to live |

Women's Quality of Life

Women's Quality of Life

Inequalities between men and women still exist in many parts of the world today, especially in developing regions where access to education, healthcare, and job opportunities can be limited. To determine the **quality of life** for women, researchers often study three main indicators:

- (1) **fertility rate,**
- (2) **infant mortality rate,** and
- (3) **average number of completed years of education.**

These indicators help us understand the social and economic conditions that affect women's well-being and opportunities for empowerment.

Fertility Rate

The **fertility rate** of a country measures the average number of children born alive to a woman during her lifetime. A high fertility rate often suggests that women have limited access to **healthcare, contraception,** or **education**. In a country where women have many children, their overall quality of life tends to be lower.

- 1) Women in developing countries often have more children because they face a higher risk of losing a child during or after birth due to limited healthcare access.
- 2) Women are more likely to have multiple children when they are not pursuing higher education or formal employment, as early marriage and traditional gender roles remain common.
- 3) High fertility rates are also linked to low availability of reproductive and medical services, which limits women's ability to plan their families and enter the workforce.

Infant Mortality Rate

The **infant mortality rate** shows how many infants die per 1,000 live births. High infant mortality rates are often signs of poor healthcare systems and lack of maternal health support. In developing nations, many women do not receive prenatal vitamins, proper nutrition, or medical assistance during childbirth. This indicator helps us understand women's access to healthcare and the overall well-being of families.

Average Number of Completed Years of Education

Education strongly influences women's quality of life. In developed nations, women now attend school longer than men on average. However, in countries like Niger, women attend school for less than one year, compared to 13.4 years for Canadian women. Longer education empowers women to earn higher incomes, make informed health decisions, and contribute more equally to society.



True or False

Decide if the statement is true or false.

1) A higher fertility rate means a higher quality of life for women.	True	False
2) The more years of education means a higher quality of life.	True	False
3) A higher fertility rate means a woman goes to school less.	True	False
4) A higher infant mortality rate means a better health care system.	True	False
5) A higher fertility rate means a woman is more likely to work.	True	False
6) Access to contraception usually lowers fertility rates among women.	True	False

Questions Write 3 questions below using evidence from the text.

1) What are the three indicators used to study women's quality of life?

2) Which indicator do you think is the best indicator of the quality of life of a woman?

3) How does the fertility rate of women affect their quality of life?

Questioning

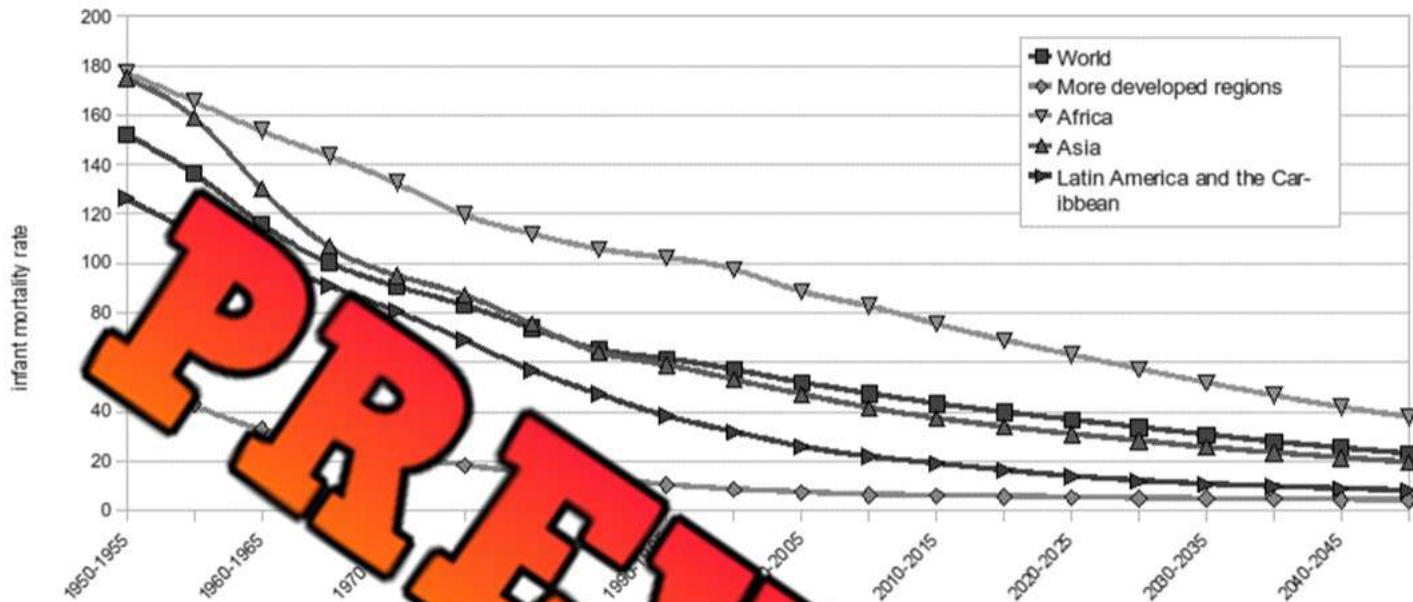
Write 3 questions you have about the reading.

1)	_____
2)	_____
3)	_____

Infant Mortality Rate

Infant Mortality Rate by Region, 1950-2050.

Source: UN World Population Prospects, 2008.



Questions

Answer the questions below.

1) What does infant mortality rate mean?

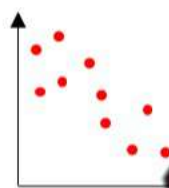
2) Which continent has the highest infant mortality rate? Why do you think that is?

3) How has the infant mortality rate changed around the world since 1950?

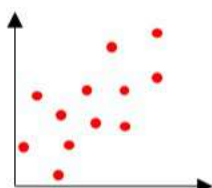
4) Based on the graph, do you think the gap between developed and developing regions is closing? Explain why or why not.

Introduction to Scatter Plot

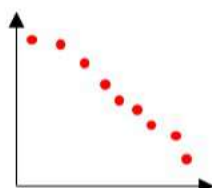
A scatter plot is a graph in which the values of two variables are plotted along the x and y axis. Using a scatter plot allows us to quickly see what type of relationship there is between the two variables.



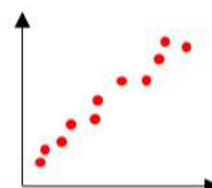
Weak Negative Relationship



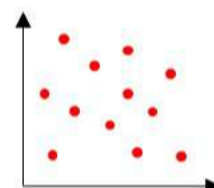
Weak Positive Relationship



Strong Negative Relationship

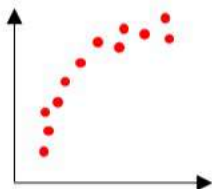


Strong Positive Relationship



No Relationship

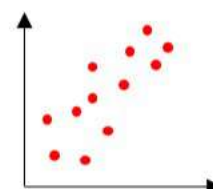
Practice Describe the relationship between the variables



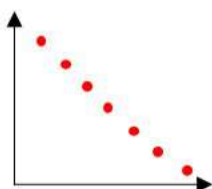
1)



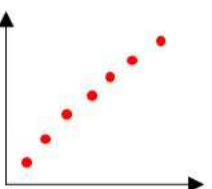
2)



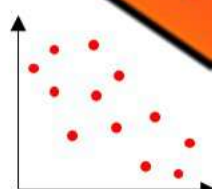
3)



4)



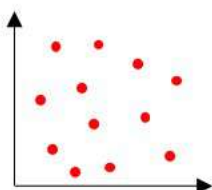
5)



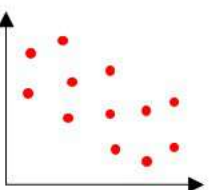
6)



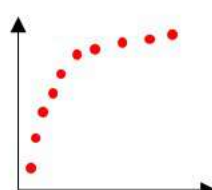
7)



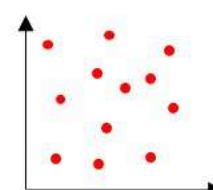
8)



9)



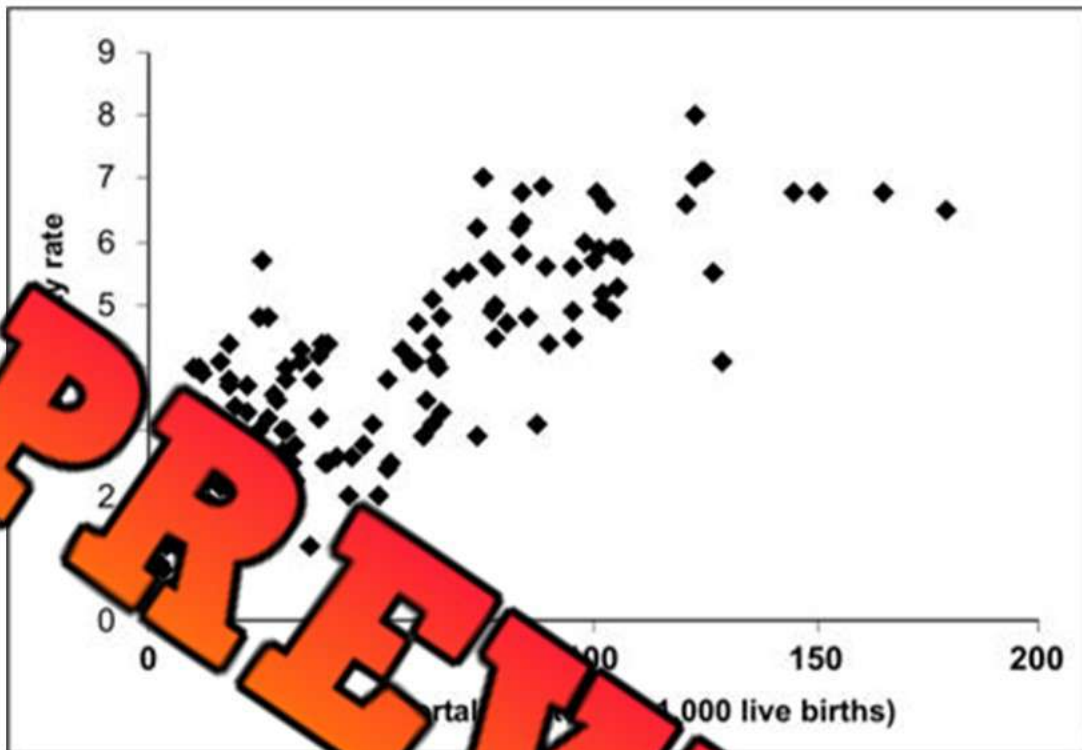
10)



11)

12)

Scatter Plot – Infant Mortality Rate vs Fertility Rate



Questions

Answer the questions below

1) What two variables are being presented in the scatter plot?

2) Is there a correlation between the two variables or are they unrelated?

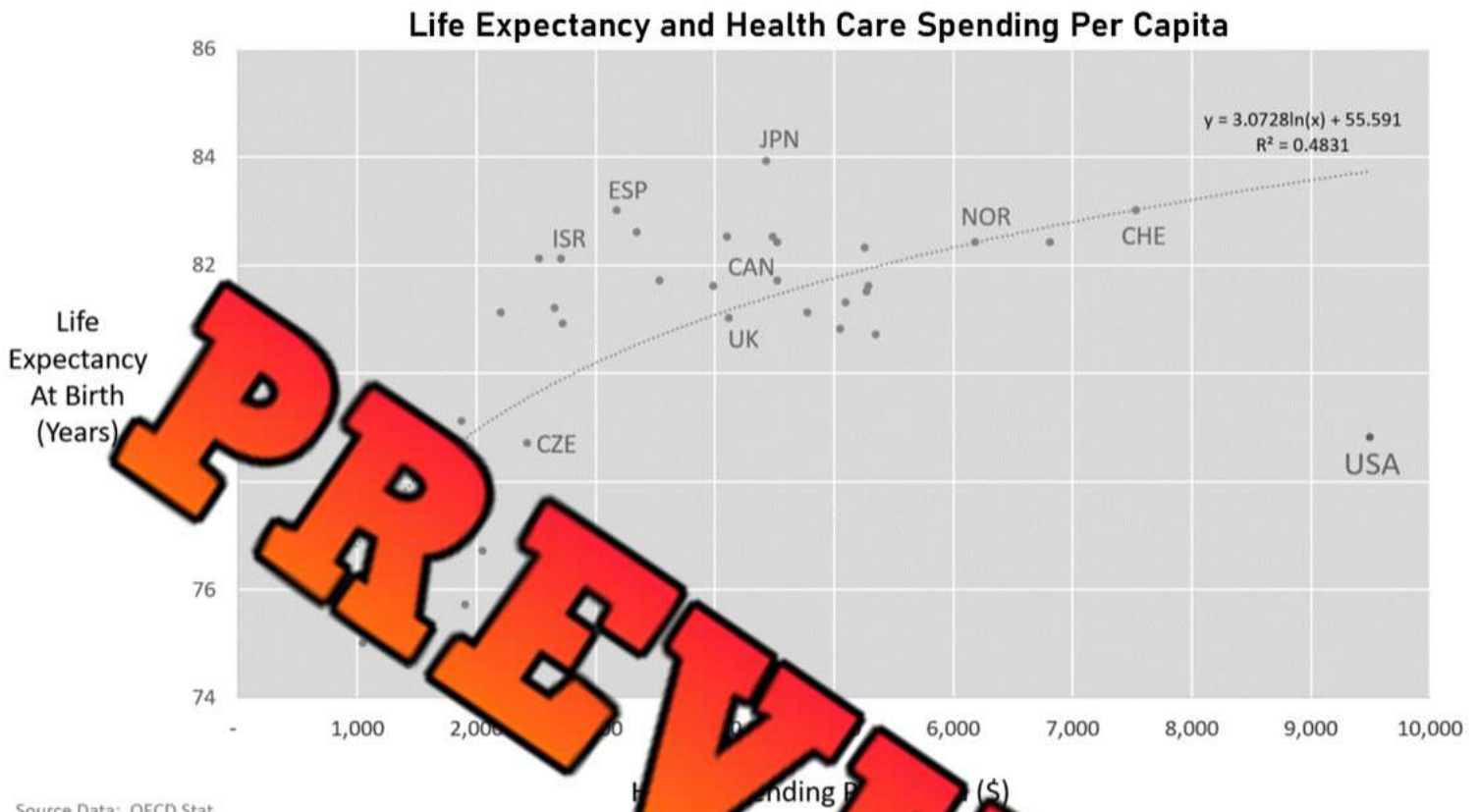
3) Based on the data, explain the relationship between the variables by filling in the blanks.

a) The higher the fertility rate, the _____ the infant mortality rate will be.

b) The higher the infant mortality rate, the _____ the fertility rate will be.

4) Does the correlation make sense? Would you have predicted this relationship? Explain.

Scatter Plot – Health Expenditure vs Life Expectancy



Questions

Answer the questions below

1) What two variables are being presented in the scatter plot?

2) Is there a correlation between the two variables or are the plots scattered? If so, what is it?

3) Based on the data, explain the relationship between the variables by filling in the blanks.

The more you spend on health, the _____ the life expectancy will be.

4) Does the correlation make sense? Would you have predicted this relationship? Explain.

Scatter Plot – GDP vs Unemployment

Directions

Display the data below in a scatter-plot.

GDP per capita is how much money a country earns divided by the number of people living in the country. It tells us how strong the economy is in a country. Does GDP have a relationship with unemployment rates? If more people can't find jobs, will that bring down GDP?

Unemployment rate	25	3	33	32	0	10	7	12	15
GDP Per Capita		40000	2000	2000	50000	20000	38000	17000	12000
Country	Canada	Japan	Nigeria	Angola	Qatar	Lithuania	France	Greece	Costa Rica



Definitions

What do the indicators below tell us?

GDP Per Capita	
Unemployment Rate	

Questions

Answer the questions below.

1) What relationship is there between the variables – GDP and unemployment rate? Explain.

2) Why do you think there is a relationship between the two variables?

3) Were you surprised by the results of your scatter plot? Did it explain the relationship that you found? Explain.

4) The United States has an unemployment rate of 4%. What do you think their GDP Per Capita is?

Scatter Plot – Literacy vs Life Expectancy

Definitions

Display the data below in a scatter-plot.

Literacy Rate	99	68	87	79	92	75	59	40	99	94
Life Expectancy	82	66	77	68	76	72	55	55	72	77
Country	Uganda	Yemen	Iran	Laos	Brazil	Egypt	Nigeria	Chad	Russia	Peru



Question

Does the literacy rate of a country affect the life expectancy for that country? Is there a correlation between the variables?

Definitions

What do the indicators below tell us?

Literacy Rate	_____ _____
Life Expectancy	_____ _____

Questions

Answer the questions below.

1) What relationship is there between the variables – Literacy Rate and Life Expectancy? Explain what you know.

