

Inspiring Global Citizens

A Pan-Canadian Educators' Guide

Grades 9 to 12



Theme 2:

Quality of Life



AGA KHAN FOUNDATION
CANADA



In partnership with

Canada



Razia, a community health worker in Pakistan, conducts a home visit to check on a newborn baby that was delivered at her clinic. Credit: Danial Shah / AKFC

Inspiring Global Citizens

A Pan-Canadian Educators' Guide

Grades 9 to 12

This four-part toolkit equips you with everything you need to teach about the **Sustainable Development Goals (SDGs)** and global citizenship. It includes fun and interactive lesson plans, activities, extensions, videos, real-world examples, discussion guides, and printable handouts that encourage learners to think critically and creatively, linking the personal, local, and global. The toolkit supports curriculum expectations for Grade 9 to 12 learners across Canada, as well as those enrolled in an International Baccalaureate (IB) programme. We hope it inspires both you and your students to take action and help create a more peaceful, prosperous, and equitable world for all.

Welcome to **Theme 2: Quality of Life**

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High-level activity: 

Learning styles:



Verbal-Linguistic



Logical-Mathematical



Visual-Spatial



Bodily-Kinesthetic



Musical



Interpersonal



Intrapersonal



Naturalist

Acknowledgements



Statement on Reconciliation

The work that Aga Khan Foundation Canada (AKFC) does in supporting teachers and youth to become active global citizens reminds us of the importance of learning, listening, and taking action as change makers, all of which are central to the process of Truth and Reconciliation. We are reminded that Canada's reconciliation process with Indigenous Peoples must be continuous and intentional, as do all processes like this around the world. We must remember that Canadian society struggles with the ongoing legacy of colonialism. Our ongoing pursuit of this work reminds us of the importance of understanding and acknowledging history, accurately and completely, to help us make changes that move us towards more inclusive and equitable societies. These reminders inform our work, in Canada and globally, on this shared path of reconciliation.

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Celma plays with her daughter Suneza during a visit to their community youth health centre in Mozambique.
Credit: Rich Townsend / AKFC

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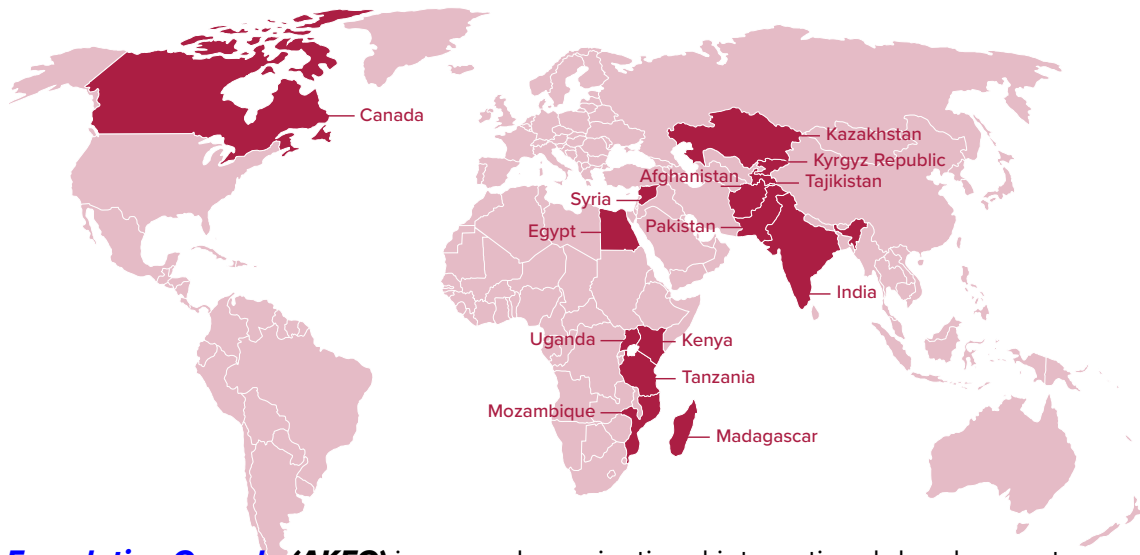
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Who We Are



AGA KHAN FOUNDATION
CANADA



[Aga Khan Foundation Canada \(AKFC\)](#) is a non-denominational international development organization and registered Canadian charity. Aga Khan Foundation Canada works in over a dozen countries in Africa and Asia, tackling the root causes of poverty through a holistic, sustainable, and interconnected set of programs. AKFC programs promote the empowerment of women and girls, and invest in agriculture and food security, civil society, climate resilience, early childhood development, education, health and nutrition, and work and enterprise. Since 1980, AKFC has improved millions of lives in Africa and Asia, with the support of the Government of Canada and thousands of individual Canadians.

AKFC works with Canadian educators to deepen their understanding of global issues and empower them with practical tools and strategies to engage students as active global citizens. Some of these tools include workshops for students, professional development workshops for educators, videos, and resources.

AKFC is part of the global **[Aga Khan Development Network \(AKDN\)](#)**, a family of development agencies with individual mandates that address the social, economic, and cultural dimensions of development. The AKDN is dedicated to improving the quality of life of those in need, mainly in Asia and Africa, irrespective of their origin, faith, or gender. The network's multifaceted development approach aims to help communities and individuals become self-reliant.

how you can get involved:

- [Sign-up for our monthly newsletter](#) where we share our favourite activities, videos, and resources or book a workshop for your class or district.
- Visit us online for more educator resources:
www.akfc.ca/get-involved/educators



This resource explores the second of four themes:



Theme 1: Connected World

This module focuses on our connected world and what it means to be a **global citizen**.

[Download](#)



Theme 2: Quality of Life

This module focuses on **quality of life**, as well as the way it varies from country to country and within a given country.

[Download](#)



Theme 3: Sustainable Development

This module focuses on the United Nations **Sustainable Development Goals (SDGs)**, also known as the Global Goals.

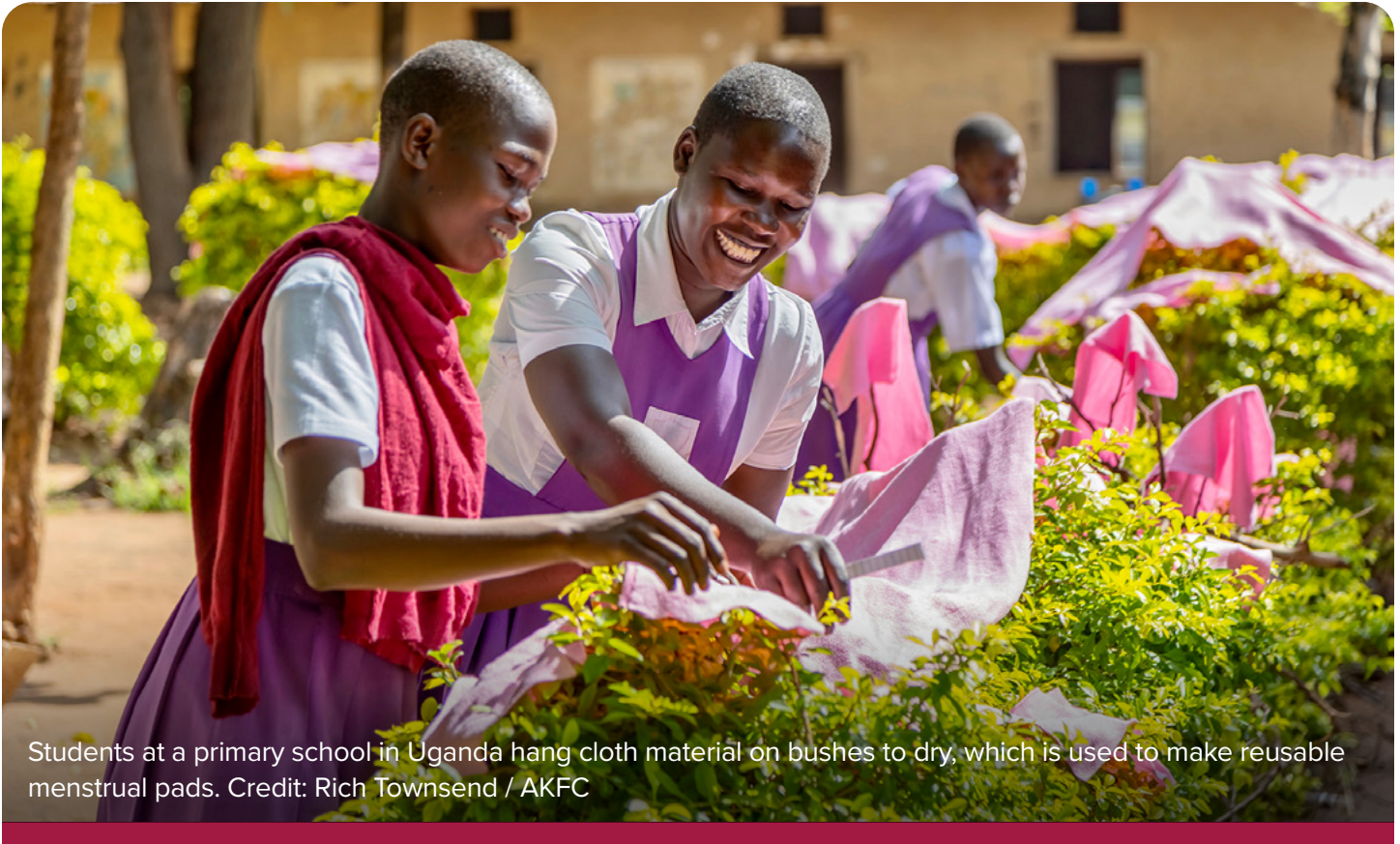
[Download](#)



Theme 4: Making a Difference


This module focuses on being a **global citizen** and encourages students to act locally and be changemakers.

[Download](#)



Students at a primary school in Uganda hang cloth material on bushes to dry, which is used to make reusable menstrual pads. Credit: Rich Townsend / AKFC

How to Use this Resource and Contact Us

- The toolkit supports curriculum expectations for Grade 9 to 12 learners across Canada, as well as those enrolled in an International Baccalaureate (IB) programme. There are ties to Social Studies, Geography, History, World Issues, Civics, Language Arts, and the Arts. For a full chart of curriculum connections, please see the [Appendix](#).
- To experience the full teaching and learning journey, use the lessons in sequence.
- The lessons are designed so that they can stand alone, so feel free to select ones that support your programming.
- If you would like to explore a few high-level activities from each theme, follow the globe icon. 

- We have included activities to engage different learning styles. Look for the following icons throughout the resource:



Verbal-Linguistic



Logical-Mathematical



Visual-Spatial



Bodily-Kinesthetic



Musical



Interpersonal



Intrapersonal



Naturalist

- Words ***bolded and italicized*** appear in the [Glossary](#).
- The length of time needed for each lesson appears as a lower limit (e.g., 50 minutes +). Feel free to deliver the lessons in a way that matches the instructional time in your learning environment, as well as your students needs. A single lesson can fill one learning session, or it can be split across several sessions.
- Feel free to adapt the lessons to suit your students' learning styles and needs.
- Use a world map to enhance learning. When selecting an appropriate world map, be sure that it accurately represents the true size of countries. Look for maps that utilize an equal-area projection such as the Equal Earth projection. It's also beneficial to choose maps that are up-to-date, clearly labeled, and visually engaging for students to encourage exploration and understanding of global geography.
- Website links are working as of January 2024. Please check them before use.
- If you would like printed copies of this resource, please send an email request to akfc.education@akdn.org.
- If you would like to download a digital copy of this resource in English, with hyperlinks to websites, videos, and other online resources, please visit www.akfc.ca/en/guide. To download a French copy, please visit: www.akfc.ca/fr/guide.
- We would love to hear how you are using this resource and welcome your ideas for improving and expanding on the themes. Please share your suggestions with us at akfc.education@akdn.org.
- Sign-up for our monthly newsletter where we share our favourite activities, videos, and resources: www.akfc.ca/get-involved/educators/#subscribe.

