



# Inspiring Global Citizens – An Educator's Guide



AGA KHAN FOUNDATION  
CANADA

Financial support from:

Canada 



## **Inspiring Global Citizens – An Educator’s Guide**

This fun and interactive curriculum resource is designed to equip educators with the tools they need to teach about sustainable development and global citizenship. Educators can use these engaging activities, student assignments, videos, discussion guides, exploration of the Sustainable Development Goals (SDGs), and real-world examples to inspire their students to take action and help create a more peaceful, prosperous, and equal world for all.

The resource consists of a variety of activities arranged under four themes:

### Theme One –

One World

p. 4



### Theme Two –

Quality of Life

p. 14



### Theme Three –

What is Sustainable Development?

p. 32



### Theme Four –

Making a Difference

p. 47




Each theme includes a starter activity to focus students' thinking on the topic; class activities, alternatives and extensions; student assignments; backgrounders to provide related information; and links to videos and other relevant materials. Words **highlighted** throughout the themes are assembled in a [glossary of terms on page 57](#).

Real-world examples, both local and global, are incorporated into the themes along with activities that encourage students to make connections between their own lives and those of others around the world.

## Curriculum Connections

The activities offer opportunities for cross-curricular learning in Social Science/Social Studies, Geography, History, Civics, Language Arts, and the Arts, and incorporate a range of skill-based competencies such as critical thinking, problem solving, communication and map analysis.

## How to Use the Resource

- Ideally, the themes should be used in sequence. However, you may prefer to pick and choose components from any or all of the themes in whatever order suits your needs.
-  If you are looking to explore a few high-level activities from each theme, follow the globe icon.
- Each theme includes activities of varying lengths to offer flexibility. Select components that work best within your time frame.
- The range of activities accommodates a variety of teaching and learning styles. Please make any adjustments required to allow your students to get the most from them.
- Discussion topics have relevance to current affairs. Challenge students to relate what they are studying to news stories of the day.
- Some topics are sensitive and require strong facilitation. Be aware of your students' personal situations and frame the discussion accordingly. Similarly, some students may feel overwhelmed by the enormity of the challenge of reducing global poverty. Guide discussion to keep things in perspective, emphasize successes to date, and encourage students to see that a small action can have a large impact.
- Access to a world map will enhance learning.
- Website links are current as of the date of publication, but should be verified in advance of use.
- To download a digital copy of this resource with hyperlinks to websites, videos, and other online resources, please visit [www.akfc.ca/en/guide](http://www.akfc.ca/en/guide). Also available in French at [www.akfc.ca/fr/guide](http://www.akfc.ca/fr/guide).

### Additional Resources

[Aga Khan Foundation Canada](http://www.akfc.ca) (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. [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 details: [www.akfc.ca/get-involved/educators](http://www.akfc.ca/get-involved/educators)

## Assessment

Students' participation in class or small group activities and completion of assignments can be used to assess learning. To access a variety of rubric-generating tools, visit [Teachnology Inc.](#).

## Acknowledgements

This guide has been developed with input from classroom teachers across Canada. In particular, thanks to the following teachers for their generous time and invaluable help reviewing the materials:

- Linda Handiak, a teacher at Vanguard School, Montreal and social science representative at the Quebec Association of Independent Schools,
- Katherine Stauch, a teacher and Canada and World Studies Department Head at Brookfield High School, Ottawa-Carleton District School Board, and
- Bill Howe, a teacher and consultant with Research and Innovation for Student Learning, Edmonton Public School Board, Alberta

This resource has been developed by [Aga Khan Foundation Canada](#) with [N+N](#), and with the financial support of [Global Affairs Canada](#).

## Contact Information

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 [info@akfc.ca](mailto:info@akfc.ca). If you would like printed copies of this resource, please send us an email request.

---

## ABOUT US

**Aga Khan Foundation Canada (AKFC)** is an international development organization and registered charity. Committed to breaking the cycle of poverty, AKFC partners with communities, businesses, and governments to find innovative solutions to global challenges – undertaking these efforts in cooperation with the Government of Canada and diverse Canadian institutions and individuals.

Working in Africa and Asia, the Foundation invests in high quality institutions and systems that anchor social, economic, and cultural progress over the long term. AKFC promotes inclusive development, with vibrant civil societies that enable women and men to unlock their own potential, sparking transformative change.

In Canada, AKFC promotes discussion and learning on global issues, raises funds, taps into Canadian expertise to strengthen its development work, and builds partnerships with Canadian institutions.