2) Why do you think there is a relationship between the two variables?

3) Were you surprised by the results of your scatter plot? Did it explain the relationship that you found? Explain.

4) Afghanistan has a literacy rate of 43%. What do you think the life expectancy is in Afghanistan?

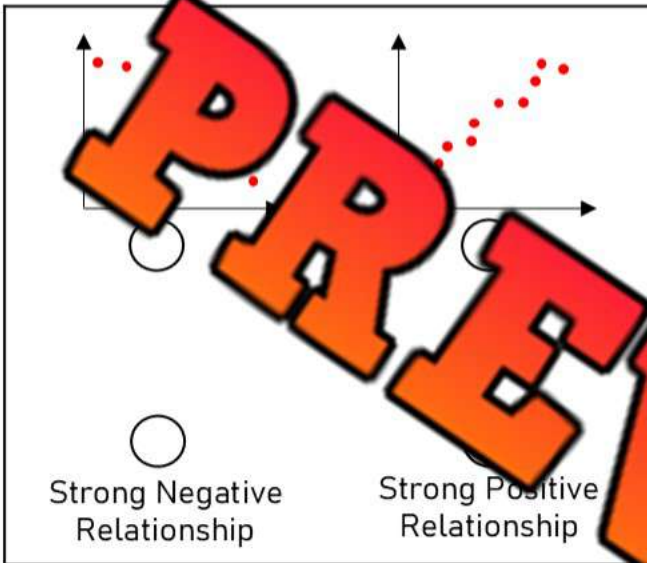
Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

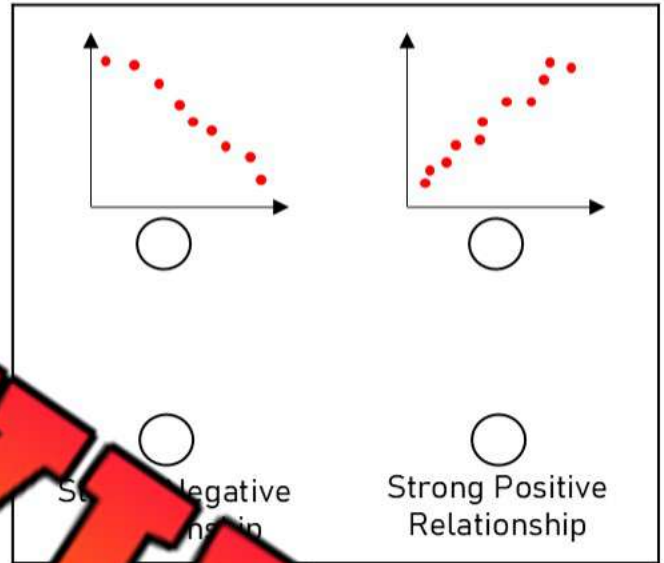
Draw a line to match each scatter plot with the correct type of relationship.



Name: _____

Mark

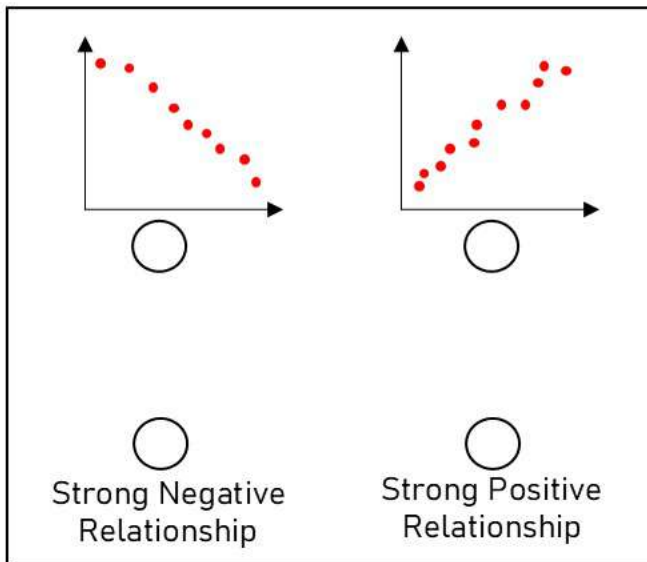
Draw a line to match each scatter plot with the correct type of relationship.



Name: _____

Mark

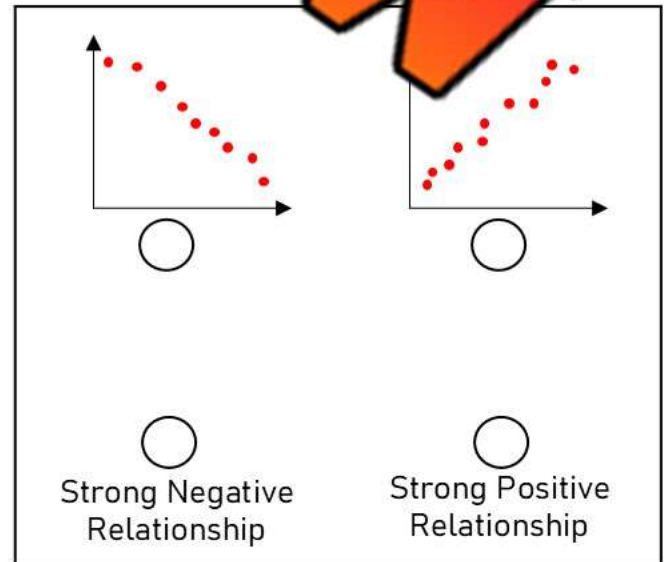
Draw a line to match each scatter plot with the correct type of relationship.



Name: _____

Mark

Draw a line to match each scatter plot with the correct type of relationship.



Memory Game – Match the Indicator

Objective

What are we learning about?

Students will learn key global development indicators and what they reveal about a country's quality of life. Each card shows either a term or an example that matches it. Students will strengthen understanding of how GDP, life expectancy, and literacy rate measure global development and differences between countries.

Materials

What do you need for the activity?

- Set of Memory Game cards (provided)
- A small table or clear area on the floor



Instructions

How will you complete the activity?

- 1) Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (provided)
- 2) Have each group lay all the cards face down in a grid on the table.
- 3) The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
- 4) If a student finds a match, they remove those cards from the grid and keep them.
- 5) If the cards do not match, they are turned back over, and the next student takes a turn.
- 6) The game continues until all the cards have been matched.
- 7) After the game, review the terms and definitions with the class.
- 8) Discuss why these terms are important to understand and how they relate to the topic.

Cards

Memory Game Cards

Infant Mortality Rate

The number of babies who die before their first birthday per 1,000 births, showing access to good healthcare.

Life Expectancy

The average number of years a person is expected to live, reflecting a country's health care and living conditions.

Fertility Rate

The average number of children born to a woman, often linked to education, family planning, and economic conditions.

Birth Rate

The number of births per 1,000 people each year, showing how quickly a country's population is growing.

Death Rate

The number of deaths per 1,000 people each year, used to measure population change and health outcomes.

Cards

Memory Game Cards

Access to Medical Care

The percentage of people who can receive needed healthcare services, including hospitals, doctors, and medicines.

Access to Safe Water

The percentage of people who have safe, reliable water for drinking and hygiene, showing living conditions.

Literacy Rate

The percentage of people aged 15 and older who can read and write, showing access to

Access to Education

The percentage of school-aged children who are enrolled in and attend formal schooling regularly.

Poverty Rate

The percentage of people living below the poverty line, unable to afford basic needs like food and shelter.

Cards

Memory Game Cards

Per Capita Income

The average amount of money earned per person in a country, showing general income and economic stability.

Unemployment Rate

The percentage of people who want to work but cannot find jobs, affecting living standards and life satisfaction.

Gender Equality Index

Shows differences between men and women in education, income, and opportunities, reflecting gender equality in society.

Gross Domestic Product (GDP)

The total value of goods and services produced within a country during one year, showing overall economic size.

GDP per Capita

The country's total GDP divided by its population, showing the average income and standard of living.

Human Development Index (HDI)

Human Development Index (HDI)

What is the Human Development Index (HDI)?

The Human Development Index (HDI) was created by the United Nations in 1990 to evaluate how effectively countries provide a good quality of life for their citizens. It combines three major indicators to measure overall well-being: **(1) living a long and healthy life**, **(2) receiving a quality education**, and **(3) having a high standard of living**. This composite index allows countries to be ranked annually on a scale from 0 to 1, where values closer to 1 indicate high human development.

Bottom 5	
1) Norway - 0.957	5) South Sudan - 0.433
2) Ireland - 0.955	4) Burundi - 0.433
3) Switzerland - 0.955	
4) Hong Kong - 0.949	
5) Iceland - 0.949	

Norway consistently ranks first on the HDI, reflecting its strong healthcare system, access to education, and high-income economy. Citizens in Norway enjoy long lives, free or affordable post-secondary education, and social programs that reduce poverty and inequality. In contrast, **Niger** ranks at the bottom, showing that its citizens struggle to access healthcare, education, and financial stability. These differences highlight the global inequality between developed and developing nations.

Long and Healthy Life

This component measures **life expectancy** at birth, which shows the average number of years a newborn is expected to live. In Norway, the life expectancy is 82 years, one of the highest in the world, thanks to universal healthcare and advanced medical technology. In Niger, life expectancy is only 62.43 years, affected by poor sanitation, lack of clean water, and diseases such as malaria and cholera. This 20-year gap illustrates the disparity in living conditions and health resources.

Education

Education is measured using two key metrics: the **expected years of schooling** and the **average years of schooling**. In Norway, citizens average 13 years of schooling, supported by free education and high literacy rates. In Niger, the average is just 2 years, where many children, especially girls, are unable to attend school due to poverty and lack of access. Education directly influences employment, income, and future development.

Good Standard of Living

The final indicator is **Gross National Income (GNI) per capita**, which reflects the average income per person. Norway's GNI per capita is \$66,000, while Niger's is only \$1,200. This economic contrast shows how wealth, education, and health are deeply connected in determining a country's overall human development.

Explain

Explain why each of the 3 measures below leads to a high quality of life.

Long and Healthy Life	_____

Education Levels	_____

Money Made in Country	_____

True or False

Decide if the statement is true or false.

1) The Canadian government has the highest HDI ranking.	True	False
2) Norway has the highest HDI ranking.	True	False
3) Norway provides the best life for its citizens.	True	False
4) The HDI focuses on health, education, and income to indicate quality of life.	True	False
5) Niger has good education statistics but a low life expectancy.	True	False
6) Countries are ranked on an HDI scale ranging from 0 to 100.	True	False
7) Life expectancy at birth is a key measure of healthy living.	True	False

Compare

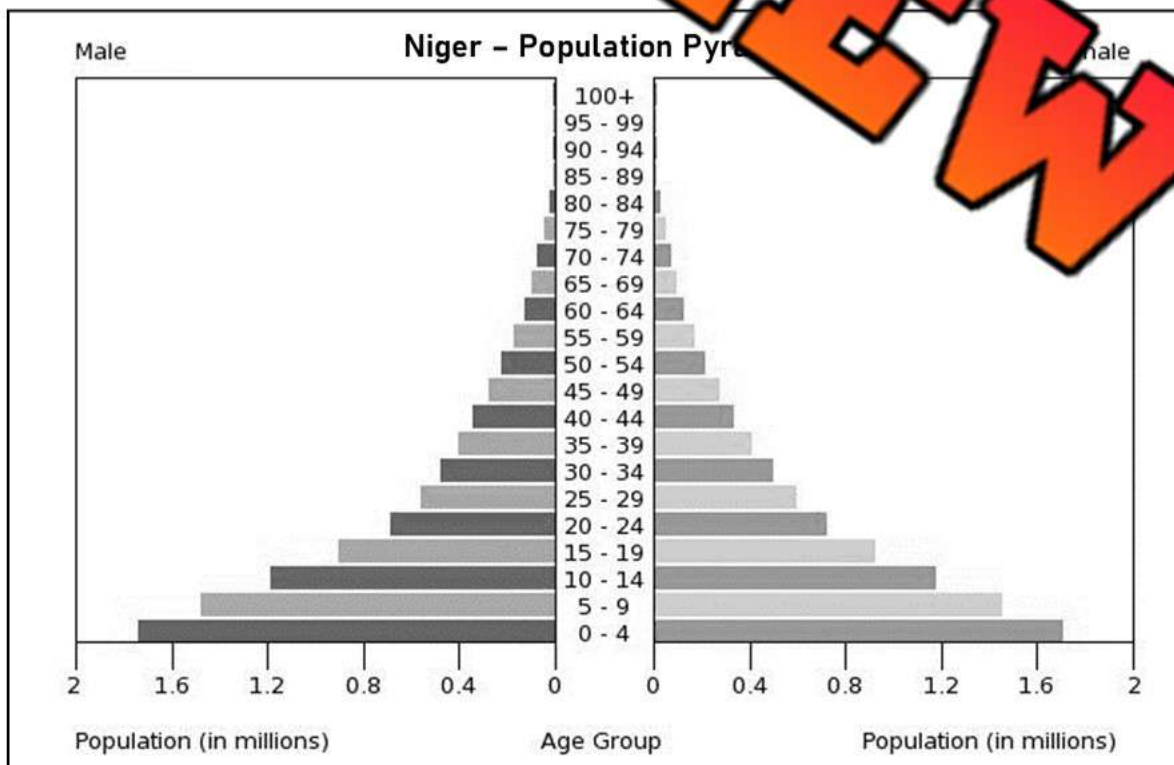
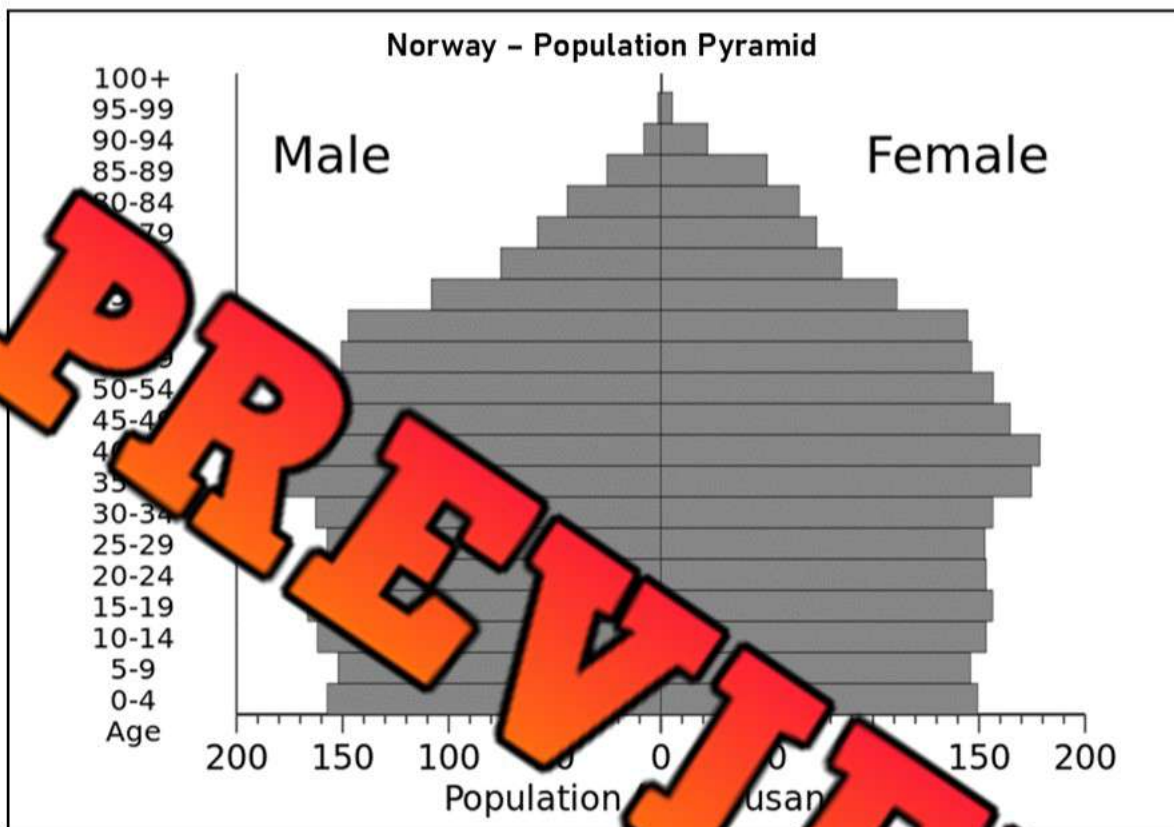
What would life be like in Niger vs life in Norway?

Niger	Norway
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Compare Population Pyramids

Compare

Analyze the differences in population pyramids between countries.



Name: _____

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Curriculum Connection
B2.4, B3.4

Compare

Answer the questions below using the statistics you found.