Using Videos for Teaching and Learning

1. This toolkit uses videos for teaching and learning. When sharing a video with your class, we recommend this scaffolded approach:
2. Share the video with your students and let them engage on their own terms. If it helps your students, reduce the playback speed by clicking on the “Settings” icon on the YouTube video and/or play the video a few times.
3. Share the video questions with your students. We have included questions in the lesson plan, as well as in the form of a handout. Give students time to review the questions independently. If it helps your students, review the questions together as a class.
4. Share the video again. Invite students to reflect on the questions and record their responses.
5. Facilitate a discussion, making room for different points of view. We include different types of questions that increase in difficulty. The approach adapts Bloom’s Taxonomy and the Critical Analysis Process outlined in the Ontario Curriculum for The Arts for elementary and secondary students (2009, 2010). The questions may invite students to:

React – Students may share thoughts, feelings, questions, and/or personal connections. These responses may create opportunities for further discussion.

Demonstrate Understanding – Students may summarize and explain key concepts.

Analyze – Students may break down big concepts, compare and contrast information, and/or reflect on how concepts relate to each other.

Consider the Cultural Context – Students may reflect on when, where, and by who the video was made, and how this impacts the point of view and content.

Express an Informed Point of View – Students may reflect on if and how their first reaction has changed, whether they agree or disagree with an idea, and/or offer new possibilities.

Protecting the Safety, Belonging, and Dignity of Students

Introduction

Global citizenship education has many benefits. It increases students' awareness of local and global issues; leverages students' experiences in and connections to different parts of the world; promotes critical and creative thinking; sparks communication, collaboration, and problem-solving; and activates students' unique gifts for ethical and informed action.

These topics will touch your life and your students' lives in different ways. We encourage you to watch this introductory Edutopia video on trauma-informed practices: [Education Buzzwords Defined: What Are Trauma-Informed Practices?](#)

Let Students Choose Alternatives

As a teacher, you know your students best and should evaluate their level of readiness before integrating global citizenship education in your classroom. Given the complexity and gravity of some topics, it is important to prepare your students in advance by disclosing to them the nature of the content they will engage with. When possible, let students know that they may opt out, and provide them with alternative ways of engaging with the content.

Hold Space for Difficult Emotions

Information about poverty, climate disasters, inequality and the like will likely spark difficult emotions. Transitions between activities and opportunities for self-expression are essential for processing this content. Journaling or checking in with peers are meaningful ways to end a class. In addition, discussion groups led by a guidance counselor can provide a safe and comfortable space in which students can process their emotions and feel supported. Devoting time—even if it means skipping content—to these strategies ensures we support learners and model valuable coping skills that extend into other facets of life.

Offer Hope and Optimism

We encourage you to share optimistic stories of hope, action, and progress while teaching about local and global issues. It is important for your students to know that they do indeed have the capacity to address global problems in their own way. Using case studies and examples that show meaningful progress and action can inspire students. Furthermore, allowing students to exercise their agency through action-oriented projects can offer optimism and hope.

¹ "Trauma-Informed Pedagogy." *Barnard College, Columbia University*. Accessed 8 August 2023.

Signs and Symptoms of Trauma

There are many signs and symptoms of trauma, which include physical, mental, emotional, and social responses. Some signs and symptoms are:

- missing classes
- having difficulty focusing
- having difficulty retaining and recalling information
- having difficulty regulating emotions
- being afraid to take risks
- experiencing anxiety around group work, public speaking, deadlines, tests etc.
- feeling stressed, angry, or helpless
- withdrawing and isolating
- participating in unhealthy relationships¹

If you notice these signs and symptoms, act compassionately, seek support when necessary, and take trauma-informed steps to support your students' well-being. Please see the [Resources](#) section for additional videos and articles.

Facilitation Principles

Here are some tips that you can use before and while facilitating conversations in the classroom:

- Be as aware of your students' personal situations as possible. Consider historic, cultural, and gender issues. Is there anyone who may be personally affected by the discussion topic?
- Be mindful of power dynamics.
- Acknowledge trauma and create a climate of safety, trust, and transparency.
- Consider sharing a content warning.
- Define issues clearly and approach them with sensitivity.
- Structure discussions, establish expectations, and clear pathways for communication.
- Consider which topics are appropriate for discussion and debate.
- Protect students by not personalizing issues.

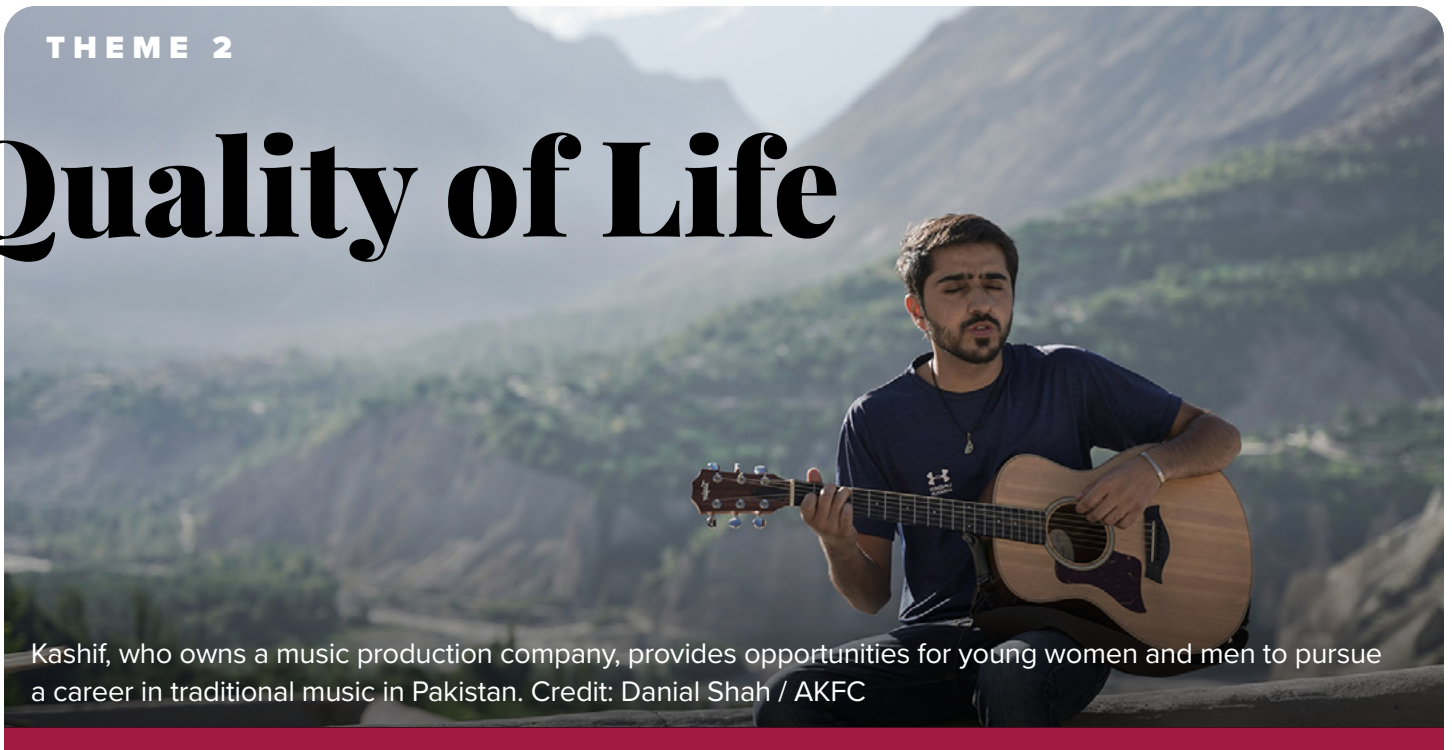
¹ "Trauma-Informed Pedagogy." *Barnard College, Columbia University*. Accessed 8 August 2023.

- Wherever possible, empower students with voice and choices.
- Make room for students' perspectives and recognize that these perspectives are informed by different experiences, beliefs, and values.
- Thank students for their responses in a neutral way.
- Accept that issues are complex and there may not be a "right answer." It is okay for students to disagree and debate respectfully.
- Teach students the difference between bias and an informed opinion.
- Help students find reliable information to support their views.
- Create a climate that validates lived experience.
- Be an open and available resource within your personal and professional boundaries.
- Be mindful of compassion fatigue and take care of yourself.

Seek Extra Support if Necessary

Keep in mind that global citizenship education affects everyone differently. Some students may be particularly vulnerable and may experience a greater emotional toll, including the triggering or exacerbation of symptoms. We encourage you to be observant and provide extra support and resources to all students in case they wish to process their feelings/emotions further or receive additional support to help them cope.

Quality of Life



Kashif, who owns a music production company, provides opportunities for young women and men to pursue a career in traditional music in Pakistan. Credit: Danial Shah / AKFC

Overview

This module focuses on **quality of life**, as well as the way it varies from country to country and within a given country. Students will participate in a game to explore privilege, **equality**, and **equity**. They will explore “helps” and “hurdles” around health care through a case study. They will consider what matters to them for quality of life and learn about different frameworks for measuring quality of life, including the **Human Development Index**, Canada’s Quality of Life Framework, and the OECD Better Life Index. Students will conduct a quality-of-life survey in their community and test their knowledge and beliefs around global development through a true-or-false questionnaire. These learnings will carry them forward to the next module.

Learning Outcomes

Learners will:

- Reflect on privilege, equality, and equity
- Explore “helps” and “hurdles” around health care
- Become familiar with the concept of quality of life
- Explore frameworks for measuring quality of life, including the Human Development Index, Canada’s Quality of Life Framework, and the OECD Better Life Index
- Conduct a quality-of-life survey in their community and reflect on quantitative data
- Test their knowledge and beliefs around global development topics, including food, drinking water, access to electricity, gender, education, biodiversity, natural resources, and international assistance

Key Concepts

- Privilege, equality, equity
- Quality of life
- Human Development Index
- Canada’s Quality of Life Framework
- OECD Better Life Index
- Survey
- Global development

ACTIVITY 1



The Game, Understanding Privilege, Equality, and Equity²



Bodily-Kinesthetic



Intrapersonal



Interpersonal

Length: 40+ minutes

Objective: Students will participate in a game, then reflect on the concepts of privilege, equality, and equity.

Procedure:

Do

1. Before facilitating this activity with students, we encourage you to watch this BuzzFeed video to prepare: [Students Learn a Powerful Lesson About Privilege](#). Don't share the video with students, to avoid spoiling the outcome. Please note that we have made the activity more nuanced.
2. Give each student one piece of scrap paper and place a recycling bin (or something similar) at the front of your classroom.
3. Share objective and rules with your students:
 - Collectively, you represent the world's population.
 - To have the highest quality of life, all you have to do is crumple your piece of paper into a ball and toss it into the bin.
 - You must remain in your seats (or place in the classroom).
 - If you throw your paper ball into the bin successfully, you achieve the best possible quality of life. If you do not, your life remains as it is.
 - If you throw your paper ball into the bin successfully, you achieve the best possible quality of life.
4. Have students throw their paper balls.

Materials:

- Scrap paper
- A recycling bin, or bin
- The Government of Canada video: [Gender-Based Analysis Plus: Equality or Equity?](#) (3:13)

2 Adapted from: "This Teacher Taught His Class a Powerful Lesson About Privilege." *BuzzFeed*. Accessed 10 July 2023.

ACTIVITY 1

Connect

1. Invite students to reflect on the questions below, then share. Facilitate a discussion:

- How do you feel?
Answers will vary.
- Show of hands. Who was able to toss the paper ball into the bin?
Make note of the number and distribution of successful paper-ball throwers.
- Was it easy or difficult for you to achieve the goal? Why?
Answers will vary.
- As you were playing the game, were you aware of other students' ease or difficulty?
If so, how did that make you feel?
Answers will vary.
- What **privileges** can help students in this game?
Possibilities include: Proximity to the bin, a clear or clearer path to the bin, good vision, good hand-eye coordination, and good throwing skills.
- How does this relate to the real world?
Possibilities include: Regardless of where a person lives, the more privileges that person has, the easier it will be for that person to achieve a higher quality of life. There are differences in privilege within countries and between countries.

Think

1. Share the following: There is a difference between **equality** and **equity**. When there is equality, people have the same opportunities, power, status, rights, and responsibilities. When there is equity, there is fairness and justice. If you treat people *equally*, you treat them all the same way. If you treat people *equitably*, you give all people what they need to succeed. Share the Government of Canada video to illustrate the concepts: [Gender-Based Analysis Plus: Equality or Equity?](#) (3:13)

[Note: The video explores the difference between equality and equity through the lens of gender and intersectionality. Occasionally, the video uses language that relates to a workplace, but the content is transferable to other scenarios.]

2. Invite students to reflect: How can we restructure this game to make it more *equitable* and help everyone in the class succeed?