AKFC is an agency of the worldwide Aga Khan Development Network, a group of development agencies with individual mandates that address the social, economic, and cultural dimensions of development. Since 1980, the Foundation's programs have improved quality of life for millions of people in Africa and Asia, contributing to a more peaceful, prosperous, equal, and pluralist world.

# 1.



## One World

### OVERVIEW

These activities and resources are intended to stimulate thinking about global connections, the commonalities we share and some of the major challenges facing the world today. Students explore various ways in which their lives are connected to other parts of the globe and come to understand that we have shared responsibilities for our planet's welfare. They are introduced to the **United Nations Sustainable Development Goals<sup>1</sup>** (SDGs or [The Global Goals](#)) and to the concept that the world's challenges are interrelated. Through guided inquiry they examine what it means to be a **global citizen** and arrive at their own definition of the term.

### LEARNING OUTCOMES

Students will be able to:

- Give examples of global interconnectedness and interdependence
- Identify some of the world's most pressing issues (for example, poverty, access to education and health care, **food security**, **gender equality**) and how they are interconnected
- Describe some of the complexity of global challenges and the need for multiple strategies and solutions to address them
- List some of the Sustainable Development Goals and explain their importance
- Recognize that we share responsibilities as global citizens

### KEY CONCEPTS

- Global interconnectedness/interdependence
- Development issues: poverty, access to education and health care, food security, gender inequality, climate change, etc.
- **Sustainable development**
- Global citizenship

---

1 Highlighted words appear in the glossary available [on page 55](#).

## STARTERS

Choose one of these activities to focus thinking on the connections students have with the rest of the world.



### Video

Screen the video [Home](#) (2:31) with the class to introduce the concept of Earth as our shared home. Guide follow-up discussion with prompts such as:

1. Choose one word to describe your reaction to the video. (Determine the most common responses and discuss.)
2. What do you consider to be the main message? Do you think it is a widely held view?
3. What are some ways that demonstrate that people around the world are closely linked?
4. What do you think are the benefits and challenges of a more closely connected world?



### Globingo Game

#### Materials

- Globingo<sup>2</sup> sheets (see page 13) and pencils
- Timer
- World map

Distribute the sheets and explain the game: Give students a set period of time to circulate among classmates to find a different person to fit the description in each square on their sheets. No one student's name may appear more than once on each sheet. Whoever has filled in the most blanks when time is up is the winner.

Reassemble the class to share observations and reflect on findings:

1. How many different countries are represented in total? (Tally the results on the board and locate the countries on a world map.)
2. Which areas of the world are not represented on the Globingo sheets? Why do you think that is so?
3. Which box did you find hardest or easiest to fill?
4. What is most surprising to you?
5. What other Globingo questions might you use to reveal global connections?



2 Based on 'Globingo!' from *Global Teacher, Global Learner*, G Pike and D Selby, Hodder and Stoughton, 1988.

# ACTIVITIES

## ACTIVITY 1: Global Connections Mind Map

*...And before you finish eating breakfast in the morning, you've depended on more than half the world.*

Martin Luther King Jr., Civil Rights Leader

1. Invite reactions to this quote as a lead-in to a brainstorming session about how the world is interconnected. Ask students to bring in one breakfast item from home in advance of this lesson. Check origins and journey of the products/packaging and locate them on a world map.
2. Develop a large mind map on the board to expand on some of the interrelationships among Canadians and the rest of the world. Alternatively, divide students into groups to create individual mind maps to be shared in a follow-up class discussion.

### Probes and Prompts

- Does the world appear to be more or less interconnected than you expected?
- Where are the strongest/weakest links? Why do you think that is so?
- Are interconnected countries or regions of the world necessarily equal partners in their relationships? Do both countries gain as much as they give? Think of some examples.
- What are some of the causes of inequality among regions? (Geography, climate, natural resources, education, economy, political unrest, etc.)
- Is it important to understand what is happening in other places? Why or why not?

