



English Language Arts Grade 4 and 7
Math Grade 5
Social Studies Grade 5
Grade 4 or 5 (high achievers)
Can also be adapted for grades 6, 7, 8.

Lesson 4 of 5

Preventing
Prejudice

Respecting
Diversity

Living
Respectfully

Unit 7: North Versus South Different Villages

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Unit Objective

This unit will encourage students to examine the role of the Millennium Development Goals (MDGs) through statistical and country analyses for Canada as well as various countries around the world. Through the study of literature and statistical data, students will develop an awareness of how Canada differs from/is similar to one of the southern/developing nations on the Canadian International Development Agency's (CIDA) list. Through their study and using statistics, students will understand how countries differ in terms of education, poverty, hunger, gender, health, population, access to water and rural versus urban.

Note: Lessons that must be taught first include rounding, writing numbers into words, rate and proportion, and per cent for the more advanced.

Time

This unit comprises five lessons and will take approximately ten to fifteen hours, depending upon the extension activities chosen. It is recommended that this unit be taught on a weekly basis (one lesson each week for five weeks) as each lesson is intended to cover a two-to three-hour block of time.

Lesson 4: Canada versus Other Circumstances Objective

Students will gain a perspective of how life might be different in other countries with diverse circumstances. By utilizing statistics to mark such differences, students develop an understanding of how children live in other areas of the world, and what kinds of challenges they face.

Time

This lesson will cover approximately two to three hours of class time; it is recommended that the lesson be completed over an afternoon or back-to-back classes.

✂ Materials

- Canadian statistics gathered from Lesson 3
- UN Cyber School Bus MDG map at www.cyberschoolbus.un.org/mdgs/maps.asp
- Canadian Geographic/CIDA interactive world map at www.canadiangeographic.ca/worldmap/cida/CIDAWorldMap.aspx
- CIDA/Canadian Geographic Canada and the World Map at www.canadiangeographic.ca/worldmap/cg/cgworldmap.aspx
- United Nations Cyber School Bus Country at a Glance at cyberschoolbus.un.org/infonation/index.asp
- United Nations Cyber School Bus Infonation at (www.un.org/Pubs/CyberSchoolBus/infonation3/basic.asp) (charts country comparison graphs)
- CIDA at www.acdi-cida.gc.ca
- Large poster paper for country profiles and comparison charts
- Student Handout 1—Self Evaluation Form

Getting Started

Knowledge Now

- Take a few moments reacquainting students with what they have learned about the Millennium Development Goals and Canadian statistics.
- As a large group, discuss the development goals and how they relate to Canada. How many of these issues do we see in Canada? Do you think you might see more issues if you lived in a city versus in a rural village? Do you think that those issues would be different in different parts of Canada? Can you think of another area or country where you might see different issues? How do you think statistics can help us find out information about what a country is like to live in and what issues people living there might face?

Engaging Interest

- Play the *Born into It* game, created by the United Nations Cyber School Bus: Divide the students into three groups, representing the three income groups in our world today—high-income, middle-and low-income groups. 15 per cent of the students represent the high-income group, 30 per cent of the students will be in the middle group and the rest (55 per cent) represent the low-income group. Tell the high-income group to stand at one end of the classroom. Have the middle-income group sit at desks near the middle of the classroom. Finally, have the students in the low-income group sit on the floor on the other side of the room.

Once the class is divided into the three income groups read the following to the class:

- Everyone on this earth has the same basic needs; it is only our circumstances that are different. As we gathered today, you were given your lot in this world that has been created. Look around, as you can see that equality and balance don't exist here. It is important to notice that no one section of this room represents one country. Every country around the world has people who fall into the income groups represented today. Now, I want to introduce the three segments of the world to you.