Possibilities include: Allow people to stand; allow people to move/migrate; change the position of the bin; have students gather around the bin in a circle; so that everyone is near it; carry the bin closer to people etc.

ACTIVITY 1



A mother and her infant at a youth health clinic in Tanzania. Credit: Esther Ruth Mbabazi / AKFC

3. Invite students to reflect: Consider power dynamics. Who decided that tossing paper balls into the bin was the key to a higher quality of life? How does this relate to the real world?

Possibilities include: The “game-maker” or “game-makers” decided that tossing paper balls into a bin was the key to success. In the real world, people with power and privilege design structures and systems in which others “play.” Sometimes people design oppressive structures and systems to keep themselves in power and prevent others from accumulating power and making change.

Do

1. To extend learning, have students test alternative game structures with equity in mind. Then, invite students to reflect:

- What game structures and strategies worked best?
- What were the challenges and benefits?
- How could your findings be applied to the real world?

The Story of 200 Years of the World's Health and Wealth in 4 Minutes



Logical-Mathematical



Verbal-Linguistic

Length: 50+ minutes

Objective: Students will watch a short video and consider the way the world's nations have changed over time, in terms of health and wealth. After, they will think critically about the information by answering guiding questions.

Procedure:

Do

1. Invite students to reflect: How has the world changed over the past 200 years? This is a big question, but the purpose is to activate students' thinking before watching a related video. Have students think-pair-share and/or have students share their ideas with the whole class.
2. In this step, you will be sharing the BBC video: [Hans Rosling's 200 Countries, 200 Years, 4 Minutes](#) (4:47). Here are two considerations before sharing the video:

Timestamp 2:42 – When thinking about the year 1948, Rosling says: "...and the Asian giants – China, India, Pakistan, Bangladesh, and Indonesia – they were still poor and sick..." A historical note: In 1947, the Partition of India divided India into India and Pakistan. In 1948, Bangladesh did not exist; it was the eastern part of Pakistan. In 1971, this region gained its independence and Bangladesh came into existence.

Materials:

- Any way of recording ideas
- The BBC video: [Hans Rosling's 200 Countries, 200 Years, 4 Minutes](#) (4:47)
- *The Story of 200 Years of the World's Health and Wealth in 4 Minutes Reflection Questions* handout on [page 19](#), one per student
- Optional: Gapminder's [online, interactive version of the graph used in the above video](#)

ACTIVITY 2

Timestamp 3:23 – “Most people today live in the middle, but there are huge difference[s] at the same time between the best of countries [“Luxembourg” appears on the chart] and the worst of countries [“Congo” appears on the chart].” A language note: Describing Congo as the “worst” of countries” is problematic. The data only considers average life expectancy and income. Further, poverty is complex. People are not responsible for their poverty — there are many factors at play.

Your students’ ancestry and life experiences will shape the way they engage with this video. Please see the “Protecting the Safety, Belonging, and Dignity of Students” tips on [page 9](#).

Before you show the video to your students, encourage them to watch, listen, and think critically. Let them know that there is useful information in the video, as well as language that is problematic. You can be up front about the problems and/or reassure them that there will be an opportunity to talk about it afterwards. Show the BBC video: [Hans Rosling’s 200 Countries, 200 Years, 4 Minutes](#) (4:47)

3. Share the handout: [The Story of 200 Years of the World’s Health and Wealth in 4 Minutes Reflection Questions](#). Give students time to review the questions independently. If it helps your students, review the questions together as a class. You may also divide the last three questions, assigning them to different groups.
4. Share the video again.

Think

1. Invite students to reflect on the questions below, then share. Facilitate a discussion:

- What is your response or reaction to this video?
Answers will vary. Make room for different perspectives.
- What information did you find interesting or helpful to your understanding?
Answers will vary.
- Is there any part of the video that bothered you? Alternatively, what questions do you have?
Answers will vary. This is an opportunity to address and discuss the statement: “But there are huge differences at the same time between the best of countries (Luxembourg lights up on the graph) and the worst of countries (Congo lights up on the graph).” In this context, “best” means having high income and high life expectancy, but what about positive and negative conditions within each country?

ACTIVITY 2

- The graph measures health in terms of **life expectancy**. What dimensions of health are not considered by the data? Alternatively, what dimensions of health would you also research?

Possibilities include: Physical health, including communicable diseases (e.g. COVID-19, Ebola, cholera, malaria), non-communicable diseases (e.g. heart disease, stroke, dementia, diabetes, cancer); mental health (e.g. anxiety, depression, eating disorders); social health (e.g. food security, healthcare, housing, transportation, education, literacy, employment, discrimination and equity, happiness); environmental health (e.g. air quality, water quality, waste management).

- The graph measures wealth in terms of income. There are huge differences in wealth between countries, but there are also huge differences in wealth *within* countries. How did wealthy nations become wealthy? Also, what contributes to differences in wealth within countries?

Possibilities include: Travel and exploration, colonization, enslavement of African people (or international slave trade), use of indentured laborers, industrialization (or the Industrial Revolution), technological advances, outsourcing labour to poorer nations to maximize profits.

- These statistics are 13 years old. If the video and graph were updated with data from 2010 to 2023, what major world events might impact the graph? Students will likely know and remember only recent events, or what relates to their personal experience.

Possibilities include: Arab Spring begins (2010), civil war begins in Syria (2011); COVID-19 pandemic begins (2020); ongoing conflict in Afghanistan (2021); war in Ukraine begins (2022); wildfires rage across Canada (2023).

Connect

1. Overall, if you were gathering data on quality of life, what would you be interested in measuring? Answers will vary. The students' ideas will link to the next activity about quality of life.

The Story of 200 Years of the World's Health and Wealth in 4 Minutes | Reflection Questions

1. What is your response or reaction to this video?

2. What information did you find interesting or helpful to your understanding?

3. Is there any part of the video that bothered you? Alternatively, what questions do you have?

4. The graph measures health in terms of **life expectancy**. What dimensions of health are not considered by the data? Alternatively, what dimensions of health would you also research?

The Story of 200 Years of the World's Health and Wealth in 4 Minutes | Reflection Questions

5. The graph measures wealth in terms of income. There are huge differences in wealth between countries, but there are also huge differences in wealth *within* countries. How did wealth nations become wealthy? Also, what contributes to differences in wealth within countries?

6. These statistics are 13 years old. If the video and graph were updated with data from 2010 to 2023, what major world events might impact the graph?

7. Overall, if you were gathering data on quality of life, what would you be interested in measuring?

Visualizing Helps and Hurdles to Health Care



Verbal-Linguistic



Interpersonal

Length: 90+ minutes

Objective: Students will participate in a board-game-like activity that shows the complexities of health and health care. They will read a health scenario for a teen girl living in a remote village in northern Pakistan. They will learn about helps and hurdles around health care, including family dynamics, financial security, location and geography, climate, education, friendship, access to electricity, language and literacy, and the cost of care. Finally, they will reflect on their learnings.

Procedure:

Think

1. Invite students to reflect: What does health care mean to you? Have students think-pair-share and/or have students share their ideas with the whole class.
2. Invite students to reflect: Imagine a person who is sick. The sickness may be acute (sudden and temporary), chronic (slow and ongoing), or a combination of both. What can help this person receive health care? What hurdles might this person encounter? Have students list health care “**helps**” and “**hurdles**” independently or in pairs.

Note: For this activity, we have positioned “helps” and “hurdles” as different categories, but in reality, they are interconnected. A “help” can transform into a “hurdle” and vice versa. Sometimes a circumstance can be both a “help” and a “hurdle.”

Materials:

- Any way of recording ideas
- Game tokens, one per group (board game tokens will do)
- *Visualizing Helps and Hurdles to Health Care cards* on [pages 26](#) and [27](#), cut out, one set per group
- *Visualizing Helps and Hurdles to Health Care board* on [page 28](#), one per group
- *Visualizing Helps and Hurdles to Health Care Reflection Questions* handout on [pages 29](#) and [30](#), one per student
- *Visualizing Helps and Hurdles to Health Care instructions* on [page 25](#), one per group

ACTIVITY 3

Do

1. Have students form small groups. Give each group one token, one set of [Visualizing Helps and Hurdles to Health Care cards](#), and one [Visualizing Health Care board](#). Give each student one [Visualizing Helps and Hurdles to Health Care Reflection Questions](#) handout.
2. Share these activity instructions with students. We have also included these in the form of a handout.
 - You are about to participate in an activity that includes a health scenario for a teen girl living in a remote village in northern Pakistan. All characters are fictional. The scenario and information cards are based on the general realities of the region and health concern.
 - Set aside your Health Scenario.
 - Put your token on the “**START**” position on the board.
 - Shuffle the *Visualizing Helps and Hurdles to Health Care cards* and place them face down in a pile.
 - Have one member of your group read the **Health Scenario** aloud. Feel free to read it more than once if it helps your group.
 - Have a different member of your group draw the top card from the pile and read it aloud. Move your token forward or backward, according to the instructions on the card.
 - What “**helps**” or “**hurdles**” does the card include? Note that a card may include a combination of “helps” and “hurdles.” Discuss with your group. Add jot notes to your *Visualizing Helps and Hurdles to Health Care Reflection Questions* handout. For the card read aloud: What helps Sabeena receive health care? What hurdles does Sabeena face?
 - Have a different member of your group draw the next card from the pile and read it aloud. Repeat the process above until all cards have been read aloud.

Connect

1. Revisit your list of health care “**helps**” and “**hurdles**” from the start of the lesson. Compare it to the list of “helps” and “hurdles” that Sabeena experiences. Has this activity changed your perspective on the “helps” and “hurdles” around health care? Answers will vary.

ACTIVITY 3

2. Invite students to reflect on the questions below. These questions appear on the [Visualizing Helps and Hurdles to Health Care Reflection Questions](#) handout. Facilitate a discussion. You may also turn this into an exit ticket.

- What helps Sabeena receive health care? What hurdles does Sabeena face?

Possibilities include: Helps – a supportive friend, access to electricity and a stable internet connection, telehealth services, a doctor who is a woman too, a doctor who visits and speaks the same language as her family, education, literacy, and access to free insulin. Hurdles – financial insecurity, being far from the nearest healthcare facility, geography and challenging terrain, climate change, parental illiteracy, and the cost of care.

- How are the different “helps” and “hurdles” connected?

Possibilities include: The hydels supply Sabeena’s family with electricity. They save money on wood fuel and could redirect this money towards health care. This electricity also makes telehealth services possible for Sabeena. Sabeena goes to school and builds literacy skills that help her understand her diagnosis and the pamphlet about type 1 diabetes.

- What health care “hurdles” may Sabeena face in the future?

Possibilities include: Sabeena or her family may need to travel to the children’s diabetes centre to access the free insulin and blood glucose monitoring equipment, and these will only be available to her until the age of 25. After that, Sabeena or her family will need to pay for the insulin or find an alternative supply. Severe winters may impede access to health care and medicine. There may be more glacial lake outburst floods (GLOFs), and these could block roads and damage the micro and mini hydels, creating a power outage.

- What “helps” could support Sabeena in the future?

Possibilities include: An organization could deliver insulin to Sabeena’s village, not only for her, but also for other children living with type 1 diabetes. The government could subsidize the cost of insulin for people over the age of 25, and people could pay proportionate to their income. Sabeena may meet other youth in her village who live with type 1 diabetes, and they could form a support group.

- What if Sabeena lived in your community? What “helps” and “hurdles” would be similar? How would they be different?

Answers will vary.

ACTIVITY 3



A mother and her infant at a youth health clinic in Tanzania. Credit: Esther Ruth Mbabazi / AKFC

- How might Sabeena’s health scenario affect her personal quality of life and her family’s quality of life?

Possibilities include: Sabeena’s may experience more changes to her physical and mental health. She may continue to miss school, fall behind on her studies, and miss her friends. Sabeena may not be able to tend family gardens and help take care of her younger siblings. She may require care. This may increase the pressure on Sabeena’s parents and also strengthen her connection to them.

3. To extend learning, have students think of a personal or community health scenario. Have them identify and research the healthcare “**helps**” and “**hurdles**” in their chosen scenario. They can even participate in another round of this activity using student scenarios, so long as they are written in an anonymous way.

ACTIVITY 3

Visualizing Helps and Hurdles to Health Care | Instructions

You are about to participate in an activity that includes a health scenario for a teen girl living in a remote village in northern Pakistan. All characters are fictional. The scenario and information cards are based on the general realities of the region and health concern.