1) Which country has more people? How do you know?

2) What are 3 things that are different between the two countries' populations?

3) Which country has more people over the age of 65? What does this tell you about the health care in the country?

4) In Norway, which gender is more likely to live beyond 80?

5) In Niger, which gender is more likely to live beyond 80?

6) What is the most populated age group in both countries?

Norway

Niger

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

What three main indicators are used to measure the Human Development Index? Explain each briefly.

Name: _____

Mark

What three main indicators are used to measure the Human Development Index? Explain each briefly.

Name: _____

Mark

What three main indicators are used to measure the Human Development Index? Explain each briefly.

Name: _____

Mark

What three main indicators are used to measure the Human Development Index? Explain each briefly.

Developed vs Developing Countries

Developed vs Developing Countries

A **developed country** provides a higher quality of life for its citizens as it has a strong, diversified economy and advanced infrastructure that supports daily life. Developed countries are also called **industrialized countries** because they have industries that transform natural resources into valuable goods and services. These countries, like **Canada, Japan, and Germany**, have large manufacturing and technology sectors that create millions of jobs for citizens. When people have stable jobs, they earn income to buy products, services, and invest in their communities. This cycle of earning and spending strengthens the economy and improves living conditions. Citizens in developed nations usually have access to healthcare, education, and clean water, which contributes to longer life expectancy and higher literacy rates.

A **developing country**, on the other hand, offers a lower quality of life as its industries are less diversified and heavily on **agriculture and raw materials**. Many people in developing nations, such as **Zimbabwe or Mali**, rely on farming to survive. Because they spend more time growing food for their own families, they cannot sell many goods or services on the global market. This results in limited economic growth and fewer employment opportunities. With less money circulating in the economy, governments struggle to build strong healthcare, education, and transportation systems. As a result, citizens often live in poverty and the country's economy grows more slowly.

Infrastructure

The term **infrastructure** refers to the physical systems that support a nation, such as roads, buildings, and utilities.

Buildings:

In developed countries, hospitals, schools, libraries, and courts are easily accessible and well maintained. For example, in **Canada**, education is free and most children attend school for over **12 years**, while in **Mali**, the average person receives only **2 years** of schooling. In **Afghanistan**, there are just **0.37 hospitals per 100,000 people**, showing limited healthcare access.



Roads:

Roads are crucial for connecting people to opportunities. In developed countries like **the United States**, cities have complex road networks, such as the **highways in Dallas, Texas**. In developing nations, fewer and poorly maintained roads—like the **dirt roads in Mapai, Mozambique**—make travel difficult, limiting access to jobs, schools, and hospitals. Poor road systems weaken trade and reduce overall economic growth.

True or False

Decide if the statement is true or false.

1) Developing countries have weaker economies than developed nations.	True	False
2) Developed nations have strong industries.	True	False
3) Developing nations have complex roads.	True	False
4) Citizens in developing countries focus on farming.	True	False
5) Citizens in developed nations get jobs in different industries.	True	False
6) Limited access to education in Mali is evidence of weak infrastructure.	True	False

Questions Answer the questions below using evidence from the text.

1) What is the difference between a developed and developing country?

2) Do you think Canada is a developed or developing country? Explain your opinion.

3) How does agriculture limit economic growth in developing nations?

Day in the Life

Describe what life might be like in a developing nation like Mozambique.

Research - Developed vs Developing Countries

The terms developed and developing country is subjective, meaning there is no exact definition. However, the United Nations' HDI scores give us a simple way to categorize countries. If a country's score is above 0.800, it is developed and if not, it is developing.

Research Fill in the table below to learn more about developed and developing countries

Country	Continent	HDI Score	Developed/Developing
China			
India			
Yemen			
Germany			
Australia			
China			
Sudan			
United Kingdom			
Belgium			
Kenya			
Spain			
Nigeria			
France			
Venezuela			
Portugal			
Paraguay			
Rwanda			
Russia			
Nepal			
Brazil			

Name: _____

Map - Developed & Developing Countries

Map Colour the developed countries one colour and the developing nations another colour.

Legend	
Developed	
Developing	



Role-Play: A Day in Two Lives

Objective

What are we learning about?

Students will explore how daily life differs between children in developed and developing countries. They will act out scenes showing schooling, chores, meals, and transportation, then reflect on how these differences relate to health, education, and economic opportunity.

Materials

What will we need for our activity?

- Scenario cards (different situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions

How will we complete our activity?

- 1) Divide the class into small groups of 3 to 4 students.
- 2) Provide each group with a scenario card that outlines a specific situation related to the topic being studied.
- 3) Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
- 4) If available, distribute props or costumes that may help students embody their roles more effectively.
- 5) Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
- 6) Allow each group to present their role-play to the class.
- 7) After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
- 8) Distribute reflection sheets for students to express what they learned and felt during the activity.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Creativity	Show what your character thinks and feels. Use ideas that make the role-play more real and interesting.
Voice	Speak clearly and loudly so others can hear. Change your voice to match your character's feelings.
Actions	Use body movements, facial expressions, and actions that match your character's story.
Stay in Role	Stay in character. Don't break role until you're finished.
Teamwork	Be a good listener. Take turns and make sure everyone joins.

Scenario Cards

Scenario	Description
1 A School Day in Canada vs. Rural Kenya	The sun rises in the east. In suburban Canada, a student wakes to an alarm clock, eats breakfast, and catches a yellow bus to school. Their backpack is full of books and a tablet for research. In rural Kenya, a girl rises at dawn, fetches water from a nearby stream, and walks several metres to a small classroom with few supplies. Her teacher uses a bright room with projectors and internet, while she refers to lessons written on a chalkboard. Both end the day with homework, but one has homework online, while the other helps with chores by firelight.
2 Access to Clean Water – Urban Japan vs. Village in India	Morning routines tell two stories. In Tokyo, a family runs water for tea, showers, and cleaning without worry. The water flows clear and steady. In a small Indian village, a mother and daughter walk down a dusty road carrying metal pots to a community well. They wait in line under the sun, worried about the water's safety. At home, they boil it carefully before cooking. As the day ends, the Japanese family waters plants from the tap, while the Indian family saves every drop. The contrast shows how water changes comfort, health, and time itself.

Scenario Cards

Cut out the topics below.

	Scenario	Description
3	Working Parents – Office Job vs. Street Vendor	Two parents wake before dawn. In one home, a parent ties a tie, checks emails, and drives to a glass office downtown. They sit at a desk, type reports, and chat during coffee breaks. Across the world, another parent pushes a wooden cart filled with fruit through busy streets, calling out prices to passing customers. Both return home exhausted. The office worker reads bedtime stories; the vendor counts the day's earnings, hoping tomorrow brings enough sales. One lives by schedule, the other by survival.
4	Health Care Access – City Hospital vs. Rural Clinic	Sighs begin in both homes. In a Canadian city, a worried mother visits a family doctor. They visit a hospital filled with bright, gleaming modern machines. The child receives medicine and a vaccine. In a rural village, a family walks for hours to a small clinic where a nurse has limited supplies and writes advice on a scrap of paper. When they return home, uncertain but hopeful. Two families, two systems—one cured by science, the other by resilience.
5	A Day of Transportation – Toronto vs. Lagos	The day begins with movement. In Toronto, a student waits quietly at a bus stop, scrolling through a phone as the bus arrives on time. In Lagos, another student squashes into a crowded minibus, the driver shouting over the noise of traffic. A sudden rain causes a flood, and time slows to a crawl. Both travel home. For one it's a rare problem; for the other, it's a daily challenge. Their rides home tell the same story—comfort and chaos shaped by where they live.
6	Family Meals – Abundance vs. Scarcity	Dinner smells drift through two kitchens. In one, a family debates what to eat—pasta or pizza—before setting the table under warm light. In the other, a mother stirs rice over a small flame, stretching ingredients to feed everyone. The first family laughs over dessert; the second eats in silence, grateful yet anxious for tomorrow's meal. Afterward, one child washes dishes in a stainless-steel sink, while another rinses plates in a bucket of saved water. Both feel full—but only one feels secure.

Scenario Cards

Cut out the topics below.

	Scenario	Description
7	Housing and Safety – Apartment vs. Maashift	Rain falls softly on two homes. In one, a child watches from behind a window, dry and warm. In another, the same sound leaks through a roof of metal sheets. The first home has steady power, homework on the table, and bedtime stories. The second has flickering candles, restless sleep, and the fear of wind tearing through the walls. Morning comes, and both children step outside—one heading to school in clean clothes, the other to fetch water. The rain has washed two worlds very differently.
8	Technology Opportunity – Connected vs. Disconnected Life	In one town, a teenager types an essay online, video chats with a friend, and checks global news before breakfast. In rural Nepal, another student sharpens pencils and copies notes from the only textbook, tearing pages from one worn textbook. When class ends, the first scrolls through scholarship options; the second helps at the family shop. One looks at the world through a screen, the other through the valley. Both dream of success—but one's path is paved with Wi-Fi.
9	Gender and Education – Equal Access vs. Unequal Access	In one classroom, boys and girls raise hands and share ideas. In another, a girl watches from the doorway, wishing she could join. Her brother studies science; the girl learns silence. The next day, she finally enters a school years later, nervous but determined. The class ends with two futures—one built on opportunity, the other on the hope for change.
10	Disaster Response – Flood in Bangladesh vs. Storm in Canada	Dark clouds gather over two countries. In Canada, alerts flash on phones, and families stock up on supplies. The storm hits, but emergency teams clear roads and power returns within hours. In Bangladesh, a flood rises overnight. Families rush to shelters carrying what they can. The next day, the Canadian neighbourhood dries out and schools reopen. In the flooded village, homes are gone, and rebuilding begins with borrowed tools and shared strength. Both stories show courage—but one begins with help, and the other starts with loss.

Name: _____

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Curriculum Connection
B1.2, B2.5, B3.1, B3.2

My Role

Draw a picture of what your character did during the role-play.

PREVIEW

Rubric

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Did not try to pretend.	Tried a little but didn't add ideas.	Used imagination and helped make the scene better.	Used great ideas and made the role-play exciting and real.
Voice	Hard to hear or too quiet.	Sometimes clear, but not loud or strong.	Clear and matched the feelings of the character.	Loud, clear, and showed strong feelings with voice.
Action	Did not act.	A few actions, not always connected to role.	Used actions that matched the character's role.	Used many strong actions that were clear and realistic.
Stay in Role	Acted like themselves, not the character.	Acted like the character a little.	Mostly stayed in character during the scene.	Stayed in character the whole time.
Teamwork	Did not help or listen.	Helped a little.	Helped others and worked with the group.	Shared, listened, and helped make the group's work better.

Teacher Comments

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Student Comments – What Could You Do Better?

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Demography

What is Demography?

Demography is the scientific study of human populations. It examines how and why populations change over time by looking at many measurable characteristics. These include:

- ✓ **Size** – the number of people living in cities, countries, and continents, which helps governments plan housing, transportation, and public services.
- ✓ **Gender** – the ratio of males to females in a population, which can influence workplace planning and family policies.
- ✓ **Age** – the number of people in different age groups, used to understand school enrollment and retirement planning.
- ✓ **Distribution** – where people live within a region, such as urban or rural areas, helping plan services like hospitals, and schools.
- ✓ **Income** – the earnings of people in an area, revealing levels of economic inequality.
- ✓ **Marital status** – the percentage of a population that is married or single, which affects family size and housing needs.
- ✓ **Ethnicity** – the cultural and racial background of residents, which helps governments promote inclusion and provide multilingual services.
- ✓ **Growth** – whether the population is increasing or decreasing each year, which influences national planning for jobs, housing, and resources.

Importance of Demography

We study human populations to plan for the future and address **demographic trends**. For example, if scientists find that a population is aging because of a **low birth rate** in one generation, governments can build more senior housing, hospitals, and retirement services. If a population grows quickly due to a higher birth rate than death rate, governments must prepare for the demand for housing, schools, and jobs. Without planning, overcrowding and homelessness can occur.



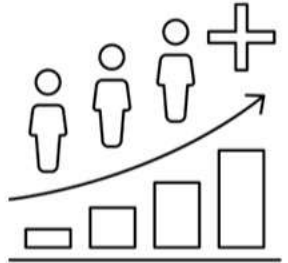
At the city level, studying population trends supports the design of better infrastructure such as public transit, bridges, and waste management systems. **Urbanization** has led to large numbers of people moving into cities, increasing pressure on housing and services. Understanding these changes allows for hiring more police, firefighters, and doctors, and for building roads to handle heavier traffic.

Without studying population data, governments risk unplanned growth that can lead to more crime, higher pollution, and lower quality of life.

Two Truths and a Lie

Put a check mark only on the truths.

<input type="checkbox"/>	Demographers are doctors that learn how to heal populations.
<input type="checkbox"/>	Understanding populations allows governments to plan ahead.
<input type="checkbox"/>	If we have a growing population, we need a growing infrastructure.
<input type="checkbox"/>	Growth rate shows if a population is rising or falling.
<input type="checkbox"/>	Demographers can tell us if our population is aging (getting older).
<input type="checkbox"/>	Ethnicity has no effect on planning community or social services.



Questions Answer the questions below using evidence from the text.

1) Describe how urbanization affects transportation planning.

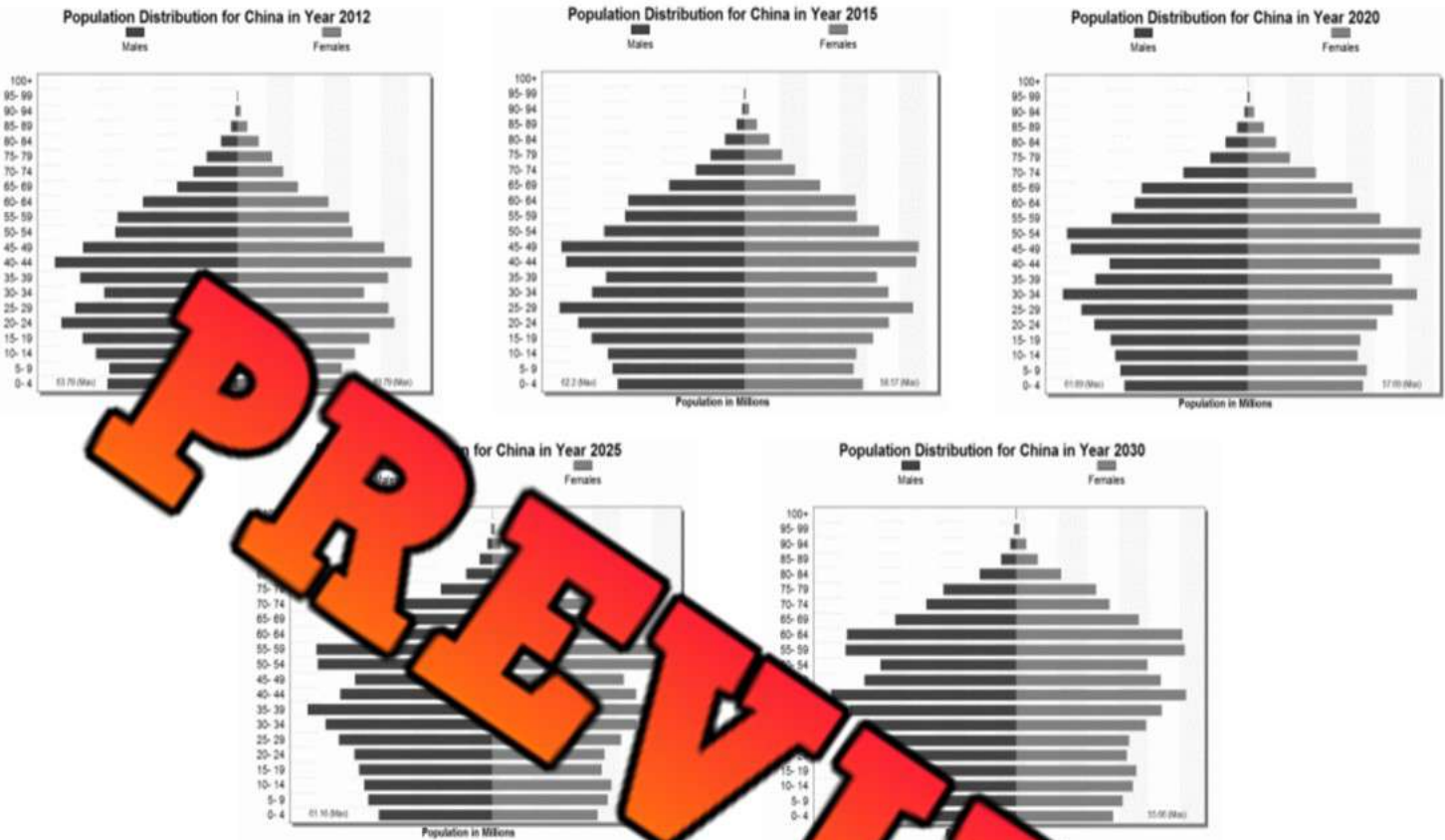
2) If a population is becoming older, how can the government make changes to meet the needs of the aging population?