### MIND MAP

Start with the word “we” (or an image to represent it) at the centre and make connections between the class and other regions of the world using categories such as media, music, sports, clothing, food, trade, technology, immigration, politics, environment, education, transportation and sustainable development. Examples: *my favourite TV show comes from the U.S., the number one radio hit is from England, Canada attends the Olympics in Brazil, my jeans are made in China, my cellphone was made in India, our Prime Minister visited France, refugees are arriving here from Syria...*



## Assignments

Choose from the following:

- Give three examples of how various parts of the globe are interdependent – what happens to one impacts the other – and show how they are interrelated. Consider the far-reaching effects of poverty, climate change, depletion of resources, natural disasters, war, disease, trade barriers, etc.
- Write descriptors of what you do in your own life that may have an effect on others in the school, community, country and other parts of the world. Give at least three examples. (E.g., volunteering, buying fair trade products, donating to a worthy cause.)
- Choose one of the following quotes and write a blog entry, create artwork or find a piece of music that captures the essence of the statement or that contradicts it.

*Because, in the end, we're all part of one tribe – the human tribe. And no matter who we are, or where we come from, or what we look like, or who we love, or what God we worship, we are connected. Our fates are bound up with one another.*

[Barack Obama](#), 44th President of the United States of America

*When you look at our planet from the heights achieved by astronauts, you see that there are no borders, no limits, no disconnect between countries or people, and therefore no disconnect between ideas.*

[David Johnston](#), 28th Governor General of Canada

*The road to a more cooperative world does not require us to erase our differences, but to understand them.*

His Highness the [Aga Khan](#), Spiritual Leader

*You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make.*

[Jane Goodall](#), Anthropologist

*All things are connected like the blood that unites us. We did not weave the web of life, we are merely a strand in it. Whatever we do to the web, we do to ourselves.*

[Chief Seattle](#), c.1786-1866, leader of the Suquamish People



## ACTIVITY 2: The Global Goals

Ask students to imagine they are members of a United Nations committee trying to decide where to take action first in order to improve the lives of people around the globe.

1. Begin with a class survey to determine what students consider to be the greatest challenges facing the world right now. (Poverty, food security, water, lack of health care or access to education, gender inequality, racism, war, climate change...)
2. Ask students to select and defend their choices for the most urgent issues to address.
3. Take a vote to identify the top three issues to resolve and record findings for later use. (See Theme 3: What is Sustainable Development)

Explain that the United Nations undertook a similar process in order to set goals to improve lives around the world by 2030. (See **BACKGROUNDER: The Global Goals**) Compare the top three priorities identified by the class with those determined by the United Nations. Discuss.

### Probes and Prompts

- Screen the video, [We the People](#) (2:58) introducing the Global Goals.
- There are 17 goals – why do you think poverty, inequality and climate change were chosen as priorities?
- Do you agree/disagree with those choices?
- How are they related to one another?
- The Goals are intended to apply to all countries and to people everywhere. Do you feel they are relevant to Canada, to people in your community? How?

Follow up by having students work in pairs or small groups to determine how the issues they identified are interrelated. How many linkages can they come up with within a set time frame (suggested time: 10 minutes)? Have each group share and explain the connections they have made. For class debrief and discussion: On the basis of this exercise, do you believe there is one single issue to address first?

Some connections among global challenges are obvious (for example, lack of access to clean water and poor health); others may prove more challenging (for example, gender inequality and climate change). A diagram can be helpful in visualizing linkages. An example:

1. **Climate change** can cause droughts or flooding to endanger crops and production of **food**.
2. Lack of nutritious **food** can threaten good **health**.
3. People with **health** problems are often unable to earn a living and can fall below the **poverty** line.

4. Many people living in **poverty** cannot afford to send children to school for an **education**.
5. Lack of **education** can lead to uninformed decision-making when it comes to taking action for the environment, which can lead to an increase in the rate of **climate change**, which threatens the planet.

## Assignments

Choose from the following:

- Select three issues linked to the Global Goals and demonstrate how they are connected using a diagram and jot notes. Include some of your ideas for overcoming the challenges related to these issues.
- Go to [The Global Goals](#). Find an example of what's being done to help achieve at least three of the goals in Canada and in one other country.

## BACKGROUNDER – The Global Goals

In September 2015, the United Nation's Member States adopted 17 Sustainable Development Goals (the Global Goals) to achieve three extraordinary things over a 15-year period: end extreme poverty, fight inequality and injustice, and tackle climate change. These priorities were arrived at with widespread input from people around the world, including youth.

The Global Goals were established as a direct result of the success of an earlier program, the Millennium Development Goals (MDGs), launched in 2000. Over a 15-year span, great progress was made toward achieving those goals including an increase in access to safe drinking water and in the number of children attending primary school worldwide, as well as a decline in child deaths and in overall **global poverty**.