- Set aside your Health Scenario.
- Put your token on the “**START**” position on the board.
- Shuffle the *Visualizing Helps and Hurdles to Health Care cards* and place them face down in a pile.
- Have one member of your group read the **Health Scenario** aloud. Feel free to read it more than once if it helps your group.
- Have a different member of your group draw the top card from the pile and read it aloud. Move your token forward or backward, according to the instructions on the card.
- What “**helps**” or “**hurdles**” does the card include? Note that a card may include a combination of “helps” and “hurdles.” Discuss with your group. Add jot notes to your *Visualizing Helps and Hurdles to Health Care Reflection Questions* handout. For the card read aloud: What helps Sabeena receive health care? What hurdles does Sabeena face?
- Have a different member of your group draw the next card from the pile and read it aloud. Repeat the process above until all cards have been read aloud.

Visualizing Helps and Hurdles to Health Care | Cards

Health Scenario

Sabeena is a 15-year-old girl living in a remote village in northern Pakistan. Recently, she has noticed changes in her health. She feels weak, extremely tired, and moody. She feels thirstier and hungrier than usual, but at the same time, she has lost weight. After she goes to bed, she wakes a few times through the night to pee. She feels embarrassed. This also disrupts Sabeena's sleep and contributes to her fatigue.

Sabeena is the oldest of four children, having two younger brothers and one younger sister. Like many in the region, her mother and father grow fruit — mostly apples, peaches, and pears — which they sell to markets in southern Pakistan. When Sabeena is not at school, she helps her family tend the gardens and care for her younger siblings. Sabeena's family has neither the time nor the money to take her to see a doctor in town.

Go back one space.

A non-profit organization uses the power of water to provide electricity in Sabeena's village. The organization invests in micro and mini hydels (hydroelectric power plants) and installs them in the valley. Sabeena's family and village have electricity for lighting, heating, and cooking. Now Sabeena's family saves money on wood fuel.

Go forward two spaces.

Sabeena's best friend Rahat visits when Sabeena misses school. Rahat tells Sabeena about the day and brings books and lessons. Sabeena trusts her friend. When Sabeena shares her health troubles, Rahat listens with care and asks if there is anything that she can do to help. Rahat promises to keep visiting Sabeena.

Go forward one space.

Sabeena lives in a mountainous area with warm summers and extremely cold winters. Her village is in a valley beside a river surrounded by the Hindu Kush mountains. The nearest medical centre with specialized care is in a town over a hundred kilometres away. The roads are rocky and of varying width. Sabeena's family does not have a vehicle. They would need to walk to the main road and board a bus that operates infrequently. It would be a long and arduous journey.

Go back three spaces.

ACTIVITY 3



Sabeena is enrolled in a government girls' high school with over a hundred girls from her area. Two years ago, Sabeena's school was closed and damaged by torrential rains and flash floods, which disrupted her education. The school has been restored and everyone is catching up, but Sabeena has not been able to return due to her illness. Sabeena feels like she is falling behind again. She misses seeing her friends and learning about arts, science, and technology.

Go back one space.

Dr. Afzal has a follow-up video conference with Sabeena and Sabeena's parents. The national language of Pakistan is Urdu, but there are many languages. Sabeena speaks Khowar and Dr. Afzal does too. Dr. Afzal answers Sabeena and her parents' questions about type 1 diabetes. Dr. Afzal shares an e-pamphlet of information. Sabeena reads the pamphlet to her parents who are illiterate. The pamphlet includes many helpful illustrations.

Go forward two spaces.

There is a basic health centre in Sabeena's village, but she requires specialized care from the medical centre in town. Sabeena cannot travel to this faraway clinic regularly. Thankfully, the medical centre has recently introduced telehealth services. With a cell phone, stable internet connection, and the help of a Lady Health Visitor named Ms Iman, Sabeena sees a doctor from her home. Ms Iman is a woman, and she talks with Sabeena in a teen-friendly way.

Go forward two spaces.

Sabeena's village is in a valley beside a river surrounded by the Hindu Kush mountains. The climate has been warming. As glaciers retreat, they form lakes behind boulders and ice dams. Sometimes these natural barriers breach, causing glacier lake outburst floods (GLOFs). These floods release huge volumes of water and debris onto the villages in the valleys below. Sabeena is only 15 and has already experienced three such floods.

Go back one space.

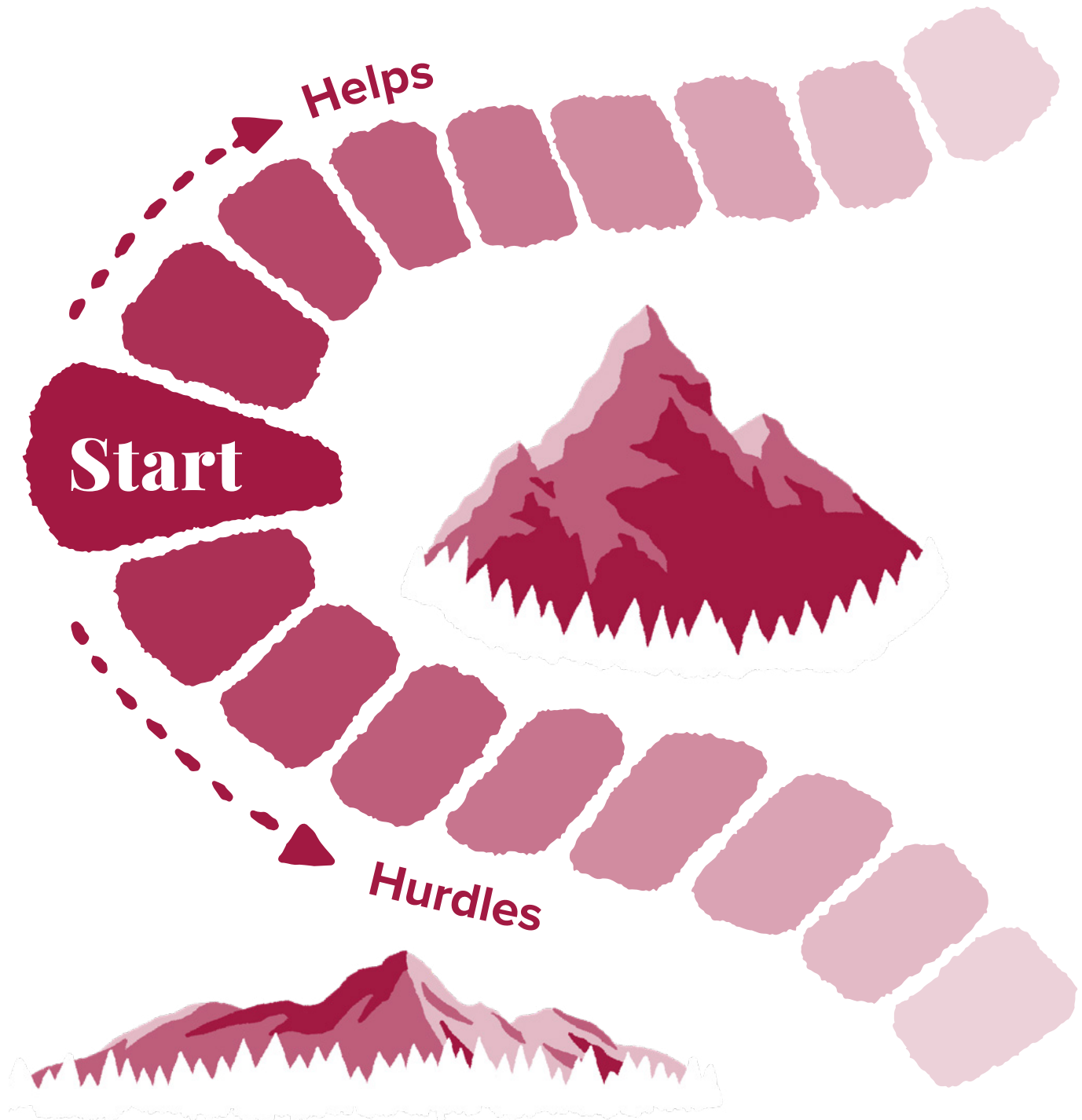
Sabeena is not alone. There are thousands of children in Pakistan who live with type 1 diabetes. In every province of Pakistan, there are children's diabetes centres that expand diabetes care and strive to reach rural areas. Children living with diabetes who visit these centres have access to free insulin pens and blood glucose monitoring equipment for better diabetes control up to age 25.

Go forward one space.

Sabeena visits the health centre in her village to get a blood test done. The results show that her blood sugar levels are high. Sabeena and her father have to travel three hours away to a medical centre to meet with a specialized doctor. Dr. Afzal diagnoses Sabeena with type 1 diabetes. Type 1 diabetes is a chronic disease that happens when the pancreas does not produce enough insulin. Without it, glucose builds up to harmful levels in the blood. Dr. Afzal tells Sabeena that she can treat diabetes by taking insulin injections daily for life. Hospitals provide free insulin to hospital patients, but people outside hospitals typically have to purchase it. Sabeena's parents are worried about the cost of insulin.

Go back two spaces.

Visualizing Helps and Hurdles to Health Care | Board



Visualizing Helps and Hurdles to Health Care | Reflection Questions

Health Scenario

Sabeena is a 15-year-old girl living in a remote village in northern Pakistan. Lately, she has noticed changes in her health. She feels weak, extremely tired, and moody. She feels thirstier and hungrier than usual, but at the same time, she has lost weight. After she goes to bed, she wakes a few times through the night to pee. She feels embarrassed. This also disrupts Sabeena's sleep and contributes to her fatigue.

HELPS

What helps Sabeena receive health care?

HURDLES

What hurdles does Sabeena face?

Visualizing Helps and Hurdles to Health Care | Reflection Questions

1. How are the different “helps” and “hurdles” connected?

2. What health care “hurdles” may Sabeena face in the future?

3. What “helps” could support Sabeena in the future?

4. What if Sabeena lived in your community? What “helps” and “hurdles” would be similar? How would they be different?

5. How might Sabeena’s health scenario affect her personal quality of life and her family’s quality of life?

ACTIVITY 4

Exploring Quality of Life and Canada's Framework



Intrapersonal



Logical-Mathematical



Interpersonal

Length: 60+ minutes

Objective: Students will become familiar with the concept of quality of life, explore Canada's Quality of Life Framework, conduct a quality-of-life survey in their community and reflect on their findings.

Procedure

Think

1. Invite students to reflect: What does quality of life mean to you? Have students think-pair-share and/or have students share their ideas with the whole class. Introduce the topic of **quality of life**: There is no universal definition of quality of life. Different people, cultures, and societies may perceive quality of life differently.
2. Share the Glamour video: [70 People Ages 5–75 Answer – What Would Improve the Quality of Your Life?](#) For this video, Glamour asked 70 Americans – age 5 to 75 – what would improve their quality of life.
3. Share the *Quality of Life* handout, then invite students to reflect: What matters for your quality of life? Have students think independently and record their ideas in the “Personal” section of the graphic organizer.
4. Invite students to reflect: Now think broader. What matters for your community's quality of life? Have students think-pair-share and record their ideas in the “Community” section of the graphic organizer.

Materials:

- Any way of recording ideas
- The Glamour video: [70 People Ages 5–75 Answer – What Would Improve the Quality of Your Life?](#) (3:40)
- *Quality of Life* handout on [page 34](#), one per student
- Canada's [Quality of Life Hub](#) and [Infosheet](#)
- *Quality of Life Survey* handout on [page 35](#), six per student
- *Quality of Life Survey Results* handout on [pages 36](#) and [37](#), one per student

ACTIVITY 4

5. Invite students to reflect: Now think broader. What matters for your province or territory's quality of life? Have students think-pair-share and record their ideas in the "Province or Territory" section of the graphic organizer.
6. Invite students to reflect: Now think broader. What matters for Canada's quality of life? Have students think-pair-share and record their ideas in the "Canada" section of the graphic organizer.
7. Facilitate a discussion around the following questions:
 - What similarities are there in the ideas that you recorded for personal, community, province or territory, and Canada's quality of life?
 - What differences are there in the ideas that you recorded for personal, community, province or territory, and Canada's quality of life?
 - What is necessary at the community, province or territory, and/or national level to support your personal quality of life?