Agree or Disagree

Circle Agree or Disagree, then explain your thinking in one sentence.

1) Governments should always plan for future population growth.	Agree	Disagree
2) Urbanization improves everyone's quality of life in a city.	Agree	Disagree
3) Governments don't need to know people's income levels.	Agree	Disagree
4) A balanced mix of ages makes a population stronger.	Agree	Disagree

Population Pyramid – China



Overpopulation in China

The population in China has been growing rapidly up until now. The population is 1.4 billion, which is over 36 times larger than Canada's population. However, China has less land than Canada, which is causing overpopulation problems.

One Child Policy

In 1980, the Chinese government implemented the "One Child Policy" program that limited families to one child each. This program was created to slow down the growth rate of China. In 2016, the program ended, and families were able to have two children. In 2021, the Chinese government raised the limit to three children.

Problems with the One Child Program

Sadly, many Chinese families would abandon female babies in public spaces in hopes that the baby would be adopted by another family. This is because in Chinese culture, the bloodline is passed down through the male side. This made male children more desirable as they could pass along the family name and look after their parents as they age.

The effects of this led to a gender imbalance. There are 34 million more males than females in China today. This means 34 million males cannot find a female partner, which affects future birth and growth rates. As you can see from the population pyramid, there are significantly more males in the younger age categories.

True or False

Circle whether the statement is true or false.

1) Overpopulation has caused problems in China.	True	False
2) The One-Child Policy was created to fix overpopulation in China.	True	False
3) The One-Child Policy worked and has caused no problems.	True	False
4) There is now a gender imbalance in China.	True	False
5) There are more women in the younger age groups.	True	False
6) China's population in 2020 was over 30 times larger than Canada's.	True	False

Questions

Answer the questions below using evidence from the text.

1) How does China's population compare to Canada's? What problems could this cause?

2) Why was the One-Child Policy created? What problems did it create?

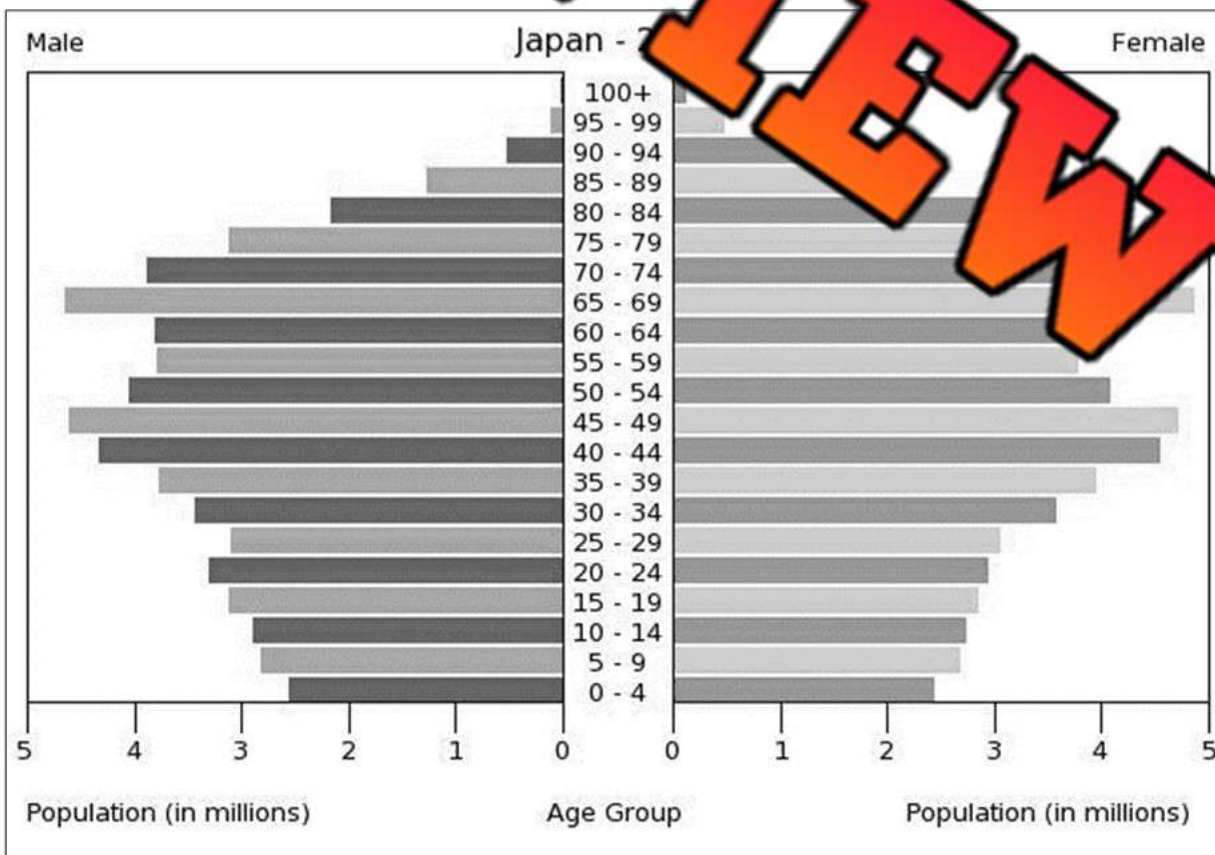
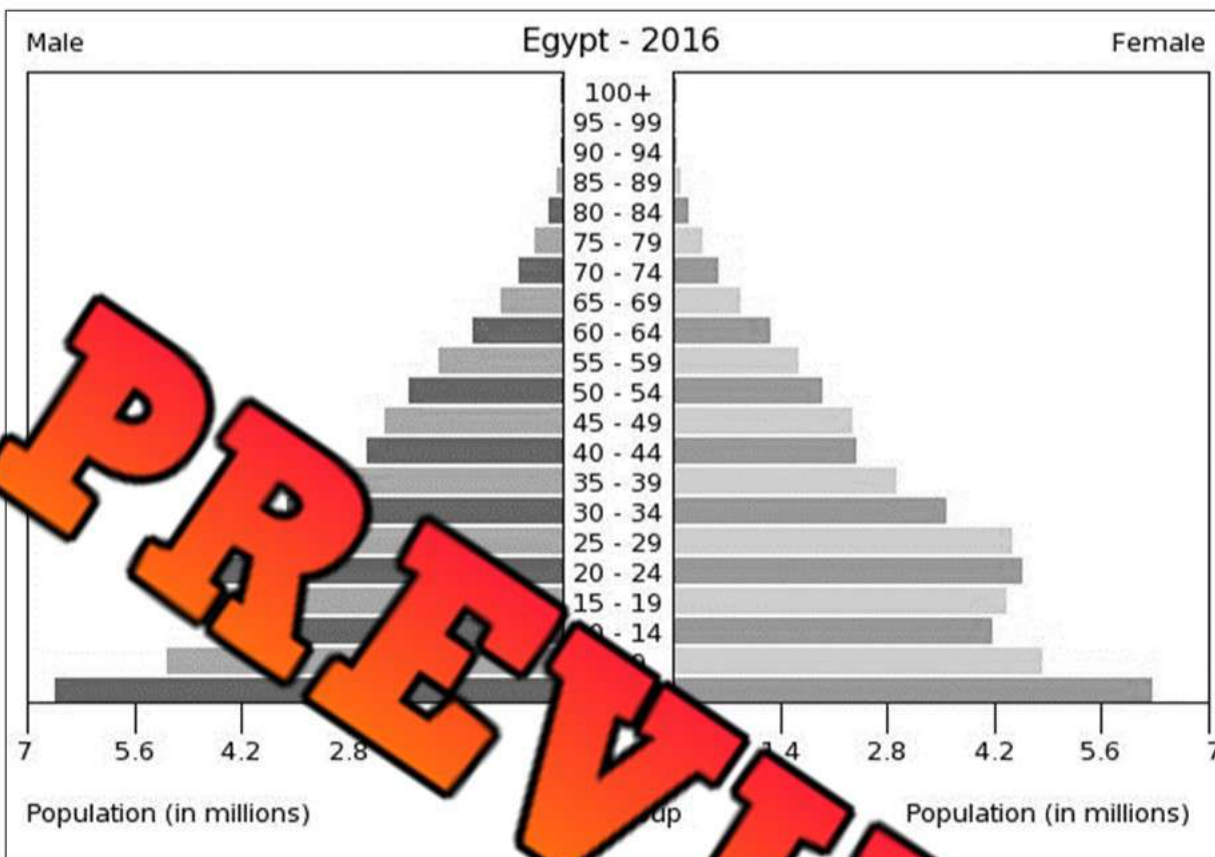
3) Describe how cultural traditions influenced the gender imbalance in China.

Interpret

Look at China's population pyramids (2012–2030) and circle the correct answer.

1) The overall shape of China's population pyramid is changing from:	Wide base to narrow base	Narrow base to wide base
2) The number of older adults (aged 65+) is:	Increasing	Decreasing
3) The gender imbalance in younger age groups (more males than females) is:	Still visible	Becoming smaller
4) Based on the trend, by 2030 China's population will likely be:	Aging with fewer young people	Mostly young with few older adults

Population Pyramids – Developed vs Developing



Name: _____

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Curriculum Connection
B2.4, B3.4

True or False

Circle whether the statement is true or false.

1) Egypt is a developed country.	True	False
2) Japan is a developing country.	True	False
3) Japan has more people that live longer – longer life expectancy.	True	False
4) The largest age group in Egypt is 0-4.	True	False
5) Men live longer in Japan than women do.	True	False

Questions

Answer the questions below using evidence from the text.

1) Which country is developed, and which is developing? How do the population pyramids tell you?

2) Which country likely has a stronger economy, better health care system, and better education system? How do you know?

3) Explain how an aging population can affect a developed country's

Interpret

Read the population pyramids and write 3 things you learned from them.

1)	
2)	
3)	

Name: _____

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Curriculum Connection
B2.3, B3.4

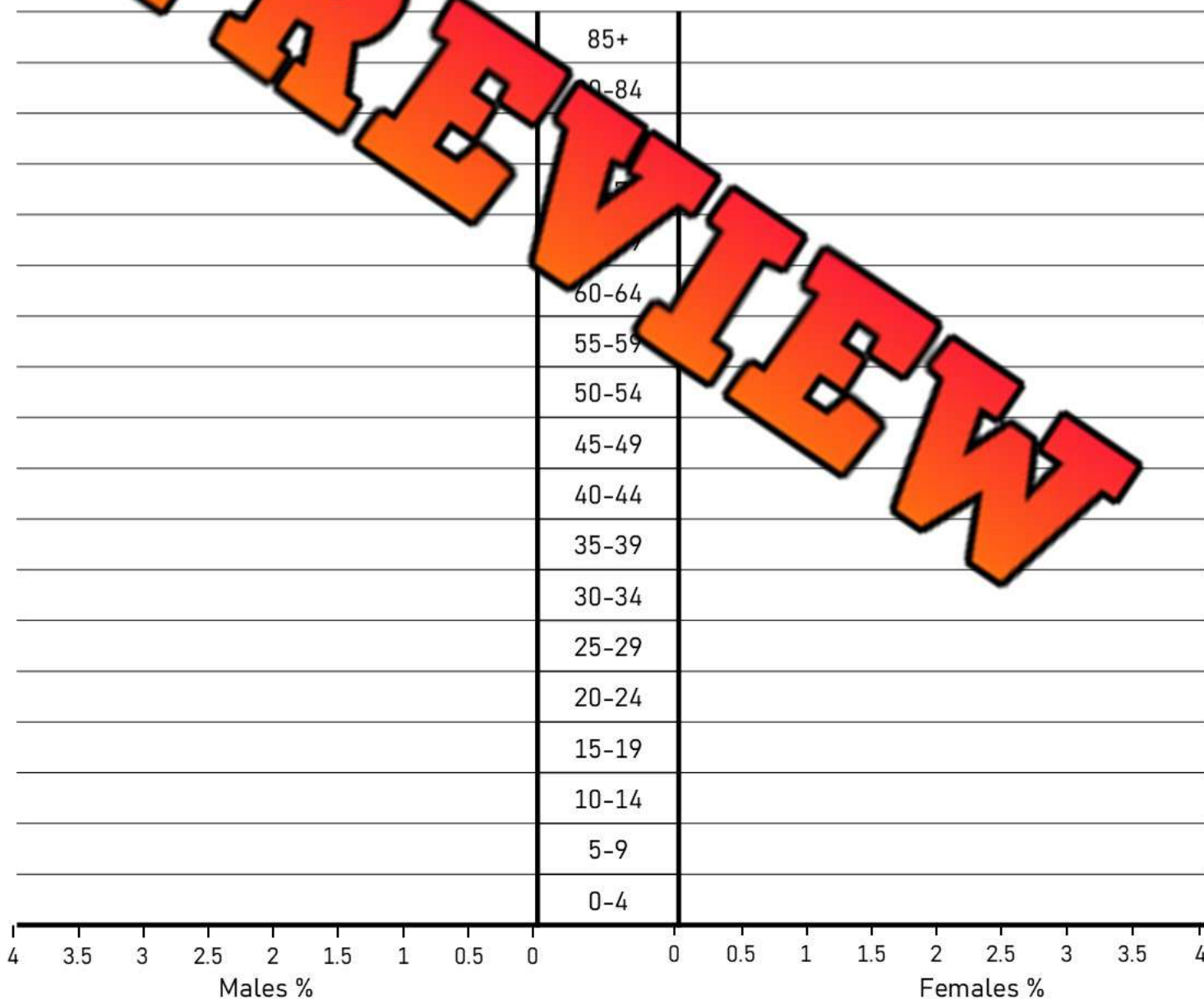
Creating a Population Pyramid – U.S.A.

Directions

Display the data below in a population pyramid.

Age Group	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49
Males	3.6	3.5	3.4	3.5	3.5	3.7	3.2	3.3	3.4	3.8
Females	3.4	3.3	3.1	3.4	3.5	3.4	3.2	3.2	3.4	3.8

Age Group	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85+
Males	3.5	3.2	2.6	2	1.4	1	0.9	0.5
Females	3.3	3.3	2.8	2.1	1.6	1.4	1.1	1



Name: _____

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Curriculum Connection
B2.3, B3.4

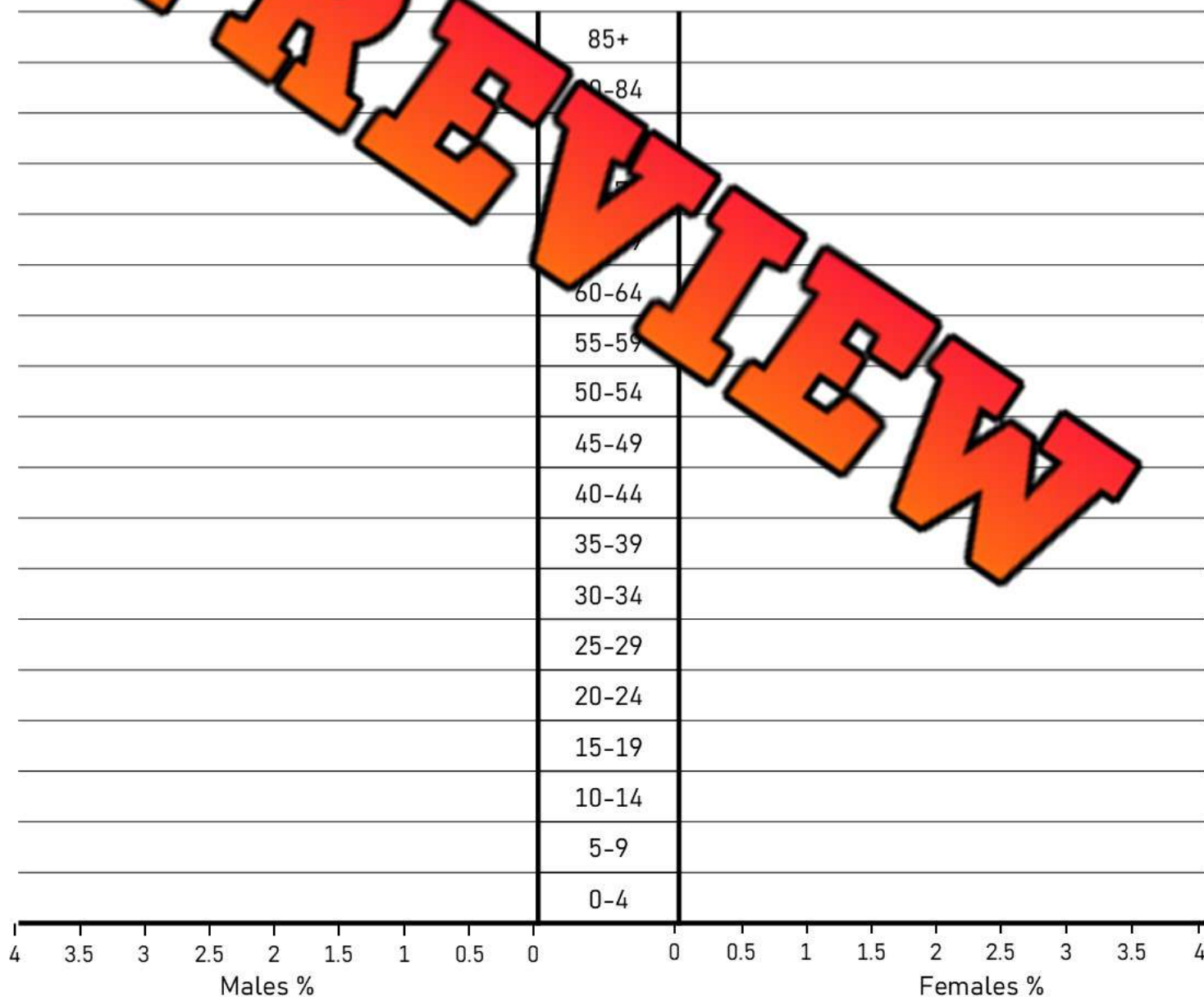
Creating a Population Pyramid – Canada

Directions

Display the data below in a population pyramid.