The hope is that, with the concerted efforts of world leaders and everyday citizens, these new targets will be met by 2030. Learn about the 17 goals [here](#).



Download a printable poster of The Global Goals [here](#).

## ACTIVITY 3: Global Citizens

*Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.*

UNESCO (2014). Global citizenship education: Preparing learners for the challenges of the 21st century.

*The more global citizens there are, and the more active and effective they are, the more progress the world will make.*

[Bill Gates](#), Founder of Microsoft

*The future of the planet concerns all of us, and all of us should do what we can to protect it.*

[Wangari Maathai](#), 2004 Nobel Peace Prize Laureate

There is no universally accepted definition of global citizenship – it can mean different things to different people. For example<sup>3</sup>:

*Global citizenship is...*

*...understanding that we belong to the same world...*


*...making decisions based on the good of everyone, not just ourselves...*

*...not limiting our concern to national boundaries...*

*...[having] something to contribute to make the world a better place...*

Have students use these ideas as the basis for a think-pair-share analysis.

Guiding prompts and questions:

- Is there anything you would delete from or add to this description?
  - Come up with at least three criteria that you feel a good global citizen should fulfill. Give examples of actions related to each.
  - With citizenship comes responsibilities: jot down at least three responsibilities you feel you have toward our planet.
- 
- Screen the video, [What Makes a Global Citizen?](#) (1:44) to compare ideas. Discuss.

### Assignments

Choose from the following:

- Name someone you consider to be a global citizen and write a paragraph to give your reasoning. Include specific examples of how your nominee fits your criteria for global citizenship.
- Prepare a word cloud that conveys your definition of a global citizen.
- Create a collage using images from recycled magazines and newspapers to reflect your concept of global citizenship.

---

<sup>3</sup> Quotes are from resources found at [www.globalcitizen.org](http://www.globalcitizen.org).

## ALTERNATIVES and EXTENSIONS

### By the Numbers

There are now over seven billion people in the world. Who is the most typical person of them all? Break the class into pairs or small groups and ask them to imagine what this typical person on planet Earth might be like according to these categories:

1. Age
2. Gender
3. Ethnic Group
4. Handedness (right or left)
5. Average Income
6. Bank account: yes or no?
7. Cell-phone: yes or no?

Screen the video, [Who is Most Typical?](#) (2:58) to see what statistics have revealed. How many students came up with an accurate guess? According to the figures compiled by National Geographic in 2011, here is a profile of the world's most typical person:

1. Age – **28**
2. Gender – **Male**
3. Ethnic Group – **Han Chinese**
4. Handedness (right or left) – **Right-handed**
5. Average Income – **\$12,000 (US)**
6. Bank account: yes or no? – **No**
7. Cell-phone: yes or no? – **Yes**

## RESOURCES

### Videos

- [Home](#) (2:32) There is a striking change in perspective shared by the few people who have glimpsed the Earth from space. They begin to think of the planet as home, rather than the particular nation or continent from which they hail. National borders and other divisions that appear important from the ground quickly become insignificant.
- [We the People](#) (2:58) The 17 Sustainable Development Goals are briefly summarized by an eclectic mix of citizens of the globe, including well-known artists, activists, business people and scientists.
- [Who is Most Typical?](#) (2:58) In 2011, as the planet's population reached 7 billion, National Geographic ran a series of articles exploring the impact of this milestone on the planet. This video explores the characteristics of a "typical" citizen of the planet.
- [What Makes a Global Citizen?](#) (1:44) Actions taken in one part of the world have an effect on other parts of the world. Global citizens recognize this and work to ensure that people have access to the same rights and opportunities, regardless of where on the planet they happen to have been born.
- [The World's Largest Lesson](#) (3:00) This video explains the plan to teach every child, in every school, about the #GlobalGoals and why they are so important.

## Publications

- *Transforming Our World: Canadian Perspectives on the Sustainable Development Goals* (2016, Canadian Council for International Co-operation) The document features submissions from a variety of contributors who consider how each of the 17 SDGs could be implemented both within Canada and internationally. Additional articles offer child, youth, indigenous, and disability perspectives on the Goals, as well as a guide for educators for using the publication in classroom settings. Free to [download](#).
- *If the World Were A Village* (Smith, David; [Kids Can Press](#), 34 pp.) David Smith's best-selling book re-imagines the world's seven billion inhabitants as members of a 100-member village. In exploring the lives of these 100 villagers, students are confronted by how different the life of a typical citizen of the world is to their own.
- *Pale Blue Dot: A Vision of the Human Future in Space* (Sagan, Carl; Ballantine Books, 429 pp.) Click [here](#) for the now famous excerpt from Sagan's 1995 book, inspired by a picture of earth taken by Voyager 1 as it left our solar system. This text captures the astronomer's moving response to seeing the earth as a small set of blue pixels in the vast expanse of space.