Connect

1. Share Canada's Quality of Life Framework. You may wish to show students Canada's [Quality of Life Hub](#) and [Infosheet](#): In Canada's Quality of Life Framework, "quality of life (well-being) refers to the wealth and comfort of individuals,

communities and society based on both material and non-material factors that are important to people's lives." Canada's Quality of Life Framework covers 5 domains:

- Prosperity
- Health
- Society
- Environment
- Good Governance

There are also 2 lenses that are applied to all areas:

- Fairness and Inclusion
- Sustainability and Resilience



SOURCE:

"Quality of Life Hub." [Statistics Canada](#). Accessed 13 July 2023.

ACTIVITY 4

Do

1. Share the [Quality of Life Survey](#) handout, 6 copies per student and the [Quality of Life Survey Results](#) handout, one per student. Have students complete the survey themselves, then survey 5 other people. Encourage them to survey a diverse group, possibly friends, family members, or people in the community like neighbours, store owners, or librarians. **Remind students to conduct this survey in a safe way**, approaching people who they know and trust, and choosing public spaces where there are other people present. Students should tell participants that their individual responses will be kept confidential, combined with those of other participants, and reported in an anonymous way. We have included instructions on the [Quality of Life Survey](#) handout, but students may create their own scripts if they like.
2. After students have carried out the survey, have them tally their responses and answer the reflection questions on the *Quality of Life Survey Results* handout.
3. To extend learning, have students present their quality-of-life survey results in the form of a graph and reflect on their findings.

Quality of Life

Personal

What matters for your quality of life?

Design your own symbol

Community

What matters for your community's quality of life?

Design your own symbol

Consider parks, libraries, roads, local police and fires services, garbage removal, recycling, public transportation, environment, social services, community water systems, and human relationships.

Province or Territory

What matters for your province or territory's quality of life?

Design your own symbol

Consider education, health care, the environment, agriculture, and highways.

Canada

What matters for Canada's quality of life?

Design your own symbol

Consider mail, telephones, taxes, money, environment, shipping, railways, Indigenous lands and rights, international relations, foreign policy, immigration, and laws.

Quality of Life Survey

The questions in this survey are based on Canada’s Quality of Life Framework.

Complete the survey yourself, then survey 5 other people.

Try to survey a diverse group. You could survey friends, family members, or people in the community like neighbours, store owners or librarians. **Conduct this survey in a safe way**, approaching people you know and trust, and choosing public spaces where there are other people present

Tell participants that their responses will be kept confidential, combined with those of other participants, and reported in an anonymous way.

The questions in this survey are based on Canada’s Quality of Life Framework. For each domain, circle the item that is most important to you:

Domain 1:
Prosperity

- Money
- A job you enjoy
- A home
- Food
- A post-secondary education

Domain 2:
Health

- Physical health
- Mental health
- A long life
- Access to healthcare
- Affordable medicine

Domain 3:
Society

- Practicing your culture and/or religion
- Having someone you can count on
- Belonging to a community
- Good relationships with family and friends
- Using your time in a good way

Domain 4:
Environment

- Clean air
- Clean drinking water
- A community you can walk around in
- Access to public transit
- A waste management system

Domain 5:
Good Governance

- Feeling safe in your community and country
- Being able to vote
- Having confidence in your government
- Access to fair and equal justice
- Having people like you in government

1. Consider the 5 items that you circled. Which of these would you give up first?

2. Consider the 5 items that you circled. Which of these would you give up last?

ACTIVITY 4



Quality of Life Survey | Results

Transfer your survey results to the table below. Tally the total number of responses for each category.

	Item	Most Important	Give Up First	Give Up Last
Prosperity	Money			
	A job you enjoy			
	A home			
	Food			
	A post-secondary education			
Health	Physical health			
	Mental health			
	A long life			
	Access to healthcare			
	Affordable medicine			
Society	Practicing your culture and/or religion			
	Having someone you can count on			
	Belonging to a community			
	Good relationships with family and friends			
	Using your time in a good way			
Environment	Clean air			
	Clean drinking water			
	A community you can walk around in			
	Access to public transit			
	A waste management system			
Good Governance	Feeling safe in your community and country			
	Being able to vote			
	Having confidence in your government			
	Access to fair and equal justice			
	Having people like you in government			

Quality of Life Survey | Results



1. Which item was chosen most important most often?



2. Which item did most people choose to give up first?



3. Which item did most people choose to give up last?



4. How did the overall results compare with your own choices?

ACTIVITY 5

Exploring the OECD Better Life Index



Intrapersonal



Logical-Mathematical



Interpersonal

Length: 50+ minutes

Objective: Students will explore the OECD Better Life Index, use the Index to compare what matters most to people around the world, and create their own Better Life Index using the digital platform.

Procedure:

Think, Connect + Do

1. Introduce students to the OECD: The OECD is the Organisation for Economic Co-operation and Development. It is an international organisation that works to build better policies that foster prosperity, equality, opportunity, and well-being for all.
2. Share the [OECD Better Life Index](#). The OECD Better Life Index poses the question: “How’s life?” It allows people around the world to rate the importance of 11 topics that the OECD has identified as essential:

- Housing
- Income
- Jobs
- Community
- Education
- Environment
- Civic Engagement
- Health
- Life Satisfaction
- Safety
- Work-Life Balance



SOURCE: “OECD Better Life Index.” *OECD Better Life Index*. <https://www160.statcan.gc.ca/index-eng.htm>. Accessed 13 July 2023.

ACTIVITY 5



3. Share the OECD video: [Your Better Life Index Tutorial](#) (2:16). This instructional video will help students use and navigate the site.
4. Share the [What Matters Most to People Around the World?](#) handout. Have students complete the table and compare results for Canada, a country in Asia, a country in Africa, and one more country of their choosing.
5. Have students create their own Better Life Index and complete the reflection questions on the handout.

What matters most to people around the world?

The Better Life Index allows people to decide for themselves what is important for a good quality of life by ranking certain topics.

1. Go to the [interactive OECD map](#).
2. Find Canada on the map and click on it to see how Canadian contributors to the website have ranked the topics. Fill in the CANADA column in the chart below with their listings in order from 1 to 11.
For example: #1 is HEALTH.

Topic Rank #	Canada	COUNTRY A (ASIA)	COUNTRY B (AFRICA)	Country C
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

3. Complete the rest of the table with rankings from one country in Asia and one in Africa, and a country from anywhere in the world.

4. Are you surprised by any of the results? What might account or the similarities or differences?



5. How would you rank the topics? Why?

ACTIVITY 6

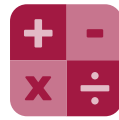
Exploring the Human Development Index



Visual-Spatial



Intrapersonal



Logical-Mathematical



Interpersonal

Length: 90+ minutes

Objective: Students will watch a short AKFC documentary video about Olga Albino, a woman in Nanlia, Mozambique who has fulfilled her dream of becoming a nurse. They will learn about the Human Development Index and consider the way Olga's story relates to the Index, in terms of health, education, and standard of living.

Procedure:

Do + Think

1. Show the Aga Khan Foundation Canada video, [Reporting for Duty - In a Heartbeat](#). Note that the film was recorded before the COVID-19 **pandemic** and health crisis.
2. Share the handout: [Reporting for Duty – In a Heartbeat Reflection Questions](#). Give students time to review the questions independently. If it helps your students, review the questions together as a class.
3. Share the video again.
4. Facilitate a discussion around the video, inviting students to reflect on the questions below. This part focuses on the first two questions:
 - This video features Olga Albino, who lives in Nanlia, Mozambique and dreams of becoming a nurse like her grandfather. Who and what helps Olga achieve her goal?

Possibilities include: Olga's grandfather served as a role model, she had access to education at the Pemba Nursing School, she had an excellent teacher and a school supplied with new equipment, and there was a need for nurses, especially those specializing in maternal and neo-natal health.

Materials:

- Any way of recording ideas
- (Optional) This introductory video: [Human Development Index](#) (0:53)
- The Aga Khan Foundation Canada video: [Reporting for Duty - In a Heartbeat](#) (4:39)
- *Reporting for Duty – In a Heartbeat Reflection Questions* handout on [pages 45](#) and [46](#), one per student

ACTIVITY 6

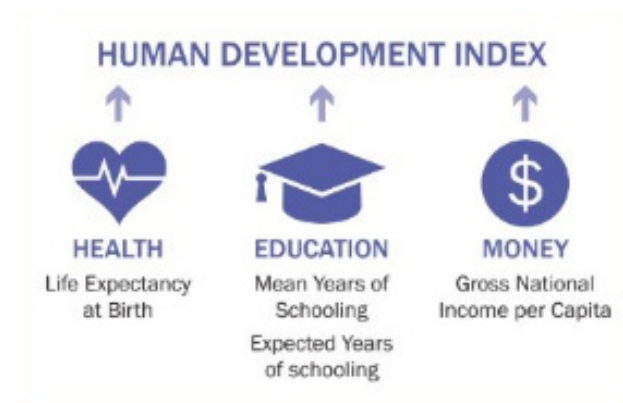
- What challenges does Olga face? How does she overcome them?

Possibilities include: After graduation, the government was slow to place Olga in the public healthcare system, due to financial constraints. Olga wrote a letter to the local government, asking to volunteer as a nurse, and she was accepted. By volunteering, Olga practiced and improved her nursing skills. Three months later, she started a job as a maternal and neo-natal nurse at a nearby clinic.

Connect + Think

1. Share the video: [Human Development Index](#) (0:53). Every year, the United Nations releases a report that provides a snapshot of the quality of life in countries around the world. Findings are based on the **Human Development Index**. The Human Development Index was created and launched in 1990, by a Pakistani economist named Mahbub ul-Haq. He believed that a country's level of development should be measured by more than money. The Human Development Index measures 3 key dimensions of human development:

- Health, measured by **life expectancy**, which is how long a person is expected to live
- Education, measured by expected years of schooling and mean years of schooling for adults
- Standard of Living, measured by **Gross National Income (GNI) per capita**, which is the total value of all goods and services produced by a country, plus foreign income, divided by the number of people living in the country



2. Return to the Aga Khan Foundation Canada video, [Reporting for Duty - In a Heartbeat](#). Share the film again if necessary.

3. Have students think about Olga's story in relation to the Human Development Index. Facilitate a discussion, inviting students to reflect on the questions below. These correspond to the third, fourth, and fifth questions on the handout:

- How does Olga's story relate to the Human Development Index dimension of health, specifically life expectancy?

Possibilities include: According to this 2020 video, in Mozambique, 1 in 67 women will die due to complications in pregnancy and childbirth and 1 in 18 infants will die before their first birthday. By serving as a maternal and neo-natal nurse, Olga can increase the likelihood that pregnant women and infants will survive longer.

ACTIVITY 6

- How does Olga’s story relate to the Human Development Index dimension of education, specifically schooling?

Possibilities include: Olga had access to education, benefited from schooling, and became a nurse. In the future, Olga may also mentor her colleagues and the next generation of nurses in Nanlia.

- How does Olga’s story relate to the Human Development Index dimension of standard of living?

Possibilities include: By working, Olga increases the standard of living in her area. As a nurse, she supports the health and well-being of women and infants who, in turn, may increase the standard of living of their communities.

4. Invite students to reflect on the questions below. Have students think independently or collaboratively, then share.

- How could the Human Development Index be used by governments and international organizations?

Possibilities include: Governments may make policy changes to improve conditions in their countries as indicated by the Human Development Index. Some countries with high rankings may use the Index to attract investment, industry or immigration. International organizations can see where assistance is needed to help improve people’s quality of life in countries with lower rankings.

- What do you think the limitations of the Human Development Index might be?

Possibilities include: The results could be misleading. The Index measures averages for the whole population of a country, but there may be inequalities among different segments of society or regions within a country. It also limits analysis to three dimensions of development – life expectancy, schooling, and GNI per capita. Consider Canada - Canada ranks “very high” on the Human Development Index, but there are inequalities within Canada, some of which fall outside the dimensions measured by the Human Development Index:

- In 2021, [7.4% of Canadians lived in poverty](#).³

- In 2021, overall, [12.9% of Canadians were living with moderate or severe food insecurity](#).⁴

If we consider recent immigrants who had been in Canada 10 years or less and were aged 16 and older, 16.8% of them were living with moderate or severe food insecurity. If we consider Indigenous people aged 16 and over, 24.1% of them were living with moderate or severe food insecurity.

- As of July 20, 142 long-term **drinking water advisories** had been lifted in First Nations communities since 2015, but there was still [29 long-term drinking water advisories in 27 communities](#).⁵

³ “Dimensions of Poverty Hub.” [Statistics Canada](#). Accessed 15 August 2023.