Age Group	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49
Males	2.7	2.7	2.7	2.7	3.2	3.7	3.5	3.5	3.2	3.2
Females	2.6	2.6	2.6	2.6	3.1	3.6	3.5	3.5	3.3	3.2

Age Group	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85+
Males	3.2	3.7	3.4	2.8	2.3	1.5	0.9	0.7
Females	3.3	3.7	3.4	2.9	2.5	1.7	1.2	1.3



Activity: Build Population Pyramid Models

Objective

What are we learning more about?

Students will learn how population structures differ between countries and what these differences reveal about development and quality of life. Working in small groups, they will use Lego bricks to build 3-D population pyramids representing different countries. Then, the class will compare and discuss how factors like birth rate, life expectancy, and age balance affect a country's economy and future growth.

Materials

What do we need for our activity?

- ✓ Lego bricks (different colours for males and females)
- ✓ Base plates (one per group)
- ✓ Rulers or measuring tapes
- ✓ Chart paper or recording sheets (for notes and sketches)
- ✓ Markers or sticky notes (for labelling the model)
- ✓ Access to internet for research



Instructions

How do we complete the activity?

- 1) Begin by reviewing what a population pyramid shows and how it represents the structure of a country's population.
- 2) Divide the class into groups and assign each group a different country to research.
- 3) Ask students to research their country's population data (age and gender distribution).
- 4) Have each group draw a population pyramid on paper using their research.
- 5) Using Lego bricks, groups build a 3-D version of their pyramid with younger ages at the base and older ages at the top.
- 6) Label the male and female sides using different colours.
- 7) Groups present their pyramids to the class, describing what their shapes show about population trends.
- 8) As a class, compare and contrast the models to see differences between developed and developing countries.
- 9) As a class, compare and contrast the models to see differences between developed and developing countries.
- 10) Discuss how population structure affects jobs, education, healthcare, and overall quality of life.

How To Guide

Follow these steps to build your population pyramid model.

	Step	Description
1	Form Your Group	Work in your assigned group and get ready to research your chosen country. Each group will build one population pyramid model.
2	Research Population	Use online or library resources to find the most recent population by age and gender for your country. Record your data carefully.
3	Organize Your Information	List age groups (0–4, 5–9, 10–14, etc.) and calculate the percentage for males and females in each group. Make sure your numbers make sense.
4	Draw Your Population Pyramid	On paper, draw your pyramid by hand using your data. Label male and female sides properly and make sure the age groups are evenly spaced.
5	Prepare Building Materials	Gather Lego bricks, plates, and labels. Choose two different colours for males and one for females.
6	Build the Model	Start from the bottom (youngest age group) and stack bricks upward by age. Keep both sides equal to show accurate proportions.
7	Label Your Model	Add sticky notes or small paper flags to label age groups, male/female sides, and your country's name.
8	Record Your Observations	On chart paper, write short notes describing what your pyramid shows (e.g., "wide base," "small top," "more older adults").
9	Present to the Class	Share your pyramid with the class. Explain what your country's population pattern says about its growth and quality of life.
10	Compare and Reflect	Look at all groups' pyramids together. Discuss how the shapes differ between developed and developing countries and what this means for their economies and futures.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Teamwork	Everyone helped gather data, shared building tasks, and worked respectfully together.
Research and Accuracy	The population data collected for the assigned country was clear, organized, and accurate.
Model Building	The Lego pyramid was neat, balanced, and built according to the data.
Creativity and Detail	The model included labels, colour coding, or small details that made the information easy to see.
Presentation and Explanation	Students clearly explained what their pyramid showed about their country's population structure and quality of life.

Assign

Countries to choose from: _____ and build population pyramid model

Country	Description
Canada	A developed country with an aging population and slow natural growth.
Nigeria	A developing nation with a very young population and rapid growth.
Japan	One of the world's oldest populations, with a declining population.
India	A rapidly growing population with a large youth growth in the workforce.
Brazil	A middle-income country with a balanced but still youthful population structure.
Afghanistan	A developing nation with high birth rates and short life expectancy.
Italy	A developed country with a shrinking youth population and long life expectancy.
Mexico	A country in transition—declining birth rates but still more young than old.

Planning Page

Build population pyramid models

1) Assigned Country: _____

2) What is the total population of your country? _____

3) Which source(s) did you use to find your data? _____

4) Collect Population Data

Age Group	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49
Males									
Females									

Age Group	55-59	60-64	65-69	70-74	75-79	80-84	85+
Males							
Females							

5) How will you organize your Lego bricks to show the data clearly?
 • _____
 • _____
 • _____
 • _____
 • _____
 • _____
 • _____6) What colours will you use for males and females?

 _____7) Which side represents males, and which represents females?

 _____8) How will you label each age group so it's easy to read?

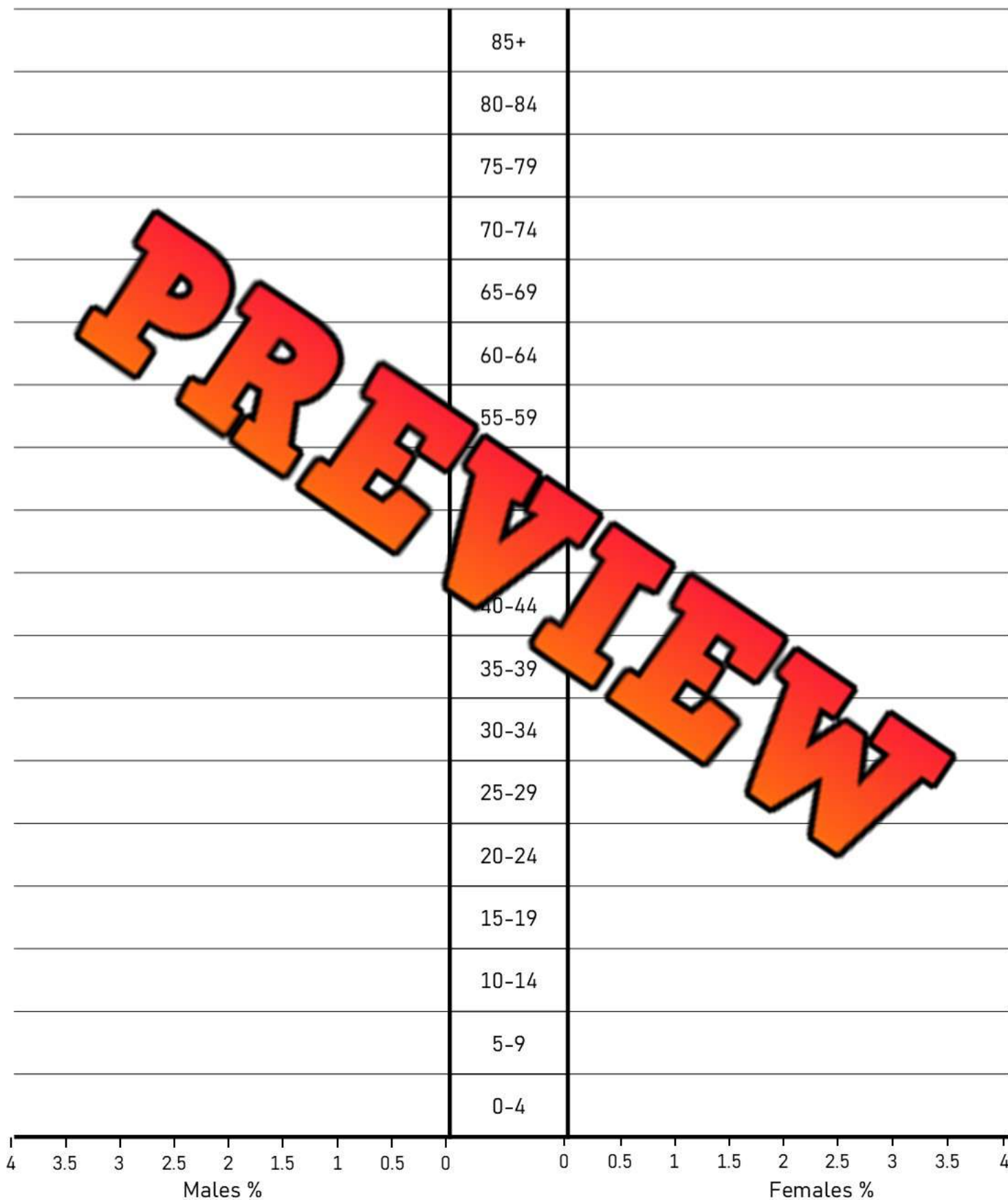
Name: _____

64

Curriculum Connection
B2.3, B2.4, B3.1, B3.2, B3.4

Draft Model

Draw a population pyramid based on the data you collected.



Questions

Answer the questions below using the statistics you found.

1) What do you notice about the shape of your population pyramid?

2) What does this tell you about your country's birth rate, life expectancy, or growth rate?

3) Would you describe your country as developed or developing based on your findings? Why?

4) What could your country do to improve its future quality of life based on this population data?

Name: _____

66

Curriculum Connection
B2.3, B2.4, B3.1, B3.2, B3.4

Peer Assessment

Assess your peer's Population Pyramid Model

Your Name: _____

Your Peer Name: _____

Criteria	1 - Needs Work	2 - Getting There	3 - Well Done	4 - Excellent
Accurate Population Data				
Model Building				
Teamwork & Participation				
Use of Labels & Colour				
Presentation and Explanation				

Reflection Questions

Compare your population pyramid models

1) How does your pyramid compare with other countries' pyramids in your class?

2) Which country's pyramid showed the fastest population growth?

3) Which country had the oldest population with more older adults than children?

4) Which countries looked more developed/less developed based on their pyramid shapes?

Rubric

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Teamwork	Group did not cooperate or share work.	Some members helped but not evenly.	Most members worked well together.	Everyone participated, shared tasks, and supported each other.
Research and Accuracy	Data was incomplete or unclear.	Some data was correct but missing details.	Most data was correct and organized.	All data was accurate, well researched, and neatly recorded.
Model Building	Model was not built or not very accurate.	Model was built but not very accurate.	Model was neat and mostly matched the data.	Model was neat, balanced, and clearly showed population data.
Creativity and Design	No extra details or colour used.	Some extra details or colour used.	Model was labelled and showed clear differences.	Model had labels, colour coding, and thoughtful creative touches.
Presentation and Explanation	Group did not explain the model.	Explanation was unclear or too short.	Group explained the model.	Group gave a clear, full explanation and connected to quality of life.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Non-Governmental Organizations (NGOs)

What is an NGO?

An **NGO** is a non-governmental organization, which means they are not a part of the government. NGOs are a group of people who work together to raise money to solve a problem. Often, the problem relates to inequalities we see in our lives. Here are some common problems that NGOs try to solve:

- Poverty
- Homelessness
- Climate Change
- Helping the environment
- Violence
- Gender inequality



Goals of NGOs

To solve many of the problems, a lot of money is needed. Therefore, the main goal of NGOs is to raise money. NGOs will often make a commercial about a problem they are trying to help solve. They may run commercials on TV to show how bad the problem is. At the end of the commercial, an NGO often asks for help by donating.

NGOs are usually non-profits. This means they don't raise money for the people working for the NGOs to get rich, but instead they raise money to pay themselves a reasonable salary and to use the rest of the money to solve the problem.

Why NGOs Are Important

NGOs play a vital role in improving people's lives around the world. They can help where governments cannot, especially during emergencies or in poor communities. By providing food, clean water, shelter, education, and health care, NGOs make a difference in reducing global inequalities and improving quality of life.

Examples of NGOs and the Problem each NGO is Solving

NGO	Problem
Doctors Without Borders	The natural disasters around the world are harming people. The goal is to provide them with medical attention.
Free the Children	Children are living in poverty and are being exploited. The goal is to free these children by giving them the power to make a change.
World Wide Fund for Nature	Our environment is being changed and harmed. The goal is to keep the environment healthy and stop species from going extinct.
Cure Violence Global	To reduce the amount of violence in the world by teaching behaviour change methods.

Questions

Use information from the text to support your answer.

1) What is an NGO? Why do NGOs exist?

2) What is the main goal of most NGOs? How do they achieve the goal?

3) How do NGOs use money to help people?

True or False

Circle whether the statement is true or false.

1) Most NGOs have rich leaders that run the NGO.

True

False

2) Most NGOs are non-profits.

True

False

3) NGOs need donations that allow them to help people in need.

True

False

4) Poverty is a common problem that NGOs try to help.

True

False

5) Doctors without Borders provide medical attention to whoever needs it.

True

False

Making Connections

What does this remind you of in your life?

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Is the statement true (T) or false (F)?

1) NGOs are owned and controlled by governments.

T

F

2) NGOs often create commercials asking for donations.

T

F

3) NGOs exist mainly to make profits for workers.

T

F

4) NGOs usually focus on issues of inequality.

T

F

5) The Ryan's Well Foundation provides clean water access.

T

F

Name: _____

Mark

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5) The Ryan's Well Foundation provides clean water access.

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T

F

4) NGOs usually focus on issues of inequality.

T

F

5) The Ryan's Well Foundation provides clean water access.

T

F

Children's Rights Around the World



Right to Food and Water

Water is needed for humans to survive. We use it to drink, wash, clean our clothes, and grow food. Food is also needed for people to grow and stay healthy. We have enough food and water in the world for everyone, but not everyone is getting enough. Some people are using too much, while others don't have enough to survive.

Children in Africa need to walk many kilometres just to get water from a well, tap, or river. In India, kids help their parents work on the farm. They need to water the plants, pick out weeds, pull out plants. In some countries, it is hard to grow plants because there isn't enough water for the plants to grow. In these places, people go hungry! Their right to food and water is not always met!

Right to Healthcare

In Canada, all citizens have the right to free healthcare. That means if you are sick, you can visit a doctor for free. If you need surgery, you get it for free as well.

Did you know that over half of the world's population does not have access to healthcare. That means more than half of the human population can't see a doctor when they get sick. In Canada, we have 2 doctors for every million people. In Liberia, a poorer country, there are only 14 doctors for every million people. It would be hard to find a doctor if you lived in Liberia.



Right to a Home

Everyone in the world has the right to a **home** to live in. Some live in apartments, trailers, brick houses, or houses made from branches and leaves. A home should have food and water and should keep children safe. Homes keep us warm or cool and keep out unwanted animals.



In Canada, 36 out of every 10,000 people are homeless. In Haiti, 2,324 people are homeless out of 10,000. That is almost one in four people! We are lucky in Canada to have homes to live in! About 33% of all homeless people are children. In the world, there are 150 million homeless people every night. That means 50 million children do not have a home to live in. Can you imagine not having a home to sleep in at night?

Name: _____

78

Curriculum Connection
B1.3, B3.5

True or False

Circle whether the statement is true or false.

1) Over half of the world does not have access to healthcare.	True	False
2) There are around 50 million homeless children around the world.	True	False
3) In Canada, we need to walk far to get water.	True	False
4) In Africa, they all have taps in their homes to get water.	True	False
5) In Liberia, there are only 14 doctors for every million people.	True	False

Questions

Use information from the text to support your answer.

1) Is it easy to see a doctor in Canada? What do you do? Would it be hard to see a doctor in Liberia?

2) How are the rights of children around the world different?

Summarize

A summary is a brief explanation of the reading passage.