- (Move near the high-income group). This group represents 15 per cent of the world's population with a per capita income of \$8,900 or more. As a group, your income group is able to afford a nutritious daily diet. You have access to the best medical care. You were born destined to go to school; the only uncertainty is how many years you will study after high school. As part of this income group, your family has access to credit and money that most others do not. You and your family live in comfortable and secure housing. Your parents own at least one car, and probably have two televisions. When your family takes their annual two-week vacation, your parents don't worry about their jobs disappearing. It's a good life because you and your family have access to everything you need and security to enjoy it.
- (Move near the middle-income group). This group represents roughly 30 per cent of the world's population. Your parents earn between \$725 and \$8,900 a year. The levels of access and security you and your family enjoy vary greatly. You are the folks who live on the edge. It would take losing only one harvest to drought, or a serious illness, to throw you and your family into poverty. Your parents may work as day labourers, domestic help, or perhaps migrant workers. You may go to school—for a few years anyway—especially if you are a boy. Your parents were born into this harsh life and hope that you will have an opportunity for a better one. Your family probably owns no land and lives in overcrowded housing with shoddy plumbing. Your village or town offers electricity, but your family must ration their use. If only your parents could get better skills training, they might have a chance at a higher-paying job. Maybe, if your family is lucky, your parents can find a way to join a community credit group to get access to a small loan. So, like everyone stuck in the middle, your family feels squeezed, and they just hope that the bottom doesn't fall out of their world.
- (Move near the low-income group). This group represents the majority of the world's population—roughly 55 per cent. The average income is \$725 a year—about \$2 a day—although many of your family's earn much less. Most of you are from poor countries such as Ethiopia, Bangladesh, Haiti, or Cambodia. Every day is a struggle for your family to meet their basic needs. Finding food, water and shelter can consume your day. For many mothers, it would not be uncommon to walk five to 10 miles to find clean water and spend several more hours working in the fields and, of course, taking care of the children. School is a luxury few of you will ever experience. Most of you girls don't even bother to dream about school. Health care is out of the question, so for most families death is all too familiar, with families expecting to lose two to three of their children before they turn five. Many of your families are homeless or living in structures so flimsy that a hard rain or strong wind becomes life threatening. Many of you are frequently hungry. It is quite likely that your family doesn't get the minimum number of calories their hardworking life requires. If your parents do work, they are probably tenant farmers or landless day workers. They reap few benefits from the crops they work on; they would prefer to grow their own food for you to eat.
- (To the entire group). No one can choose the circumstances into which they are born.
- (Turn to the low-income group and ask one of the girls to stand.) You are Jant Omar. You live in Zaire, Africa. You live a hard life. As a girl at the age of 13, you were told you had to quit school to help your mother find clean water and food each day. You don't think this is fair, because your older brother still attends school, but your mother is sick

and needs help with the daily chores to feed the family. You feel hopeless about your situation, and don't see a bright future ahead for yourself.

- (Turn to the low-income group and ask any boy to stand.) You are Jose Martin. Your dad was hurt today at his job picking coffee beans, which allowed him to provide the basics for your family in El Salvador. He does not have enough money to go and see a doctor and he is worried about where the money will come if he cannot work while recovering. You are also worried about what will happen to your family if your father cannot work.
- (Turn to the low-income group and ask one of the girls to stand.) You are Anna Hernandez. You live down the street from Jose and your parents barely make a living selling fruit grown in their yard at a local market each day. Because Jose and many of your parents' customers have been laid off from the nearby coffee plantation they are buying less from your parents. Your parents won't be able to afford enough corn for the family.
- (Turn to the middle-income group and ask one of the boys to stand.) You are Sam Baker. You live in a big city in America with your mom, who works at a clothing factory. You have all your basic needs met, but your mom never feels quite secure. She would like to buy a car but can't seem to save enough money ever, and the bank won't give her a loan.
- (Turn to the middle-income group and ask one of the girls to stand.) You are Katrina Vaclavkova. You live in the Czech Republic. Your mother is a nurse and your father is an accountant. You are able to buy clothes, music and other things that you want. Your family lives in a nice apartment. You attend a good school and all of your needs are met.
- (Turn to the high-income group and ask one of the boys to stand.) You are Edward Simpson. You live in England with your family. Your parents both have very high-paying jobs and you and your three sisters are more than provided for. Your family lives in a big house, and has three cars and a housekeeper. You receive a weekly allowance from your parents.
- (Address the entire class) This is just a brief glimpse at how people live around the world. As we look into and learn about other countries and their living situations, I would like you to think about these characters that you have just been introduced to. Children around the world are born into circumstances that they have no control over. Their basic needs, however, are just like ours. And their rights are exactly the same as ours.

Learning Activities

- (Prior to this activity, visit the CIDA website and choose eight to ten countries, depending on the number of small groups, for students to research. Ensure that a variety of country circumstances are included in the list (not forgetting to include countries in Africa, Central America, South America, South Asia, Southeast Asia and Eastern Europe).
- Divide students into small groups (between eight and ten). Inform students that in small groups, they will now look more closely into the circumstances of other countries in the world and compare those country's statistics with statistics collected from Canada. Randomly assign each group a country and ask them to use the UN Cyber School Bus MDG map, the Canadian Geographic/CIDA world map as well as the UN Cyber School Bus Country at a Glance. Ask groups to collect the following statistics:
 - Physical size
 - Total population (latest statistic)
 - Life expectancy at birth

- Mortality rate
- Literacy rate for both males and females
- Once they have collected information, each group can choose how they can best graph their data and develop a comparison chart for the data from their country and Canada. It might help to have a brainstorming session prior to students starting the activity in order to review possible means for data collection, graphing and charting. Each group will then present their findings to the class.
- Once group presentations are complete, students can utilize the UN Cyber School Bus' Infonation. There, students can access online bar graphs and compare country data. Students can access comparison graphs and data using both the country they have been assigned to profile and Canada.