⁴ “Food insecurity by selected demographic characteristics.” [Statistics Canada](#). Accessed 15 August 2023.

⁵ “Ending long-term drinking water advisories.” [Government of Canada – Water in First Nations Communities](#).

Accessed 15 August 2023.

ACTIVITY 6

- What criteria other than health (life expectancy), education (schooling), and standard of living (GNI per capita) do you think should be measured to give an accurate picture of a country's quality of life?

Possibilities include: Physical health, including diseases (e.g., heart disease, stroke, dementia, diabetes, cancer); mental health (e.g., anxiety, depression, eating disorders); social health (e.g., food security, healthcare, housing, transportation, education, literacy, employment, discrimination and equity, happiness); environmental health (e.g., air quality, water quality, waste management).

- Think about the criteria you came up with for the question above. How could these criteria be measured?

Possibilities include: Some criteria are easier to measure than others. For example, food security is easier to measure than happiness, because happiness is more subjective. Food security could be measured by the number of people visiting a local food bank, or by cases of malnutrition in a community. Happiness could include a feeling of being supported, measured by the number of friends or family members a person could count on in a crisis. If students are interested, check out the [World Happiness Report](#) and the [Happy Planet Index](#).

Reporting for Duty – In a Heartbeat | Reflection Questions

1. This video features Olga Albino, who lives in Nanlia, Mozambique and dreams of becoming a nurse like her grandfather. Who and what helps Olga achieve her goal?

2. What challenges does Olga face? How does she overcome them?

3. How does Olga's story relate to the Human Development Index dimension of health, specifically life expectancy?

4. How does Olga's story relate to the Human Development Index dimension of education, specifically schooling?

5. How does Olga's story relate to the Human Development Index dimension of standard of living?

Reporting for Duty – In a Heartbeat | Reflection Questions

6. How could the Human Development Index be used by governments and international organizations?

7. What do you think the limitations of the Human Development Index might be?

8. What criteria other than health (life expectancy), education (schooling), and standard of living (GNI per capita) do you think should be measured to give an accurate picture of a country's quality of life?

9. Think about the criteria you came up with for the question above. How could these criteria be measured?

ACTIVITY 7



HIGH
LEVEL

Global Development: True or False?



Verbal-Linguistic



Logical-Mathematical

Length: 40+ minutes

Objective: Students will complete a true-or-false quiz, testing their knowledge and beliefs around global development topics, including food, drinking water, access to electricity, gender, education, biodiversity, natural resources, and international assistance.

Procedure:

Think

1. Share the [Global Development: True or False?](#) handout. Invite students to reflect on the 9 statements in the handout: Which statements do you think are true and which do you think are false? Have students work independently or collaboratively and come up with reasons for their decisions. Have students share their ideas. Alternatively, you may use the [Quizizz](#) version of the quiz.

Connect

1. Share the [Global Development: True or False? Answers](#) handout: Discuss the answers and invite students to reflect: Which facts (if any) were you surprised by? Why?

Materials:

- Any way of recording ideas
- *Global Development: True or False?* handout on [page 49](#), one per student
- *Global Development: True or False? Answers* handout on [page 51](#), one per student
- [Quizizz - Global Development: True or False?](#)

ACTIVITY 7

Do

1. To extend learning, have students do one of the following:

- Choose 3 statements from the *Global Development: True or False?* handout. Conduct more research and find evidence to support and/or contradict statements. Write your findings and include your sources.
- Choose one statement from the *Global Development: True or False?* handout. Conduct more research and design an infographic to communicate your findings. Here are some examples for inspiration:
 - [Canva has curated 40 effective infographics for you](#)
 - The United Nations has created an infographic for each of the 17 Sustainable Development Goal (SDGs):

 *Clickable thumbnails*



- Research and write five additional true-or-false statements about global development and share them with your peers.

Global Development: True or False?

Read the 9 statements below. Which statements do you think are true and which do you think are false? Why?



TRUE FALSE

A. The **Human Development Index** measures 3 key dimensions of human development: 1) Health, 2) Education, and 3) Standard of Living. By this measure, human development has been increasing globally every year since 1990.



TRUE FALSE

B. When a girl goes to primary school, every additional year of primary school increases her future earnings by 5%.



TRUE FALSE

C. There is currently enough food on Earth to feed everyone on the entire planet.



TRUE FALSE

D. Canada has a Feminist International Assistance Policy, which guides the way the federal government spends money on international assistance. Accordingly, Canada distributes funds in a way that promotes gender equality, advances the rights of women and girls, and empowers women and girls.



TRUE FALSE

E. In 2023, everyone in Canada had access to clean drinking water.

Global Development: True or False?

Read the 9 statements below. Which statements do you think are true and false? Why?

TRUE FALSE F. As of 2021, over 90% of people around the world had access to electricity.

TRUE FALSE G. According to World Bank data, in 2020, these countries had the highest government spending on education as a percentage of their Gross Domestic Product (GDP):

AFRICA	ASIA	AUSTRALIA/ OCEANIA	EUROPE	SOUTH AMERICA
Botswana Namibia Sierra Leone	Saudi Arabia	Solomon Islands	Iceland Sweden	Bolivia

TRUE FALSE H. The world’s low-income and lower-middle income economies lack their own natural resources.

TRUE FALSE I. Most of the world’s *biodiversity* is on Indigenous lands.

Global Development: True or False? | Answers



TRUE



FALSE

- A. The **Human Development Index** measures 3 key dimensions of human development: 1) Health, 2) Education, and 3) Standard of Living. By this measure, human development has been increasing globally every year since 1990.

FALSE – [In 2021/2022, global human development dropped for the first time since 1990.](#)⁶

The ongoing COVID-19 pandemic, war in various parts of the world, soaring temperatures, fires, storms, and floods, the increased cost of living, and reduced mental health all contributed to reversals in global human development.



TRUE



FALSE

- B. When a girl goes to primary school, every additional year of primary school increases her future earnings by 5%.

FALSE – [Every additional year of primary school increases her earnings by 10–20%.](#)⁷

It also encourages her to marry later, have fewer children, and leaves her less vulnerable to violence. The 2030 goal of gender equality has many targets. One target is to eliminate all forms of violence against all women and girls.

⁶ “Human Development Report 2021-22.” [UNDP: Human Development Reports](#). Accessed 14 July 2023.

⁷ “Facts & Figures” [UN Women](#). Accessed 26 September 2021.

Global Development: True or False? | Answers



TRUE



FALSE

C. There is currently enough food on Earth to feed everyone on the entire planet.

TRUE – The world produces enough food to feed everyone on the planet. Conflict, climate change, gender inequality, and **food waste** and **food loss** are the root causes of hunger. [Around the world each year, one third of the food produced for humans to eat is wasted or lost. This is roughly 1.3 billion tons per year — it is enough to feed 2 billion people, which is more than twice the number of undernourished people in the world.](#)⁸ For example, according to the UN Environment Programme 2021 Food Waste Index Report, [the average Canadian household wastes 79kg of food each year.](#)⁹ According to the World Food Programme, [40% of the food produced by farmers in Africa is lost because of insects, other animals, and mold.](#)¹⁰



TRUE



FALSE

D. Canada has a Feminist International Assistance Policy, which guides the way the federal government spends money on international assistance. Accordingly, Canada distributes funds in a way that promotes gender equality, advances the rights of women and girls, and empowers women and girls.

TRUE – In 2017, Canada launched its Feminist International Assistance Policy, [after a year of consultations with over 15,000 people in 65 countries.](#)¹¹ In 2021–2022, Canada spent [\\$7.9 billion on international assistance.](#)¹² The top 10 countries that received international assistance were: Ethiopia, Afghanistan, Bangladesh, Sudan, Democratic Republic of Congo, Ukraine, Nigeria, South Sudan, Mozambique, and Pakistan. Disbursements aligned with the Feminist International Assistance Policy impacted gender equality and the empowerment of women and girls, global health, education, humanitarian action, job opportunities and economic growth, climate and the environment, inclusive governance, and peace and security.

⁸ “5 facts about food waste and hunger.” [World Food Programme](#). Accessed 17 July 2023.

⁹ Forbes, Hamish, Tom Quested, Clementine O’Connor. [UNEP Food Waste Index Report 2021](#). Accessed 13 August 2023.

¹⁰ “What Causes Hunger?” [World Food Program USA](#). Accessed 17 July 2023.

¹¹ “Canada’s Feminist International Assistance Policy.” [Government of Canada](#). Accessed 14 July 2023.

¹² “Report to Parliament on the Government of Canada’s International Assistance 2021–2022.” [Government of Canada – Global Affairs Canada](#). Accessed 14 July 2023.

Global Development: True or False? | Answers



TRUE



FALSE

E. In 2023, everyone in Canada had access to clean drinking water.

FALSE – [In 2023, 26% of people around the world did not have access to clean drinking water.](#)¹³ As of July 20, 2023, not everyone in Canada has access to clean drinking water. There are [29 long-term water drinking water advisories, affecting 27 First Nations communities in Canada.](#)¹⁴ A long-term **drinking water advisory** is one that has been in place for over 1 year. It may be a **boil water advisory**, a **do not consume advisory**, or a **do not use advisory**. There has been a lot of progress, as 142 long-term drinking water advisories have been lifted in First Nations communities since 2015.¹⁵



TRUE



FALSE

F. As of 2021, over 90% of people around the world had access to electricity.

TRUE – As of 2021, [91.4% of people around the world had access to electricity.](#)¹⁶ This means that 8.6% of people around the world did not have access to electricity; most of these people were in Sub-Saharan Africa. There is no universal definition of “access to electricity,” but in most cases it means the delivery of a minimum level of electricity and safe cooking facilities. Globally, access to electricity has been increasing steadily. [In 1990, about 71% of people around the world had access to electricity, while in 2016, 87% did.](#)¹⁷

13 “1 in 4 people in the world do not have access to clean drinking water, the U.N. says.” [NPR](#). (22 March 2023). Accessed 14 July 2023.

14 “Ending long-term drinking water advisories.” [Government of Canada – Water in First Nations Communities](#). Accessed 15 August 2023.

15 “Ending long-term drinking water advisories.” [Government of Canada – Water in First Nations Communities](#). Accessed 15 August 2023.

16 “Access to electricity (% of population).” [The World Bank](#). Accessed 14, July 2023.

17 “What share of people have access to electricity?” [Our World in Data](#). Accessed 14 July 2023.

Global Development: True or False? | Answers



TRUE



FALSE

G. According to World Bank data, in 2020, these countries had the highest government spending on education as a percentage of their Gross Domestic Product (GDP):

<u>AFRICA</u>	<u>ASIA</u>	<u>AUSTRALIA OCEANIA</u>	<u>EUROPE</u>	<u>SOUTH AMERICA</u>
Botswana (8.74%) Namibia (9.45%) Sierra Leone (8.81%)	Saudi Arabia (7.81%)	Solomon Islands (12.75%)	Iceland (7.72%) Sweden (7.17%)	Bolivia (9.84%)

TRUE – [2020 Government expenditure on education, total \(% of GDP\)](#).¹⁸



TRUE



FALSE

H. The world's low-income and lower-middle income economies lack their own natural resources.

FALSE – For example, the Democratic Republic of Congo is considered a low-income economy but is rich with resources, including diamonds and cobalt. [It's the world's largest producer of cobalt](#),¹⁹ which is used to make batteries for electric vehicles, tablets, and smartphones. India has a lot of coal, the [fourth-largest reserves in the entire world](#). While coal is a carbon-intensive fossil fuel, it still supplies over one-third of the world's electricity.



TRUE



FALSE

I. Most of the world's **biodiversity** is on Indigenous lands.

TRUE – Indigenous people around the world own, manage, use, or reside on [at least 25% of the world's land](#),²⁰ and that land is home to [80% of the world's biodiversity](#).²¹

¹⁸ "Government expenditure on education, total (% of GDP) – Map, 2020." [The World Bank](#). Accessed 17 July 2023.

¹⁹ "Field Listing – Natural Resources." [The World Factbook](#). Accessed 17 July 2023.

²⁰ "Indigenous peoples and the nature they protect." [UN Environment Programme](#). (8 June 2020). Accessed 20 July 2023.

²¹ "Indigenous Peoples: The unsung heroes of conservation." [UNEP](#). (9 January 2017). Accessed 20 July 2023.