Blog Post: The Red Cross Organization

5 Things You Didn't Know About the Red Cross

Date: October 15, 2025

Author: Lucas M.

5-minute read

The Red Cross is one of the most recognized humanitarian organizations in the world. It was founded in 1864 by Henry Dunant, a man from Switzerland who witnessed the suffering of soldiers during war. Dunant wanted to create a group that could help people in times of crisis — no matter where they lived or what side they were on. Today, the Red Cross operates in 192 countries, with their head office being in Geneva Switzerland. It has more than 100 million volunteers around the world. Here are five facts about the Red Cross:

- 1) It All Began in a Battlefield** - Henry Dunant saw thousands of soldiers wounded at the Battle of Solferino in 1864. He organized local villagers to help, starting what later became the Red Cross. His idea led to the first Geneva Convention, which set rules for how to treat wounded soldiers during war.
- 2) The Red Cross Emblem Has a Meaning** - The red cross emblem — a red plus sign on a white background — is a universal symbol. It's the reverse of the Swiss flag, chosen to honour the country where the movement began. It shows protection and neutrality.
- 3) They Respond to 500,000 Emergencies Each Year** - From floods to fires, the Red Cross responds to about 500,000 emergencies each year. In Canada alone, the Canadian Red Cross helps around 100,000 people each year affected by disasters like wildfires, floods, or storms.
- 4) The Red Cross Helps Refugees and Migrants** - The organization supports people who are forced to flee their homes. They provide shelter, food, and services to help families find missing relatives after disasters or war.
- 5) Blood Donations Save Millions** - The Red Cross collects 13.6 million blood donations each year worldwide. These donations are used to save lives during surgeries, accidents, and natural disasters.

Comments:

Jordan R. – October 15, 2025



I didn't know the symbol came from the Swiss flag! The Red Cross has saved so many lives. Their work after the 2023 wildfires in Canada was incredible — they helped more than 25,000 families.

Like Reply 1d ago

Ava P. – October 16, 2025



I agree, but I think they should focus more on long-term rebuilding, not just short-term help. Some communities still struggle months after disasters even when the Red Cross leaves.

Like Reply 30m ago



Name: _____

82

Curriculum Connection
B1.3, B3.5

True or False

Decide if the statement is true (T) or false (F).

1) The Red Cross was founded in Scotland during the year 1864.	T	F
2) Henry Dunant created the Red Cross after seeing war injuries at Solferino.	T	F
3) The Red Cross symbol represents a Christian cross meant to show faith.	T	F
4) The red cross design is the reverse of the Swiss national flag.	T	F
5) Over 50 million people volunteer for the Red Cross each year.	T	F
6) The Red Cross only focuses on medical care and not disaster relief.	T	F

Question

Write answers to the questions below.

1) How might Henry Dunant's experiences in war shape his goals for the Red Cross?

2) Why do you think neutrality is important for the Red Cross?

3) Describe how the Red Cross makes a difference in Canada.

Comment

What comment would you post to the blog post?

♥ Like

💬 Reply

🕒 Just now

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Check the facts that are true about the Red Cross.

<input type="checkbox"/>	Founded in Switzerland
<input type="checkbox"/>	Symbol is a religious sign
<input type="checkbox"/>	Builds schools worldwide
<input type="checkbox"/>	Began after Solferino battle
<input type="checkbox"/>	Created by Nelson Mandela
<input type="checkbox"/>	Created by Henry Dunant
<input type="checkbox"/>	Gives blood and medical aid
<input type="checkbox"/>	The head office is in New York
<input type="checkbox"/>	Works in 190+ countries

Name: _____

Mark

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<input type="checkbox"/>	Gives blood and medical aid
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<input type="checkbox"/>	Works in 190+ countries

Name: _____

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<input type="checkbox"/>	Created by Henry Dunant
<input type="checkbox"/>	Gives blood and medical aid
<input type="checkbox"/>	The head office is in New York
<input type="checkbox"/>	Works in 190+ countries

UNICEF

What is UNICEF?

UNICEF stands for the United Nations International Children's Emergency Fund. The United Nations created UNICEF on December 11, 1946. UNICEF has made it their goal to make sure every child is **thriving, learning, protected, and participating**.

- 1. Thriving** – Every child has good health and is seen by a doctor regularly. UNICEF works with governments to make their health systems better.
- 2. Learning** – Every child gets a quality education. UNICEF is working to offer quality pre-school for children, so they are ready for elementary school. They also monitor children who are out of school or are at risk of dropping out.
- 3. Protected** – Every child is safe from harm. UNICEF is working with governments to help families stay safe. They are funding social workers as well as day cares. UNICEF pays for foster care and group homes of children in need. Every child needs a family to love them.
- 4. Participating** – Every child has a voice. UNICEF is supporting laws that give children a voice. Governments listen to what kids are saying and UNICEF is making sure that happens. Every child has a need to feel like they are being listened to.



True or False

Circle whether the statement is true or false.

1) UNICEF is there to help adults who are in need.	True	False
2) UNICEF was created in 1946.	True	False
3) UNICEF makes sure every child has a family.	True	False
4) UNICEF believes that adults and governments should listen to kids.	True	False
5) UNICEF is trying to solve world hunger.	True	False

Questions

Answer the questions below using evidence from the text.

1) How is UNICEF protecting kids?

2) What are the four main goals that UNICEF is working on?

Interview: Water for People Organization

Student: Hi! Can you introduce yourself to our class?

Eleanor: Hello! My name is Eleanor Allen, and I'm the CEO of Water for People, an international non-governmental organization that helps people around the world gain access to clean water and sanitation.

Student: That's amazing! Can you explain what Water for People does?

Eleanor: Of course! Water for People is a global NGO that works in over 20 countries across Africa, Asia, and Latin America. Our goal is to ensure every person has access to safe and reliable water and sanitation services — forever.



Student: What does “Everyone Forever” really mean?

Eleanor: It means sustainability. We don't just install wells and leave. We train local engineers and communities to maintain their water systems so the access lasts for generations. We want communities to be permanent and self-sufficient.

Student: Why is clean water such an important issue?

Eleanor: Because 2.2 billion people worldwide still don't have safe drinking water, and 4.2 billion don't have proper sanitation. Every year, around 40,000 people die from water-related diseases — most of them children under five. Many women and children walk more than four hours a day just to collect water.

Student: Where does Water for People work?

Eleanor: We currently work in Malawi, Rwanda, Uganda, India, Ethiopia, Nicaragua, and Honduras. For example, in Malawi, about 83% of rural areas lack running water. We help by drilling wells, installing toilets, and creating systems to monitor water quality.

Student: What has your organization achieved so far?

Eleanor: We've provided 4.67 million people with reliable water services, giving 1.54 million people access to sanitation, built systems in 1,583 schools, and created 2,436 permanent jobs. Our “Everyone Forever” model was even recognized by the United Nations as one of the most sustainable global water programs.

Student: How can students like us help?

Eleanor: You can start by raising awareness, sharing facts, or organizing fundraisers for global water projects. Even small actions — like donating or educating others — help more families access clean water. Clean water improves health, education, and economic growth. Every action truly makes a difference!

Questions

Answer the questions below using evidence from the text.

1) How does not having access to clean water affect someone's quality of life?

2) What is the organization Water for People? How are they helping improve people's quality of life?

3) Explain why "not enough" is not enough for clean water access.

True or False

Circle whether the statement is true (T) or false (F).

1) Water for People operates in nine countries across three continents.	T	F
2) Over two billion people globally still lack safe drinking water.	T	F
3) Each year, nearly 840,000 people die due to unsafe water.	T	F
4) Water for People's goal is to provide short-term emergency water.	T	F
5) The United Nations has recognized Water for People's sustainable approach.	T	F

Questioning

What questions would you ask Eleanor if you were the interviewer?

1)	<hr/> <hr/> <hr/>
2)	<hr/> <hr/> <hr/>
3)	<hr/> <hr/> <hr/>

Media – Helping People In Need

What is the Media?

The **media** is any channel of communication that helps share information with the public. This includes **broadcasting**, **publishing**, and the **internet**. Through media, people can express opinions, share stories, or report news. For example, anyone with access to the internet can share their thoughts through social media platforms like Instagram, YouTube, or X (formerly Twitter). However, not everyone reaches a large audience—this is where **mass media** comes in. **Mass media** refers to large-scale communication through mediums such as television, newspapers, radio, and online articles that reach millions of people.

Because **mass media** reaches a much larger audience, it has the power to shape opinions, influence public action, and influence public opinion. People all over the world can watch, listen, or read about global issues through these communication channels.

How the Media Helps People in Need

Many organizations rely on **media** to raise awareness about quality-of-life problems faced by people in different parts of the world. These organizations depend on fundraising to support their causes, and **media** helps them spread their message to the public. Through advertisements, documentaries, and campaigns, they show audiences how serious a problem is and how they can make a difference through donations or volunteer work.

World Vision

One major organization using media is **World Vision**. In emotional television commercials, Canadians have sponsored 377,888 children in developing countries. These commercials show children who lack regular access to food, clean water, or education. By watching these powerful images, viewers are encouraged to take action and help. Over the years, World Vision's campaigns have led to millions of children receiving sponsorships and better living conditions around the world.

United Nations

The **United Nations (UN)** also uses media to reach more people. They often work with celebrities to spread important global messages. For example, in 2013, **Katy Perry** became a UNICEF Ambassador, and in 2014, **Emma Watson** became the **UN Goodwill Ambassador**, promoting gender equality through her **HeForShe** campaign. When well-known public figures support these causes, people pay attention. Celebrities' large audiences and trusted reputations help these organizations inspire action and spread messages of hope and equality.



True or False

Circle whether the statement is true (T) or false (F).

1) The mass media is when anyone posts an opinion on social media.	T	F
2) NGOs use the media to ask for help in solving inequality worldwide.	T	F
3) Emma Watson is a global ambassador for the UN.	T	F
4) World Vision uses commercials asking people to sponsor poor children.	T	F
5) Celebrities increase the size of the audience who hear important messages.	T	F

Questions

Answer the questions below using evidence from the text.

1) Why do organizations use media to help people living in poverty around the world?

2) Why do organizations partner with celebrities to help people in need?

3) Why do organizations rely on media to reach their goals?

Word Search

Find media types used to support good causes in the word search.





Television	Newspaper
Radio	Podcast
Blog	Film
Billboard	Poster
Flyer	Advertisement
Photography	Documentary


N E W S P A P E R E T S O P C U
 A S I P B I L L B O A R D F A I
 K A H K C N O I S I V E L E T T
 D O C U M E N T A R Y Y I G C X
 K D A D V E R T I S E M E N T F
 G F R A D I O P J R M I L Y L T
 O P H O T O G R A P H Y Z I I E
 Y X H B L O G T S A C D O P F N


Social Media Post – Supporting Children in Gaza

GlobalReliefNow

Every day I see new videos from Gaza—kids crying, schools gone, parents searching for food. It's honestly hard to watch. What can people like us actually do to help those kids survive this?

11:30 AM – 14/10/2025 – 1,929 SHARES 4,721 LIKES    


 **DanielRivera13:** I watched a clip last night of a boy pulling his little sister from rubble. I didn't sleep after that. I donated to UNICEF today, but it feels like it's never enough to help anything.


 **EmilyTran24:** I talked about it with my parents too. We sent money to the Red Cross. My mom said she wishes we could volunteer somewhere. Watching those kids makes you feel powerless.


 **LiamPatel09:** The social media sharing info matters. My cousin in Toronto made posters for schools. We raised over \$800 for aid groups. Small things really do add up.


 **DanielRivera13:** Yeah, but it's not just about money. I feel angry seeing countries fight while kids starve. The world is never perfect while children sleep on the street. We need more action, not just feelings.


 **EmilyTran24:** True, but some countries are better than others. Some have opened borders for medical aid, and Spain sent doctors. At least that's something. I just wish people online cared as much as they do for trends.

 **LiamPatel09:** Honestly, social media helps too. I saw a video about Gaza's kids—it got millions of views. Awareness puts pressure on leaders. It's not useless if it makes people care.

 **DanielRivera13:** I just keep wondering how those kids stay strong. One girl said she still dreams of being a teacher. Imagine losing everything and still having hope. That made me cry and smile at the same time.

 **EmilyTran24:** I saw that same girl! It's wild how hopeful she is. Makes me think we take school for granted. I complained about homework yesterday, then felt guilty right after seeing that video.

 **LiamPatel09:** Same here. I stopped complaining about small stuff. When I see what they're going through, I realize how lucky we are. Even just talking about it in class helps us remember people really need support.

 **DanielRivera13:** I just hope the world doesn't move on too fast. These kids deserve more than sympathy—they deserve peace. I'll keep posting, donating, and talking until they're safe again. It's the least we can do.

Name: _____

95

Curriculum Connection
B1.4, B3.5

Agree or Disagree

Read each statement and circle either Agree or Disagree.

1) Social media can make more people care about world issues.	Agree	Disagree
2) Donating money is the only real way to help in a crisis.	Agree	Disagree
3) Awareness through videos can be as powerful as direct aid.	Agree	Disagree
4) Children in war zones still show incredible strength and hope.	Agree	Disagree
5) People often forget about global problems too quickly.	Agree	Disagree
6) Helping others online is just as important as helping in person.	Agree	Disagree

Questions Write the questions below.

1) Explain why social media can be a powerful tool for global causes.

2) What lesson did Emily learn about seeing a girl?

3) How could students in Canada take real action to support global causes?

Opinion

Write a comment that you would add to this conversation.

Username: _____ Date: _____

Fact or Fiction: NGOs and Quality of Life

Objective

What are we learning about?

Students learn how NGOs improve quality of life through clean water, education, health care, and relief programs, deciding if statements are fact or fiction and discussing their global impact.

Materials

What will you need for the activity?

- Fact or Fiction statements
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the classroom to place the 'Fact' and 'Fiction' signs, allowing space for students to move to either side

FACT
OR
FICTION



Instructions

How will you complete the activity?

- 1) Your teacher will read statements. Pay close attention as each is read.
- 2) Consider carefully whether you think the statement is true or false.
- 3) If you decide the statement is true, walk to the 'Fact' side of the room.
- 4) If your guess is that it's not true, move to the 'Fiction' side of the room.
- 5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
- 6) When the right answer is announced, return to your seat, ready for the next round.
- 7) Have fun getting up and moving!

Fact or Fiction

Read the statements to the class.

#	Statement	
1	Doctors Without Borders began when French doctors treated war victims without government approval.	Fact
2	UNICEF only helps children in Africa and does not work in Canada.	Fiction
3	The Red Cross helps about 500,000 people each year worldwide.	Fiction
4	The Red Well Foundation builds wells to give families clean drinking water.	Fact
5	NGOs can enter a country unless the United Nations sends them.	Fiction
6	Free the Children helps kids go to school instead of working in dangerous jobs.	Fact
7	Free the Children began in 1982 with one student's idea to stop child labour.	Fact
8	World Wide Fund for Nature protects rainforests and forests in more than 100 countries.	Fact
9	NGOs use money raised from governments to pay their workers large salaries.	Fiction
10	The Global March Against Child Labour helps children who are being forced to work.	Fact
11	NGOs only work in rich countries that can afford to pay them.	Fiction
12	Doctors Without Borders sends medical teams to war zones and refugee camps.	Fact
13	UNICEF was created right after World War II to help children in need.	Fact
14	Most NGOs are for-profit companies that sell services to poor nations.	Fiction
15	The Red Cross teaches first aid and helps after floods, fires, and storms.	Fact
16	NGOs can replace governments when countries are not functioning properly.	Fiction
17	Water for People builds wells and trains locals to keep them working.	Fact
18	NGOs only help people for a few days, never planning long-term projects.	Fiction
19	The World Wide Fund for Nature also works to stop ocean pollution.	Fact
20	UNICEF's main goal is to help adults find jobs in developing countries.	Fiction

Economic Sectors

Primary Sector

The primary sector includes all activities that take **natural resources** directly from the Earth so they can later be processed and sold. This sector forms the foundation of every economy because it provides the raw materials needed to build, produce, and manufacture goods. People who work in the primary sector play an essential role in supporting other industries.



Common careers in this sector include **farmers** growing crops, **loggers** harvesting trees, and **miners** extracting valuable minerals and fuels. In developing countries, the majority of the population is employed in the primary sector because they depend on the land and natural resources for survival. These nations often lack the advanced technology, transportation systems, and factories that are necessary to support manufacturing and service industries. As a result, people spend more time farming or fishing to meet their basic needs rather than producing goods for trade or export.

Secondary Sector

The secondary sector is also known as the **manufacturing or industrial** sector. This is where raw materials from the primary sector are transformed into finished products. For example, wood from trees becomes furniture, and metal from mines is used to build vehicles and tools. This sector is important because it adds value to raw materials and creates employment in construction, production, and engineering. Workers in this sector include those in factories, carpenters, automobile mechanics, and employees who make food, clothing, and household goods. As countries develop, the secondary sector grows rapidly because of the expansion of manufacturing industries, cities, and technological advancements.