Assessment/Analysis

- Students will ask each other questions related to their presentations.
- Students should also complete a self-evaluation form.

Application

- Students journal their responses to the presentations and the comparison data they compiled. Which comparison surprised you the most? Which circumstance surprised you the least? How do you think your life would be different if you were a child in the country that you researched? How would going to school differ? What do you think you have in common with children your age in the country you researched? How do you think they would view your life in Canada?

Activities for Extension and/or Integration

- Students find out what Canada is doing to help those living in their profiled countries. Using CIDA's Developing World and Canada and the World maps, students can find out more about what Canada's role in helping to reach the Millennium Development Goals by 2015. Students create a booklet/handout to share information with the class.
- What is life like for me? Students role-play a meeting between a child from Canada and a child from the profiled country. Students envision what they would ask a peer from that country as well as try and imagine what they would like to know about a child's life in Canada. Additional time for question and answer with the large group should also be incorporated.

Subject and Level Learner Outcomes for Subject and Level

Grade 5 Social Studies

5.S.1: Students will develop skills of critical thinking and creative thinking

- critically evaluate ideas, information and positions from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate original ideas or strategies in situations of individual and group activities

Grade 4 English Language Arts

1.1 Discover and Explore

Express ideas and develop understanding

- compare new ideas, information and experience to prior knowledge and experiences
- ask questions, paraphrase and discuss to explore ideas and understand new concepts

1.2 Clarify and Extend

Consider the ideas of others

- identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts

Grade 5 English Language Arts

1.1 Discover and Explore

Express ideas and develop understanding

- use appropriate prior knowledge and experiences to make sense of new ideas and information
- read, write, represent and talk to explore personal understandings of new ideas and information
- use own experiences as a basis for exploring and expressing opinions and understanding

1.2 Clarify and Extend

Consider the ideas of others

- Seek the viewpoints of others to build on personal responses and understanding

Grade 4 Math

Strand: Statistics and Probability (Data Analysis)

Students will:

- collect, display and analyze data to make predictions about a population

General Outcome: collect first- and second-hand data, assess, and validate the collection process, and graph the data

Specific Outcomes

1. Select a sample or population, and organize the collection of data.
2. Manipulate data to create an interval graph/table for display purposes.
3. Discuss the process by which the data was collected.

Grade 5 Math

Strand: Statistics and Probability (Data Analysis)

Students will:

- collect, display and analyze data to make predictions about a population

General Outcome: develop and implement a plan for the collection, display and interpretation of data to answer a question

Specific Outcomes

1. Identify a question to generate appropriate data, and predict results
2. Distinguish between a total population and a sample of that population
3. Use a variety of methods to collect and record data
4. Evaluate the graphic presentation of the data to ensure clear representation of the results
7. Discuss the reasonableness of data and results
8. Make inferences to generate a conclusion about the data

Safe and Caring Topics and Concepts

Living Respectfully:

- Examining ways that injustice affects people

- Respecting and appreciating others' ideas, insights, solutions and contributions

Respecting Diversity and Preventing Prejudice

- Respecting different points of view builds community and helps to prevent or resolve conflict
- Studying different cultures, religions and lifestyles in society and in the school

Teaching Strategies

Go to www.sacsc.ca	Cooperative Learning	Inquiry Learning	Direct Instruction
Click on Resources, Strategies for strategy descriptions	<ul style="list-style-type: none"> • Small group presentations 	<ul style="list-style-type: none"> • Problem solving • Accessing information via Internet 	<ul style="list-style-type: none"> • Demonstration

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> • Role play • Games • Comparison chart 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Journalling • Role playing 	<ul style="list-style-type: none"> • Brainstorming • Graphing and comparing data • Self-evaluation

Supplementary Resources

- Food Force: Downloadable online video game on world hunger from the United Nations World Food Programme, www.food-force.com/
- Explore a variety of topics, games, video clips and ideas about Canada and the world on the Canadian Geographic kids online interactive atlas website at www.canadiangeographic.ca/cgkidsatlas/default_en.asp

Canada in the World: Student Self-Assessment

Place an X in the box below each statement to indicate how you participated during your group's research and presentation.

1. I put my best effort into our research.

Absolutely!	For the most part	Sometimes	Very little	No way

2. I was on task.

Absolutely!	For the most part	Sometimes	Very little	No way

3. I accepted the ideas of others.

Absolutely!	For the most part	Sometimes	Very little	No way

4. I assumed a leadership role.

Absolutely!	For the most part	Sometimes	Very little	No way

1. What are you proud of?

2. What would you do differently if you were to do this project again?

3. Overall, how would you rate yourself? Why?