Jennifer is learning how to repair motorcycles through vocational training in Arua, Uganda.
Credit: Watsemba Miriam / AKFC

Congratulations on completing

Theme 2: Quality of Life

Continue your teaching and learning journey with:

Theme 3: Sustainable Development

You and your students are ready to continue your journey with [Theme 3: Sustainable Development](#). The module focuses on the United Nations **Sustainable Development Goals (SDGs)**, also known as the **Global Goals**. It includes activities that cater to different teaching and learning styles. Students will begin by learning about the **United Nations Declaration on the Rights of Indigenous Peoples**. Then they will be introduced to the Sustainable Development Goals, learn the difference between **humanitarian assistance** and **sustainable development**, identify the symptoms and root causes of problems, and learn about some global development players (**United Nations**, indigenous peoples, governments, **non-governmental organizations (NGOs)**, universities and colleges, businesses, and individuals). These learnings will carry them forward to the fourth module.

Download all four [Inspiring Global Citizens Educator Guides](#).

Inspiring Global Citizens
A Pan-Canadian Educators' Guide
Grades 9 to 12

**Theme 3:
Sustainable Development**

Download

Glossary | Theme 2: Quality of Life

Aga Khan Development Network (AKDN): A global family of development agencies with individual mandates that address the social, economic, and cultural dimensions of development. AKDN works in over 30 countries around the world, enhancing and promoting agriculture and food security, architecture, culture, education, environmental stewardship, financial inclusion, health, industry, infrastructure, media, music, tourism, and more.

Aga Khan Foundation Canada (AKFC): A non-denominational international development organization and registered Canadian charity. AKFC works in over a dozen countries in Africa and Asia, tackling the root causes of poverty through a holistic, sustainable, and interconnected set of programs. AKFC programs promote the empowerment of women and girls, and invest in health and nutrition, education, economic inclusion, agriculture and food security, early childhood development, and civil society. In Canada, AKFC empowers the public to learn about global development, channels skills and expertise to support its work overseas, and promotes learning and exchange within the development sector. Since 1980, AKFC has improved millions of lives in Africa and Asia, with the support of the Government of Canada and thousands of individual Canadians. It is an agency of the global **Aga Khan Development Network (AKDN)**.

Biodiversity: All living things, including plants and animals. Biodiversity can also describe the living things in a specific region or ecosystem.

Boil water advisory: A warning issued when there are viruses, bacteria, or parasites in the water and/or when there are problems with the water treatment system. The warning tells people to bring their tap water to a rolling boil for at least one minute before they drink it, or use it to cook, feed pets, brush teeth, make soups or ice cubes, wash fruits and vegetables, make infant formula or other drinks. During a boil water advisory, people must not use tap water to bathe infants, toddlers, or the elderly. Instead, infants, toddlers, and the elderly should be given sponge baths, to avoid swallowing water.

Do not consume advisory: A warning issued when there are contaminants in the water system, like lead, that cannot be removed by boiling. The warning tells people not to use the water to cook, drink, feed pets, brush their teeth, make soups or ice cubes, wash fruits and vegetables, make infant formula or other drinks. During a do not consume water advisory, people must not use tap water to bathe infants, toddlers, or the elderly. Instead, infants, toddlers, and the elderly should be given sponge baths, to avoid swallowing water. Adults and older children can still use the water to shower and bathe.

Do not use advisory: A warning issued when the water system has pollutants that cannot be removed by boiling, and the water poses a health risk. The warning tells people not to use their tap water for any reason.

Drinking water advisory: A warning that tells people not to drink water that may be unsafe or is certainly unsafe, based on water quality test results. The Government of Canada issues three types of drinking water advisories – boil water advisories, do not consume advisories, and do not use advisories.

Equality: When there is equality, people have the same quality of life, power, status, rights, and responsibilities. For an animated explanation, please see this Government of Canada video: [Equality or Equity?](#)

Glossary | Theme 2: Quality of Life

Equity: When there is equity, there is fairness and justice. If you treat people equally, you treat them all the same way. If you treat people equitably, you give each person what he/she/they need to succeed. For an animated explanation, please see this Government of Canada video: [Equality or Equity?](#)

Global Goals: Another name for the **Sustainable Development Goals (SDGs)**, adopted by the United Nations in 2015 — a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030. There are 17 SDGs. They balance social, economic, and environmental sustainability and are interconnected.

Gross Domestic Product (GDP): Total value of all goods and services produced by a country, minus expenses. To see more nuanced animated explanation, please see this Statistics Canada video: [What is Gross Domestic Product \(GDP\)?](#)

Gross National Income (GNI) per capita: Total value of all goods and services produced by a country, plus foreign income, divided by the number of people living in the country.

Human Development Index: A framework for measuring **quality of life**. The Human Development Index (HDI) was created and launched in 1990, by a Pakistani economist named Mahbub ul-Haq. He believed that a country's level of development should be measured by more than money. The HDI measures 3 key dimensions of human development:

- Health, measured by **life expectancy**
- Education, measured by expected years of schooling and mean years of schooling for adults
- Standard of Living, measured by **Gross National Income (GNI) per capita**

Life expectancy: The average number of years that a newborn could expect to live, based on the patterns in a specific year, in a given country, territory, or geographic area.

Pandemic: An outbreak of infectious disease over a wide geographical area, spreading across several countries or continents, usually affecting many people.

Privilege: An advantage that a person or group of people has, due to the circumstances into which they were born, citizenship, ethnicity, age, gender, physical and mental ability, sexual orientation, language, education, wealth, and/or more.

Quality of life: An individual, community, or society's well-being based on both material and non-material factors that are important to people's lives. People measure quality of life in different ways, but factors may include income, employment, health, food, shelter, education, environment, civic engagement, and more.

Sustainable Development Goals (SDGs): In 2015, the United Nations adopted the Sustainable Development Goals (SDGs) — a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030. There are 17 SDGs. They balance social, economic, and environmental sustainability and are interconnected. The SDGs are also known as the **Global Goals**.

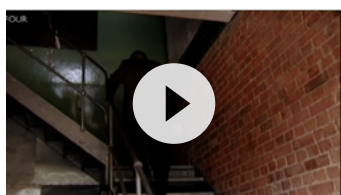
Resources | Theme 2: Quality of Life

Videos



[Students Learn a Powerful Lesson About Privilege](#) (1:45)

This animated video shares the story of a high school teacher who put a recycling bin at the front of the room, gave each student a scrap piece of paper, and told them to crumple it and toss it into the bin without moving from their seats – to start a conversation about privilege and social mobility. This video appears in Activity 1: The Game, Understanding Privilege, Equality, and Equity on [page 13](#).



[Hans Rosling's 200 Countries, 200 Years, 4 Minutes](#) (4:47)

This video uses an animated augmented reality graph to show how countries have changed over time, considering wealth and health, measured by income and life expectancy respectively. This video appears in Activity 2: The Story of 200 Years of the World's Health on and Wealth in 4 Minutes on [page 16](#).



[70 People Ages 5-75 Answer: What Would Improve the Quality of Your Life?](#) (3:40)

Glamour magazine asked 70 Americans from ages 5 to 75 what would improve the quality of their life. This video is a compilation of their answers, beginning with a 5-year-old whose answer is: “a mermaid fin.” This video appears in Activity 3: Exploring Quality of Life and Canada's Framework on [page 21](#).



[Quality of life: What matters to you?](#) (2:43)

This video introduces the OECD Better Life Index, which asks people around the world: What matters most to you? Participants log their responses for 11 dimensions of well-being: housing, income, jobs, community, education, environment, civic engagement, health, life, satisfaction, safety, and work-life balance. Note: This video was made in 2016 and uses binary gender language. We encourage you to flag that for students and talk about gender diversity. Note: that in this video's context, gender is approached in a binary way, that is, men and women. We encourage you to consider your context and adapt the video to best suit your classroom.

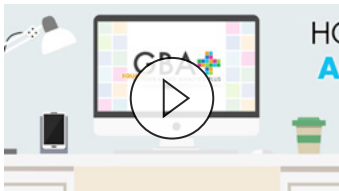
Resources | Theme 2: Quality of Life

Videos



[Reporting for Duty – In a Heartbeat](#) (4:39)

This Aga Khan Foundation Canada film is set in Nanlia, Mozambique. It features Olga Albino, who dreams of becoming a nurse like her grandfather. Wanting to save the lives of women and their newborns, Olga graduates from nursing school and fulfills her dream of becoming a nurse. This video appears in *Activity 5: Exploring the Human Development Index* on [page 38](#).



[Gender-Based Analysis Plus: Equality or Equity?](#) (3:13)

This animated Government of Canada video explores the difference between equality and equity through the lens of gender and intersectionality. Occasionally, the video uses language that relates to a workplace, but the content is transferable to other scenarios. This video appears in *Activity 1: The Game, Understanding Privilege, Equality, and Equity* on [page 13](#).

Websites



[Trauma-informed practice](#)

This Government of Alberta webpage gives an overview of trauma-informed practices in a school environment. It shares foundational ideas, elementary and secondary school examples, a video with an accompanying conversation guide, and links to external research and resources.



[Edutopia: Trauma-Informed Practices](#)

This growing Edutopia library includes articles and videos that support trauma-informed practices in a school environment.



[Statistics Canada Quality of Life Hub](#)

This webpage shares information about Canada's Quality of Life Framework and includes an at-a-glance [infosheet](#). The framework focuses on fairness, inclusion, sustainability, and resilience across 5 domains: prosperity, health, society, environment, and good governance.

Resources | Theme 2: Quality of Life

Websites



Clickable thumbnails



[Human Development Index \(HDI\)](#)

This UNDP webpage includes an introductory video about the Human Development Index, an infographic that shows HDI dimensions and indicators, as well as a graph that shows every country's HDI value between 1990 and 2020. You can find the 2021–2022 Human Development Report [here](#).



[2023 Global Multidimensional Poverty Index \(MPI\)](#)

This UNDP webpage includes an introductory video about the Global Multidimensional Poverty Index, an infographic that shows MPI dimensions and indicators, graph that shows every country's MPI value for 2023, as well as links to download the 2023 Global Multidimensional Poverty Index report.



[Gender Development Index \(GDI\)](#)

This UNDP webpage includes an introduction to the Gender Development Index, as well as a graph that shows every country's GDI value between 1990 and 2020. GDI measures gender inequalities in three dimensions of human development: health, education, and command over economic resources.



[OECD Better Life Index](#)

This Organization for Economic Cooperation and Development website shows and compares the quality-of-life priorities of more than 80,000 people around the world. Students can participate, by rating the importance of 11 dimensions that the OECD has identified as essential: housing, income, jobs, community, education, environment, civic engagement, health, life satisfaction, safety, and work-life balance. This website appears in *Activity 4: Exploring the OECD Better Life Index* on [page 31](#).

Resources | Theme 2: Quality of Life

Websites



[Happy Planet Index \(HPI\)](#)

An alternative to the Human Development Index (HDI), the Happy Planet Index measures how well countries are achieving happy, long, and sustainable lives. The HPI calculates values using experienced well-being, life expectancy, and ecological footprint. This website includes an introductory video, articles, and reports.



[World Happiness Report](#)

The World Happiness Report is a publication of the Sustainable Development Solutions Network, powered by the Gallup World Poll data. The World Happiness Report calculates happiness by measuring 6 factors: social support, GDP per capita, healthy life expectancy, freedom to make choices, generosity, and perceptions of corruption. This website includes an introductory video, access to yearly reports, and an interactive dashboard with a world map.



[A Developing World](#)

This Canadian Geographic website share information about the Human Development Index (HDI), compares countries statistics, and explores the changing world. It features an interactive map, thematic overviews, and a helpful glossary.