Tertiary Sector

The tertiary sector is called the service sector. Instead of producing goods, workers in this area provide services or experiences for money. Examples include **doctors** treating patients, **teachers** educating students, **drivers** transporting goods, and **waiters** serving customers in restaurants. The tertiary sector becomes the largest in most developed nations because people can afford to spend more on services once their basic needs are met.



Quaternary Sector

The quaternary sector focuses on **information, research, and knowledge-based** services. It includes **teachers, scientists, IT specialists, and financial analysts**. This sector helps societies advance by providing information, solving problems, and developing new technologies that strengthen all other sectors of the economy.



True or False

Circle whether the statement is true or false.

1) The secondary sector extracts raw materials from the earth.	True	False
2) The tertiary sector is the service industry.	True	False
3) Teachers are part of the tertiary sector.	True	False
4) Farmers are part of the primary sector.	True	False
5) If your job is pulling cotton off a plant, you work in the tertiary sector.	True	False

Questions

Answer the questions below using evidence from the text.

1) Define the four economic sectors.

Primary	_____
Secondary	_____
Tertiary	_____
Quaternary	_____

2) Why does a higher percentage of people in developing nations work in the primary sector than in developed nations?

Making Connections

Which economic sector do you want to work in? Why?

Economic Systems

Traditional Economic Systems

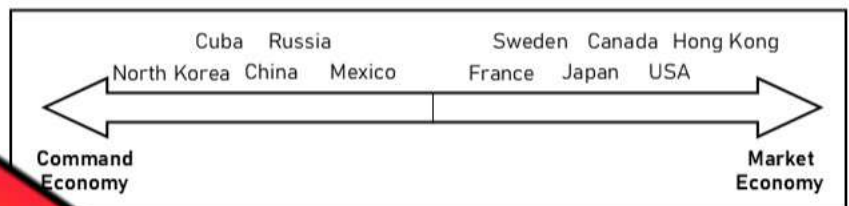
In a traditional economic system, the economies make only what they need. For example, the hunter-gatherer societies are traditional economic systems where people hunt or farm for the food they need to survive.

They don't hunt and farm extra, which means they don't sell to anyone else. If they do have a surplus of food or products, they may trade with other groups by bartering. They don't use money because they don't buy or sell. Examples of groups that use traditional economies are the Inuit, as well as some African countries like Somalia, Chad, and Sudan.

Command Economic System

In a command economic system, a central authority, usually the government, controls the economy. The government decides what goods are manufactured, how they are sold, and who gets the profits.

Command economic systems are helpful in ensuring everyone gets a more equitable distribution of the resources. The government controls the resources so that there is less homelessness and poverty. The problem with the command system is that the government has too much control, which means citizens have less freedom. There is also no incentive for citizens to work hard because they will receive their share of the resources regardless of their efforts.



Market Economic System

A market economic system is based on free markets with little interference from the government. Citizens and companies can buy and sell as much as they want to do what is best for themselves. The supply and demand of products and services controls the market. If there is a demand for a product or service, people produce that demand in hopes of earning money.

The problem with the market economic system is that the distribution of wealth becomes inequitable. We see extreme wealth and extreme poverty in this economy as some really understand supply and demand, while others do not.

Mixed Economic System

A mixed economic system combines both the market and command systems. Most of the economy is free, meaning people can buy and sell as much as they want. But some industries are controlled by the government, like education and health care. In a mixed economy, corporations can make big profits, but they pay a lot of tax too. The government spreads the tax money to people/social groups that need it in the form of programs in Canada like the Child Tax Benefit, Old Age Security, and Guaranteed Income Supplement.

Mixed economic systems are used in most developed countries. They take the best parts of both command and market economies.

Questions

Answer the questions below using evidence from the text.

1) Define the 4 economic systems.

Traditional**Command****Market****Mixed**

2) Why do you think Canada uses a mixed economic system? Explain the benefits.

Which System?

Write the system that reflects the description.

Description	System
1) The government tells you how much money you will make.	
2) You will hunt and farm enough so that your family stays fed.	
3) The government taxes corporations but allows them to make a lot of money.	
4) People earn a set amount of money and can't earn more by working harder.	
5) When taxes are low and the government provides less service.	
6) People trade goods or services directly instead of using money.	

Researching Economics

Examples

Find examples of countries that use the different economic systems.

	Traditional Economy	Command Economy	Market Economy	Mixed Economy
1	Inuit People	North Korea	Hong Kong	Canada
2				
3				
4				
5				
6				

HDI Rankings

Find the HDI rankings of the countries below. What economy do they use?

Country	Type of Economy	HDI Rank	Developed/Developing
Singapore			
North Korea			
Monaco			
United Kingdom			
Iran			
Cuba			

Advantages

What are the advantages of each system below?

Economic System	Advantages
Command Economy	<hr/> <hr/> <hr/>
Market Economy	<hr/> <hr/> <hr/>
Mixed Economy	<hr/> <hr/> <hr/>
Traditional Economy	<hr/> <hr/> <hr/>

Disadvantages

What are the disadvantages of each system below?

Economic System	Disadvantages
Command Economy	<hr/> <hr/> <hr/>
Market Economy	<hr/> <hr/> <hr/>
Mixed Economy	<hr/> <hr/> <hr/>
Traditional Economy	<hr/> <hr/> <hr/>

North Korea – Planned/Command Economy

North Korea – Planned/Command Economy

The country of North Korea uses a command economy. A command economy is often called a **planned economy**. North Korea's economy is planned completely by the North Korean government and its leader, **Kim Jong-un**.

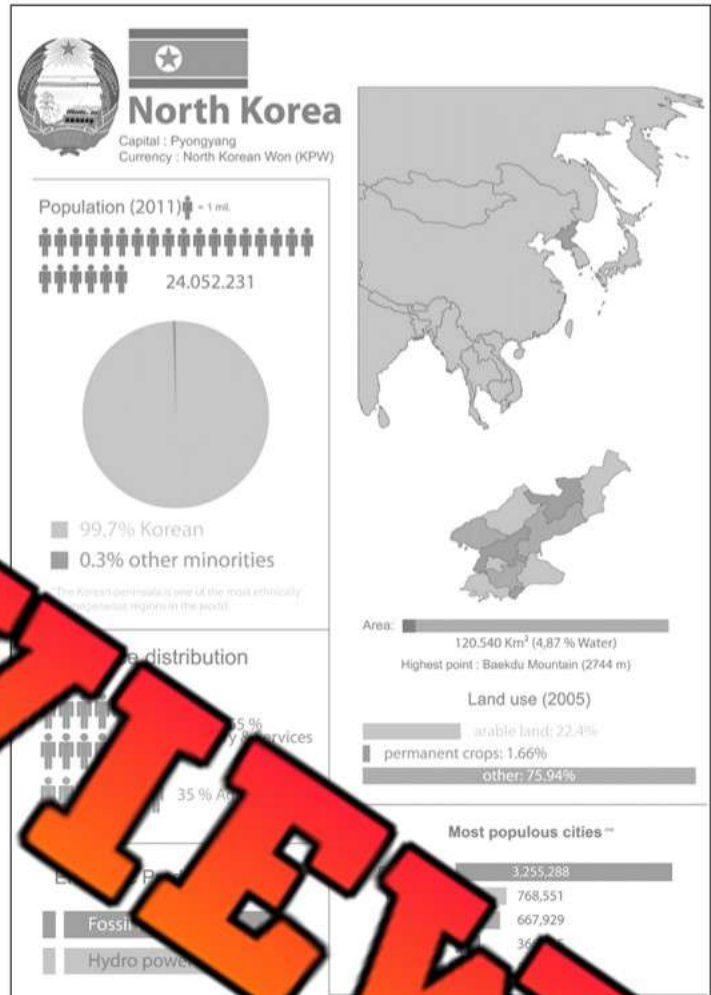
The North Korean government sets the prices of goods and services, and they decide what people will be paid. The government assigns jobs to you, and that is your job. The government studies how many people they need in each industry, so they can plan production accordingly.

Struggles With The North Korean Economy

The North Korean economy has almost collapsed many times since the 1990s. In the 1990s, there was a food shortage that was caused by natural disasters – hailstorms, flooding, and droughts. North Korean government officials have said that 225,000 people lost their lives due to starvation, however, experts from other countries have estimated the figures could be as high as 3.5 million deaths.

The economy has suffered due to its government's focus on the military. In North Korea, men must join the military for 10 years once they reach the age of 18. Women must join the military from the age of 18 to 23. With so many men and women in the military, the economy suffers as these people are not producing goods or performing services that could be sold to earn money.

In 2016, North Korea spent \$4 billion on their military. That is 24% of their total GDP. In comparison, Canada spent 1.16% of its GDP that year on its military. The North Korean government believes heavily in spending on their military, which affects how much it can spend on social services and infrastructure that promote a higher quality of life. If Canada spent 24% of their GDP on the military, they would be spending \$394 billion, which would mean a lot of money not being spent on things like health care, roads, and schools.



True or False

Circle whether the statement is true or false.

1) North Korea has a market economy where people have freedom.	True	False
2) North Korea has a command/planned economy.	True	False
3) The government and its leader plan the economy in North Korea.	True	False
4) The government in North Korea is planning a strong economy.	True	False
5) People in North Korea have a low quality of life.	True	False

Questions

Answer the questions below using evidence from the text.

1) Why do people in planned/command economies when the government makes poor economic decisions?

2) How is the decision to have a strong military affecting the economy in North Korea?

Word Scramble

Unscramble the words from the word bank.

Word Bank				
Freedom	Command	Occupation	Industry	Military
Government	Starvation	Infrastructure	Planned	Disaster
NDRITSYU		LAEPDNN		
SRDEISAT		TROSIANATV		
CUOOIANCTP		NCMDAOM		

Market Economy – Capitalism

Market Economy – Capitalism

In a market economy, the government allows its citizens to buy and sell as much as they want. The government does not interfere with taxes or tariffs on the buying and selling of products and services.

The government does not need as much money because they do not provide as many services. Instead, people pay for the services they need. Canada is not a complete market economy because our government provides us with services like health care, policing, and education. The government needs money to pay for these services, which is why individuals pay taxes and companies pay tariffs.

Capitalism

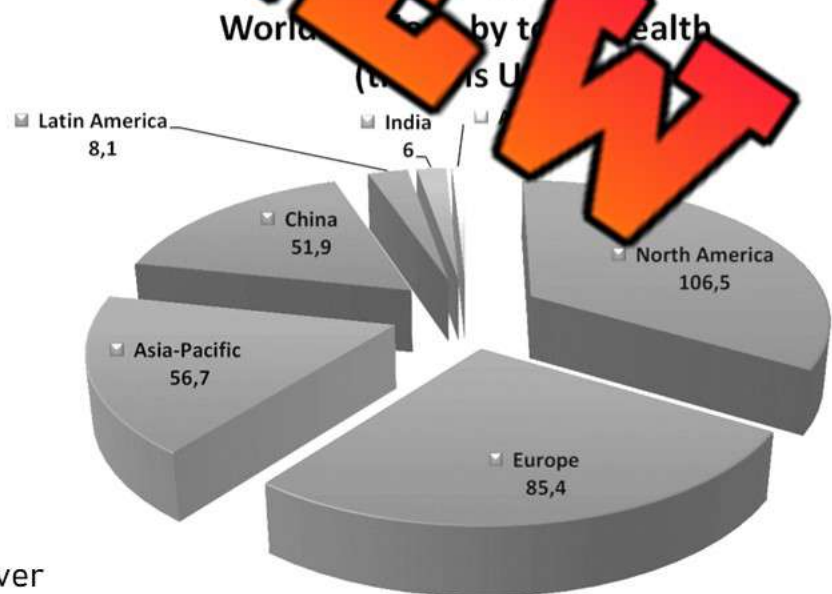
Capitalism is the economic system where individuals control the buying and selling of products and services without interference from the government. The richest billionaires all benefited from a capitalist economy because they worked very hard to earn the money they made and there is no limit on how much wealth they can accumulate. Generally, in a capitalist economy, the hard work you put in determines how much money they can make.

Canada has a capitalist society, meaning people can participate in the free market without government interference. There are no limits on individuals making as much money as they can. Although there are some government regulations, like income tax, Canada is still considered a capitalist society because Canadians are still allowed to own business and work as hard as they want to potentially earn as much as they want.

Drawbacks of Capitalism

Critics of capitalism believe it is causing global inequality. In Canada, there is only so much money in circulation. For example, in 2021, Canada had just over 2 trillion dollars. The top 10 richest Canadians owned 102 billion of that money, meaning 5% of the total money is in the hands of only 10 people!

That means the 38 million other Canadians have to compete over the remaining 95% of the money. In the end, it equates to many homeless people and people living in poverty, who do not get a reasonable amount of the total money.



Name: _____

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Curriculum Connection
B1.2, B3.9

True or False

Circle whether the statement is true or false.

1) Capitalism means if you work hard, you could earn a lot of money.	True	False
2) In a capitalist society, you earn what the government gives you.	True	False
3) Capitalism leads to wealth inequality.	True	False
4) The 10 richest Canadians own 5% of the money in Canada.	True	False
5) Wealth inequality leads to poverty and homelessness.	True	False

Questions

Answer the questions below using evidence from the text.

1) Why does capitalism lead to wealth inequality?

2) Do you think capitalism is a good thing? Explain your opinion.

Summarize

What is the main idea and supporting details of the reading?

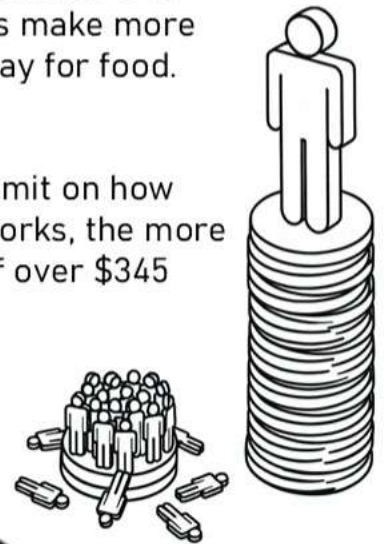
Unequal Distribution of Wealth

Overview

The **unequal distribution of wealth** is another form of inequality that exists in our world. Wealth refers to how much money a person has. In 2019, the 3 richest people in the USA have more money than the poorest 50% of Americans combined! That means the richest 3 people have more money than 163 million Americans have together. That is an example of how unequal distribution of wealth is problematic because there is only so much money available in the world, and the goal for people is to make as much of it as possible. This causes wealth inequality. Those three individuals make more money than they could ever spend, while others cannot afford to pay for food.

The World

Canada and the USA are **capitalist economies** where there is no limit on how much money a person can make. Generally, the harder someone works, the more money they can make. The 3 richest Americans have a net worth of over \$345 billion dollars. To put that in perspective, France has a **GDP (Gross Domestic Product)** – how much money they make annually) of \$200 billion. With these wealthy individuals holding the majority of the money, there is a lot of money for some, but not for everyone else. This leads to issues of poverty.



Poverty

Our global economic system seems to be broken as hundreds of millions of people worldwide are living in extreme poverty. They have no money left for these people. **Extreme poverty** is living on less than \$1 a day. 10% of the world lives in extreme poverty and over 80% of the population live on less than \$10 a day. Over half of the population in the world lives in poverty.



Solution

Taxing the rich and wealthy corporations is one way to spread their wealth. The government takes a percentage of money from everyone depending on how much money they make. The more money you make, the higher the percentage you pay.

The government uses the tax money to help the lower income people with programs like welfare. The problem is that in some countries, the government doesn't take enough tax. Another problem is that these wealthy people pay accountants to work around tax laws, allowing them to pay less tax and keep more of their money.



Name: _____

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Curriculum Connection
B1.2, B3.9

True or False

Circle whether the statement is true or false.

1) The wealth is evenly distributed in our world.	True	False
2) The 3 richest Americans have more money than Greece.	True	False
3) Hundreds of millions of people live in extreme poverty.	True	False
4) Extreme poverty is less than \$1 a day.	True	False
5) Taxing the rich is working to distribute the wealth evenly.	True	False

Questions

Answer the questions below using evidence from the text.

1) Describe the global unequal distribution of wealth?
2) What is extreme poverty? How can it be solved?

Summarize

Summarize each of the following headings in 2 sentences.

The Wealthy	
Poverty	
Solution	

Newspaper Article: U.S.–Canada Trade War

Breaking News: Tariff Showdown Between U.S. and Canada Escalates

Published: April 4, 2025

Early this morning, Canadian Prime Minister Mark Carney announced that Canada will respond to U.S. tariffs by imposing 25 % retaliatory tariffs on American goods entering Canada. The move came just one day after U.S. President Donald Trump imposed 25 % tariffs on Canadian aluminum, and autos, citing a trade imbalance.