DOLLAR STREET

[Dollar Street](#)

This interactive website shows the way people live around the world, organized by income per month. The documentary photographs and videos show families, where they live, and common items in the home. There are also short descriptions of the families and their dreams. The site makes similarities visible, and it also makes inequality visible. Your students' ancestry and life experiences will shape the way they engage with this site. Please see the "Protecting the Safety, Belonging, and Dignity of Students" tips on [page 9](#). For more information about how Dollar Street came to be, check out "[Everyone lives on Dollar Street.](#)"

Appendix | Theme 2: Quality of Life

Curriculum Connections Across Canada + International Baccalaureate (IB)



Alberta

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 10-1/10-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 20-1/20-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 30-1/30-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing
Social Studies: Canada – Opportunities and Challenges <ul style="list-style-type: none"> • Issues for Canadians: Economic Systems in Canada and the United States 	Social Studies 10-1 <ul style="list-style-type: none"> • Perspectives on Globalization 		World Geography 30 <ul style="list-style-type: none"> • World Patterns of Population and Settlement
	Social Studies 10-2 <ul style="list-style-type: none"> • Living in a Globalizing World 		

Appendix | Theme 2: Quality of Life

Curriculum Connections Across Canada + International Baccalaureate (IB)



British Columbia

Grade 9	Grade 10	Grade 11
English Language Arts <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: New Media 10 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: New Media 11 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate
Social Studies: 1750-1919 <ul style="list-style-type: none"> • Global demographic shifts, including patterns of migration and population growth 	English: Spoken Language 10 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: Spoken Language 11 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate
	Social Studies 10: Canada and the World – 1914 to the Present <ul style="list-style-type: none"> • Environmental, political, and economic policies 	Explorations in Social Studies 11 <ul style="list-style-type: none"> • Social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12)
Grade 12		
English: New Media 12 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: English Studies 12 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	Human Geography 12 <ul style="list-style-type: none"> • Demographic patterns of growth, decline, and movement
English: Spoken Language 12 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	20th Century World History 12 <ul style="list-style-type: none"> • Migrations, movements, and territorial boundaries • Interdependence and international co-operation • Social and cultural developments 	Social Justice 12 <ul style="list-style-type: none"> • Social injustices in Canada and the world affecting individuals, groups, and society

Appendix | Theme 2: Quality of Life

Curriculum Connections Across Canada + International Baccalaureate (IB)

Manitoba

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts S1 <ul style="list-style-type: none"> • General Outcome 1 • General Outcome 2 • General Outcome 3 • General Outcome 4 	English Language Arts S2 <ul style="list-style-type: none"> • General Outcome 1 • General Outcome 2 • General Outcome 3 • General Outcome 4 	English Language Arts S3 <ul style="list-style-type: none"> • General Outcome 1 • General Outcome 2 • General Outcome 3 • General Outcome 4 	English Language Arts S4 <ul style="list-style-type: none"> • General Outcome 1 • General Outcome 2 • General Outcome 3 • General Outcome 4
Social Studies: Canada in the Contemporary World <ul style="list-style-type: none"> • Canada in the Global Context • Canada: Opportunities and Challenges 	Social Studies: Geographic Issues of the 21st Century <ul style="list-style-type: none"> • Urban Places 		Social Studies: Global Issues – Citizenship and Sustainability <ul style="list-style-type: none"> • Poverty, Wealth, and Power

Appendix | Theme 2: Quality of Life

Curriculum Connections Across Canada + International Baccalaureate (IB)



New Brunswick

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing
Social Studies: Canadian Identities <ul style="list-style-type: none"> • Students will explore social responsibility 	Civics 10 <ul style="list-style-type: none"> • Students will investigate civic engagement 		World Issues 120 <ul style="list-style-type: none"> • Humanity • Interdependence

Appendix | Theme 2: Quality of Life

Curriculum Connections Across Canada + International Baccalaureate (IB)



Newfoundland and Labrador

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English Language Arts 1201/1202 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English Language Arts 2201/2202 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English Language Arts 3201/3202 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing
	Social Studies 1201/1202 <ul style="list-style-type: none"> • Power, Active Citizenship, and Change 	Social Studies 2201/2022 <ul style="list-style-type: none"> • Conflict, Cooperation, and Change 	Social Studies 2201/2022 <ul style="list-style-type: none"> • Quality of Life • Political Economy • Population Change • Human-Environmental Interaction

Appendix | Theme 2: Quality of Life

Curriculum Connections Across Canada + International Baccalaureate (IB)

Nova Scotia

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Writing and Other Ways of Representing 	English 10 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English 11 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English 12 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing
Citizenship <ul style="list-style-type: none"> • Financial Citizenship 		Geography of Canada 11 <ul style="list-style-type: none"> • Global Links 	Global/Advanced Global Geography 12 <ul style="list-style-type: none"> • Planet Earth • Population • Resources and Commodities
			History/Advanced Global History 12 <ul style="list-style-type: none"> • The Challenge of Economic Disparity • Societal Change

Appendix | Theme 2: Quality of Life

Curriculum Connections Across Canada + International Baccalaureate (IB)

Northwest Territories

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English Language Arts 10-1/10-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 20-1/20-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 30-1/30-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing
Social Studies: 1750-1919 <ul style="list-style-type: none"> • Global demographic shifts, including patterns of migration and population growth 	Social Studies 10-1 <ul style="list-style-type: none"> • Perspectives on Globalization 		
	Social Studies 10-2 <ul style="list-style-type: none"> • Living in a Globalizing World 		

Appendix | Theme 2: Quality of Life

Curriculum Connections Across Canada + International Baccalaureate (IB)



Nunavut

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English Language Arts 10-1/10-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 20-1/20-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 30-1/30-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing
Social Studies: The Growth of Canada <ul style="list-style-type: none"> • International Connections 			

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Ontario

Grade 12 curriculum located on next page.

Grade 9	Grade 10	Grade 11
<p>English ENL1W</p> <ul style="list-style-type: none"> • Literacy Connections and Applications • Foundations of Language • Comprehension: Understanding and Responding to Texts • Composition: Expressing Ideas and Creating Texts 	<p>English ENG2D/ ENG2P</p> <ul style="list-style-type: none"> • Oral Communication • Reading and Literature Studies • Writing • Media Studies 	<p>English ENG3U/ ENG3C/ENG3E</p> <ul style="list-style-type: none"> • Oral Communication • Reading and Literature Studies • Writing • Media Studies
<p>Issues in Canadian Geography CGC1D</p> <ul style="list-style-type: none"> • Changing Populations 	<p>Civics and Citizenship CHV20 (revised 2022)</p> <ul style="list-style-type: none"> • Political Inquiry and Skill Development 	<p>Media Studies EMS30</p> <ul style="list-style-type: none"> • Understanding and Interpreting Media Texts • Media and Society • Producing and Reflecting on Media Texts
		<p>Politics in Action: Making Change CPC30</p> <ul style="list-style-type: none"> • Political Inquiry and Skill Development • Foundations of Political Engagement
		<p>Equity and Social Justice HSE3E</p> <ul style="list-style-type: none"> • Research and Inquiry Skills • Foundations • Equity, Social Justice, and Change

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Ontario

Grade 12	
<p>English ENG4U/ ENG4C/ENG4E</p> <ul style="list-style-type: none"> • Oral Communication • Reading and Literature Studies • Writing • Media Studies 	<p>World Issues: A Geographic Analysis CGW4C/U</p> <ul style="list-style-type: none"> • Geographic Inquiry and Skill Development • Spatial Organization: Relationships and Disparities • Social Change and Quality of Life
<p>World Geography: Urban Patterns and Population Issues CGU4M</p> <ul style="list-style-type: none"> • Geographic Inquiry and Skill Development • Systems: Interdependence of Ecumenes • Changing Ecumenes 	<p>The Environment and Resource Management CGR4M</p> <ul style="list-style-type: none"> • Geographic Inquiry and Skill Development
<p>Living in a Sustainable World CGR4E</p> <ul style="list-style-type: none"> • Geographic Inquiry and Skill Development 	<p>Equity and Social Justice: From Theory to Practice HSE4M</p> <ul style="list-style-type: none"> • Research and Inquiry Skills • Understanding Social Construction • Addressing Equity and Social Justice Issues
<p>Challenge and Change in Society HSB4U</p> <ul style="list-style-type: none"> • Research and Inquiry Skills • Social Patterns and Trends • Global Social Challenges 	

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Prince Edward Island

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Speaking and Listening • Reading and Writing • Writing and Other Ways of Representing 	English Language Arts 421A/B <ul style="list-style-type: none"> • Speaking and Listening • Reading and Writing • Writing and Other Ways of Representing 	English Language Arts 521A <ul style="list-style-type: none"> • Speaking and Listening • Reading and Writing • Writing and Other Ways of Representing 	English Language Arts 621A <ul style="list-style-type: none"> • Speaking and Listening • Reading and Writing • Writing and Other Ways of Representing
Social Studies: Interdependence – Atlantic Canada in the Global Community <ul style="list-style-type: none"> • Introduction – Atlantic Canada in the Global Community • Culture in the Global Community • Trade in the Global Community • Human Rights in the Global Community 		Global Studies 521/531A <ul style="list-style-type: none"> • Physical Patterns of the World • Cultural Patterns of the World 	Global Issues 621/631A <ul style="list-style-type: none"> • Introduction – What is a Global Issue?

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Quebec

Grade 9	Grade 10	Grade 11	CÉGEP
<p>English Language Arts</p> <ul style="list-style-type: none"> • Competency 1: Uses language/talk to communicate and to learn • Competency 2: Reads and listens to written, spoken and media texts • Competency 3: Produces texts for personal and social purposes 	<p>English Language Arts</p> <ul style="list-style-type: none"> • Competency 1: Uses language/talk to communicate and to learn • Competency 2: Reads and listens to written, spoken and media texts • Competency 3: Produces texts for personal and social purposes 	<p>English Language Arts</p> <ul style="list-style-type: none"> • Competency 1: Uses language/talk to communicate and to learn • Competency 2: Reads and listens to written, spoken and media texts • Competency 3: Produces texts for personal and social purposes 	
<p>Geography</p> <ul style="list-style-type: none"> • Competency 3: Constructs consciousness of global citizenship 	<p>Geography</p> <ul style="list-style-type: none"> • Competency 3: Constructs consciousness of global citizenship 	<p>Geography</p> <ul style="list-style-type: none"> • Competency 3: Constructs consciousness of global citizenship 	
		<p>The Contemporary World</p> <ul style="list-style-type: none"> • Competency 1: Interprets a contemporary world problem • Theme: Population • Theme: Wealth 	

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Saskatchewan

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Comprehend and Respond • Compose and Create • Assess and Reflect 	English Language Arts 10 <ul style="list-style-type: none"> • Comprehend and Respond • Compose and Create • Assess and Reflect 	English Language Arts 20 <ul style="list-style-type: none"> • Comprehend and Respond • Compose and Create • Assess and Reflect 	English Language Arts 30 <ul style="list-style-type: none"> • Comprehend and Respond • Compose and Create • Assess and Reflect
Social Studies: The Roots of Society <ul style="list-style-type: none"> • Power and Authority • Resources and Wealth 	Geography 10 <ul style="list-style-type: none"> • Economic Geography • Population 	Social Studies 20: World Issues <ul style="list-style-type: none"> • Wealth and Poverty 	Geography <ul style="list-style-type: none"> • The Geography of Population • The Western Industrialized World, Its Origins and Characteristics
	Social Studies 10: Social Organizations <ul style="list-style-type: none"> • Economic Organizations • International Economic Organizations 		Social Studies 30: Canadian Studies <ul style="list-style-type: none"> • Economic Development

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Curriculum Connections Across Canada + International Baccalaureate (IB)



Grade 9	Grade 10	Grade 11
English Language Arts <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: New Media 10 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: New Media 11 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate
Social Studies: 1750-1919 <ul style="list-style-type: none"> • Global demographic shifts, including patterns of migration and population growth 	English: Spoken Language 10 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: Spoken Language 11 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate
	Social Studies 10: Canada and the World – 1914 to the Present <ul style="list-style-type: none"> • Environmental, political, and economic policies 	Explorations in Social Studies 11 <ul style="list-style-type: none"> • Social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12)
Grade 12		
English: New Media 12 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: English Studies 12 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	Human Geography 12 <ul style="list-style-type: none"> • Demographic patterns of growth, decline, and movement
English: Spoken Language 12 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	20th Century World History 12 <ul style="list-style-type: none"> • Migrations, movements, and territorial boundaries • Interdependence and international co-operation • Social and cultural developments 	Social Justice 12 <ul style="list-style-type: none"> • Social injustices in Canada and the world affecting individuals, groups, and society

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Curriculum Connections Across Canada + International Baccalaureate (IB)



International Baccalaureate (IB)

Middle Years Programme (MYP)	Diploma Programme (DP)
• Individuals and Societies	• Geography, SL/HL
	• Global Politics, SL/HL
	• Social and Cultural Anthropology, SL/HL
	• Environmental Systems and Societies, SL

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Celma and her daughter Suneza visit their community youth health centre in Mozambique.
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