The U.S. decision took effect on March 4, 2025, with tariffs on Canadian goods except for energy products, which were set at 10 %. Carney called the U.S. action “unjustified” and said Canada had no choice but to defend its interests.

Canada’s new tariffs will apply immediately to a wide range of American imports, including vehicles that do not meet CUSMA (Canada–United States–Mexico Agreement) rules. The countermeasures will exclude critical goods tied to Canadian manufacturing, health, and food processing for a temporary period.

An expert on trade relations, Dr. Ellen Reed of the University of Toronto, remarked,

“This escalation could damage supply chains across North America—Canadian firms may lose access to essential U.S. parts, and prices could rise for consumers on both sides.”

At the same time, small business owner Lila Martinez, who imports auto parts from Michigan, expressed concern:

“I pay more now for the same parts, and I’m not sure how much longer I can absorb these costs without raising prices or cutting staff.”

Ontario Premier Doug Ford urged swift and stronger retaliation, warning that U.S. tariffs threaten thousands of Canadian jobs, especially in the auto manufacturing sector.



The trade dispute also hit the Canadian dollar, which weakened to CAD 1.4050 per U.S. dollar—its lowest in six months—as falling oil prices and tariff worries rattled markets.

As of now, both sides are headed into tense negotiations. Canada insists its tariffs will remain until the U.S. backs down. Meanwhile, Canadian officials hope the sectoral deals in steel, aluminum, and autos survive any larger changes to CUSMA.

Questions

Answer the questions below using evidence from the text.

1) What was the main reason the United States imposed tariffs on Canada?

2) How did Canada respond to the U.S. trade actions?

3) Describe how the trade war affects everyday Canadians.

True or False

Decide if the statement is true (T) or false (F).

1) Prime Minister Mark Carney called the U.S. tariff "unfair."	T	F
2) The trade dispute led to a drop in Canada's currency value.	T	F
3) U.S. tariffs mainly targeted Canada's steel, aluminum, and automotive industries.	T	F
4) The Canadian dollar strengthened against the U.S. dollar after the tariffs.		F
5) The CUSMA trade agreement was excluded from all tariff measures.	T	F
6) Ontario Premier Doug Ford supported Canada's retaliation against U.S. tariffs.	T	F

Trade War Update

What is the latest news about the U.S.-Canada trade war?

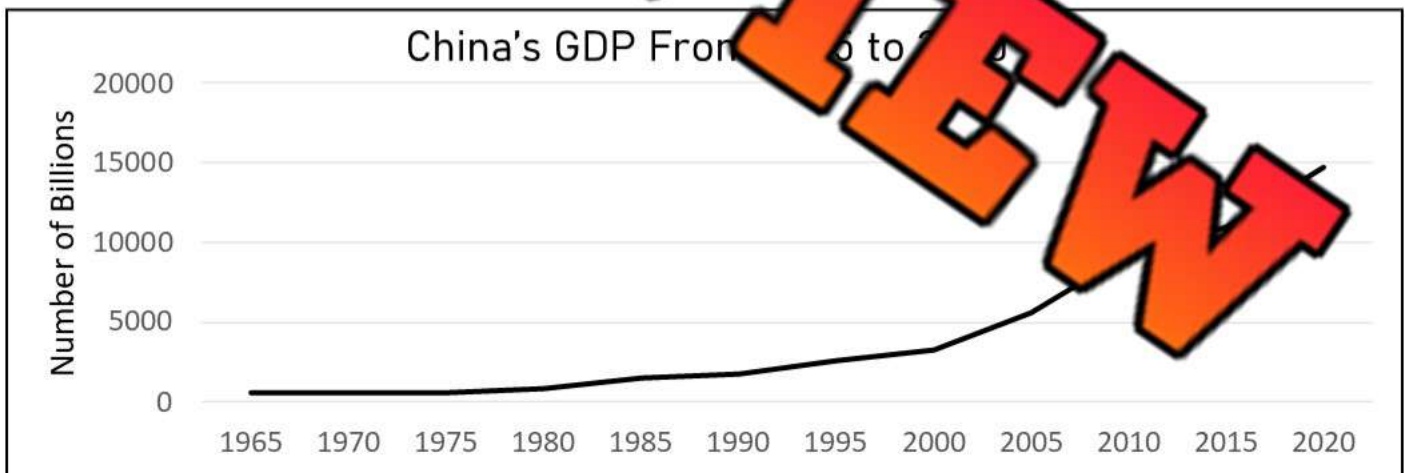
Economic Growth – China

Struggling Economy Before 1978

Before 1978, China had a strict **command economy** where the government controlled all economic decisions, including what factories produced, how much they produced, and how goods were priced. Production goals were often unrealistic, and workers lacked motivation since pay stayed the same regardless of effort. Farmers had to hand most of their crops to the state, giving them little reason to grow more. As a result, China's economy stayed weak, poverty was widespread, and living standards were very low. The country was isolated from global trade, with almost no private ownership. By the late 1970s, the government realized this system prevented growth because it lacked competition, efficiency, and incentives for success.

Economic Growth Through Reforms

In 1978, major reforms began under the leadership of **Deng Xiaoping**, who introduced economic reforms to modernize the country. The government decided to add market principles to their planned system, creating what is now called a **mixed market economy**. These reforms allowed individuals to own businesses and make decisions related to production, pricing, and investment. Farmers were given more freedom to sell surplus crops at local markets, which boosted agricultural productivity. China also opened its economy to the world, establishing **Special Economic Zones (SEZs)** in coastal cities such as Shenzhen, Xiamen, and Zhuhai, where foreign companies could invest.



In 1978, China's GDP was \$150 billion, but by 2020 it had grown to \$14.72 trillion. Exports rose from \$6.81 billion in 1978 to \$2.723 trillion in 2020, while imports increased from \$7.62 billion to \$2.357 trillion, giving China a trade surplus of \$366 billion. The country's rapid industrialization and export-driven growth turned it into the world's largest exporter and second-largest importer. China now has the second-highest GDP in the world, only behind the United States. Its success demonstrates how transitioning from a command economy to a market-oriented system created one of the fastest and most influential economic transformations in modern history.

Name: _____

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Curriculum Connection
B1.2, B3.8

True or False

Circle whether the statement is true or false.

1) China reformed its economy in 1988.	True	False
2) Before 1978, China had a market economy.	True	False
3) China introduced some market economy principles in 1978.	True	False
4) Reform means to make changes to something.	True	False
5) China's economy is number 1 in imports.	True	False

Questions

Answer the questions below using evidence from the text.

1) Describe the plan economy that China had in place before 1978. What changes did they make in 1978?

2) What can we learn from China's transition from a plan economy towards a mixed market economy?

Fill in the Blanks

Write your answer on the blank line.

- 1) China's GDP in 1978 was \$_____ and it grew to \$_____ in 2020.
- 2) In 1978, China exported \$_____. In 2020, China exported \$_____.
- 3) In 1978, China imported \$_____. In 2020, China imported \$_____.
- 4) China had a trade surplus of \$_____ in 2020.
- 5) China has taught us that a _____ economy is better than a _____ economy.

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Multiple Choice: Circle the correct answer.

1) Before 1978, China's economy was mainly...

- a) Market-based
- b) Command-based
- c) Mixed-market
- d) Agricultural only

2) Who introduced the major economic reforms in 1978?

- a) Mao Zedong
- b) Xi Jinping
- c) Sun Yat-Sen
- d) Deng Xiaoping

3) The 1978 reforms gave farmers the right to...

- a) Sell crops in local markets
- b) Own factories and businesses
- c) Stop farming entirely
- d) Receive equal pay regardless of work

4) Special Economic Zones were created to...

- a) Limit foreign investment
- b) Encourage global trade and investment
- c) Keep factories under government control
- d) Stop farmers from selling crops

Name: _____

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Spelling Bee: Global Development Vocabulary

Objective

What are we learning about?

Students will learn and spell key vocabulary related to global development, including terms that describe inequality, literacy, economy, and trade. This activity helps students strengthen their understanding of development concepts while improving spelling and confidence speaking.

Materials

What do we need for our activity?

- Pre-prepared list of spelling words (provided)
- Bell or buzzer for announcing correct spellings
- Timer (optional)



Instructions

How will we complete our activity?

- 1) Prepare a list of key words that connect to world development (provided)
- 2) Divide participants into teams or have them compete individually, depending on class size and dynamics.
- 3) Clarify the rules, including turn-taking, scoring, and handling of misspellings.
- 4) Begin the bee by having the first participant spell a word from the theme list, noting their attempt on the board.
- 5) Use a signal device to indicate correct or incorrect responses and display the correct spelling for any mistakes.
- 6) Progress through participants, allowing multiple attempts and cycling through the word list.
- 7) Tally correct spellings to determine scores for each participant or team.

Spelling Terms

List of words for the Spelling Bee:

Easy	Moderate	Hard	Very Hard
Poverty	Economy	Colonization	Globalization
Health	Equality	Employment	Industrialization
Trade	Literacy	Distribution	Deforestation
Environment	Education	Resources	Urbanization
Wealth	Fossil Fuels	Sanitation	Interdependence
Jobs	Outsourcing	Agriculture	Privatization
Money	Services	Information	Sustainability
Food	Transport	Innovation	Modernization
Water	Nutrition	Mining	Exploitation
Aid	Industry	Production	Automation
Work	Healthcare	Population	Marginalization
Growth	Community	Opportunity	Empowerment
Safety	Culture	Investment	Internationalism
Shelter	Balance	Innovation	Infrastructure
Income	Fairness	Cooperation	Underdevelopment

Name: _____

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Curriculum Connection
B1.2, B2.6, B3.1, B3.8

**Story
Writing**

Write a story using at least 10 of the spelling bee words. Underline the words in your story.

The Words

The Story

PREVIEW

Who Has The Word? – Global Inequalities

Objective

What are we learning about?

Students will review and understand key vocabulary about global inequalities, economic development, and quality of life. They will listen to clues that describe global issues, indicators, and organizations, then match them to the correct word card. This activity builds listening, speaking, and understanding skills in a fun and engaging way.

Material

What will you need for the activity?

- 30 vocabulary cards (provided)
- Matching clues to the vocabulary words (provided)
- Reflection Page (provided)



Instructions

How will you complete the activity?

- 1) Print and cut out the 30 vocabulary cards, then mix them up to make them random.
- 2) Give one card to each student. If your class is small, give each student two cards.
- 3) Read one clue out loud from your teacher clue sheet and wait for students to respond carefully.
- 4) The student who thinks the clue matches their card calls out, "I have it" to everyone to hear.
- 5) That student reads their word card out loud to the class and hands it back to the teacher.
- 6) If the answer is incorrect or no one responds, skip the clue for now and move to the next one. Come back to it later after the others have been answered.
- 7) If the word is correct, place it aside so it's not used again for this round.
- 8) Keep playing the game by reading each clue until all cards are returned to the front.
- 9) If you still have time, shuffle and hand out the cards again to play a second round.

Cards

Cut out the word cards below and give one to each student at random.

Human Development Index	Life Expectancy	Infant Mortality Rate
GDP per Capita	Literacy Rate	Poverty Rate
Developed Country	Command Economy	Fertility Rate
Developing Country	Infrastructure	
Primary Sector	Secondary Sector	Tertiary Sector
Quaternary Sector	Urbanization	Market Economy
Trade Deficit	Trade Surplus	
Mixed Economy	UNICEF	Doctors Without Borders
Water for People	Red Cross	Child Labour
Poverty	Unemployment Rate	Quality of Life

Clues - 1 Read each clue out loud. The student with the matching card will say the answer.

#	Clue Description	Word
1	I measure a country's overall well-being using health, education, and income indicators.	Human Development Index
2	I show the average number of years a person is expected to live.	Life Expectancy
3	I measure the number of babies who die before age one per 1,000 births.	Infant Mortality Rate
4	I measure the average income earned per person in a country.	GDP per Capita
5	I indicate the percentage of adults who can read and write.	Literacy Rate
6	I show the percentage of people who live below the minimum income to live.	Poverty Rate
7	I describe the unequal distribution of resources, or opportunities within or between countries.	Inequality
8	I describe a system where the government controls production and distribution of goods.	Command Economy
9	I measure the average number of children born to a woman.	Fertility Rate
10	I describe a nation with advanced industries, strong infrastructure, and high living standards.	Developed Country
11	I describe a nation with limited industry, weaker infrastructure, and lower living standards.	Developing Country
12	I refer to the roads, buildings, and systems that support a society's daily life.	Infrastructure
13	I am a sector that includes jobs that gather raw materials such as farming, fishing, and mining.	Primary Sector
14	I am a sector that includes jobs that manufacture products from raw materials.	Secondary Sector
15	I am a sector that includes jobs that provide services such as teaching, nursing, and transportation.	Tertiary Sector

Clues - 2 Read each clue out loud. The student with the matching card will say the answer.

#	Clue Description	Word
16	I am a sector that includes jobs that focus on information, research, and technology.	Quaternary Sector
17	I refer to the growth of cities as people move from rural areas to urban centres.	Urbanization
18	I describe an economy where supply and demand control prices and production.	Market Economy
19	I refer to a country that spends more on imports than it earns from exports.	Trade Deficit
20	I occur when a country earns more from exports than it spends on imports.	Trade Surplus
21	I describe dishonest or illegal acts by people in power, usually for personal gain.	Corruption
22	I describe a system combining government control with free-market freedom.	Mixed Economy
23	I am a United Nations organization that protects children's rights worldwide.	UNICEF
24	I am an organization that provides emergency aid and relief in crisis areas.	Doctors Without Borders
25	I am an organization that helps communities gain reliable access to clean water.	People's Water
26	I am an international humanitarian organization that provides disaster relief and support.	Red Cross
27	I describe the practice of forcing children to work instead of attending school.	Child Labour
28	I refer to the lack of sufficient income, housing, or basic necessities to live decently.	Poverty
29	I am the percentage of people who cannot find employment.	Unemployment Rate
30	I refer to the overall health, comfort, and happiness experienced by individuals or groups.	Quality of Life

Name: _____

148

Curriculum Connection
B2.6, B3.1 – B3.9

My Word

What was the word you had in the game? Draw a picture of it below.

PREVIEW

Explain

In your own words, describe what this word means and why it is important when studying global inequalities.

Name: _____

149

Total
/

Unit Test

Global Inequalities

Mark	/
------	---

1) Which indicator tells us how many children on average a woman has?

- a) Birth Rate
- b) Life Expectancy
- c) Fertility Rate
- d) Literacy

2) Which indicator will be highest in developing countries?

- a) GDP Per Capita
- b) Infant Mortality Rate
- c) Physicians per 1000 people
- d) Access to clean water

3) Which indicator best describes the economic development of a country?

- a) Life Expectancy
- b) Literacy Rate
- c) GDP Per Capita
- d) Infant Mortality Rate

4) There is more poverty in which region?

- a) Rural areas
- b) Urban areas

5) Which continent has the most developing countries?

- a) North America
- b) Europe
- c) Australia
- d) Africa

6) Which country has the highest HDI?

- a) Iceland
- b) Argentina
- c) Norway
- d) Canada

7) North Korea uses which economic system?

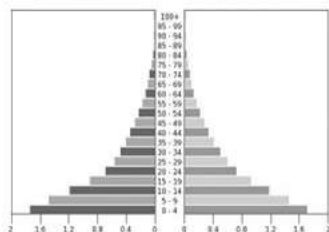
- a) Traditional
- b) Command/Planned
- c) Market
- d) Mixed Market

8) Canada uses which economic system?

- a) Traditional
- b) Command/Planned
- c) Market
- d) Mixed Market

9) Does the population pyramid show a developed or developing country?

- a) Developed
- b) Developing



10) A developing country will have more of the work force working in which economic sector?

- a) Primary/Agricultural
- b) Secondary/Manufacturing
- c) Tertiary/Service
- d) Quaternary/Knowledge

Define

What do the terms below mean?

Mark

/

Term	Definition – What does it mean?
Command Economy	
HDI Rankings	
Capitalism	

Short Answer

Answer questions below

Mark

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1) If a country has a high infant mortality rate, you think their life expectancy would be high? Explain.

2) What is the difference between a developed and developing nation?

3) What is child labour? What organizations are trying to help children?

Long Answer

Answer the questions below.

Mark

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1) What is a Non-Governmental Organization (NGO), and why are NGOs important for solving global issues? List and explain three examples of NGOs, describing what each one does and the problem it is trying to solve.

PREVIEW

2) Is there a problem with the distribution of wealth in the world leading to poverty? What can be done to solve the problem? Explain.

PREVIEW