## Websites

- [The Global Goals](#). A site designed to promote the United Nations Sustainable Development Goals to end extreme poverty, fight inequality and injustice and fix climate change. Includes details on the 17 global goals, printable posters, tools for sharing them, resources and ways to take action, including a variety of lesson plans. More information is available on the [U.N. website](#)
- [Canadian Council for International Co-operation](#), a coalition of Canadian voluntary sector organizations working globally to achieve sustainable development. CCIC seeks to end global poverty and to promote social justice and human dignity for all.
- [7 Billion Others](#). An immense documentary project working to capture and share the fears, dreams, ordeals and hopes of fishermen from Brazil, shopkeepers from China, performers from Germany, farmers from Afghanistan and thousands of others from around the globe.
- Connect your classroom with others around the planet:
  - [Google Connected Classrooms](#). Connect with other teachers and educational organizations to participate in virtual field trips. Take a virtual tour of a facility, interact with experts or engage in collaborative activities with other classrooms. Will need a Google login to access the full resources.
  - [Mystery Skype](#). Join a global guessing game and try to identify the location of another classroom. Learn about geography, culture and the different ways that people in other regions live.
  - [World's Largest Lesson](#). World's Largest Lesson introduces the Sustainable Development Goals to children and young people everywhere and unites them in action.

# Globingo

Find a different person in the class for each global connection.  
Ask them to fill in the blank and sign the square. Remember,  
no one student's name may appear more than once on your sheet.

<p><b>Ate something today from another country</b></p> <p>COUNTRY: _____</p> <p>SIGNED: _____</p>	<p><b>Is wearing something made in another country</b></p> <p>COUNTRY: _____</p> <p>SIGNED: _____</p>	<p><b>Can name a celebrity from a country on another continent</b></p> <p>COUNTRY: _____</p> <p>SIGNED: _____</p>
<p><b>Has visited another country</b></p> <p>COUNTRY: _____</p> <p>SIGNED: _____</p>	<p><b>Has used email or social media to contact someone in another country</b></p> <p>COUNTRY: _____</p> <p>SIGNED: _____</p>	<p><b>Has relatives that live in another country</b></p> <p>COUNTRY: _____</p> <p>SIGNED: _____</p>
<p><b>Was born in another country</b></p> <p>COUNTRY: _____</p> <p>SIGNED: _____</p>	<p><b>Can name the capital of a country on another continent</b></p> <p>COUNTRY: _____</p> <p>SIGNED: _____</p>	<p><b>Can say "hello" in a language other than English or French</b></p> <p>COUNTRY: _____</p> <p>SIGNED: _____</p>

# 2.



## Quality of Life

### OVERVIEW

These activities and resources introduce students to the concept of **quality of life (QOL<sup>1</sup>)** and how it varies in different regions of the world. Students explore factors that determine quality of life and some of the tools used to measure it, including the **Human Development Index (HDI)**. They probe the concepts of **developed and developing countries**, and confront common myths about global development. Through analysis of Quality of Life data they develop informed opinions about barriers to global equality, and make connections between Canada and the world.

### LEARNING OUTCOMES

Students will be able to:

- Define quality of life and list three indicators
- List three key differences between developed and developing countries
- Explain where Canada ranks in terms of development in respect to other countries
- Apply critical thinking and form opinions based on the analysis of quantitative data
- Dispel common global development myths

### KEY CONCEPTS

- Well-being
- Quality of life
- Privilege
- Poverty and Inequality
- Global development
- Developing and developed countries

---

1. Highlighted words appear in the glossary available [on page 55](#).



## STARTERS

Choose one of these activities to focus on issues of inequality in the world.



### Inequality Game<sup>2</sup>

#### Materials

- Recycled scrap paper
- Recycling bin

Try this simple class exercise to demonstrate privilege, inequality and injustice. (Watch this animated [video](#) to prepare, but do not screen it with the class to avoid spoiling the outcome for students.)

1. Distribute sheets of scrap paper to the class. Be sure students remain seated in their desks.
2. Put a recycling bin at the front of the classroom.
3. Tell students that they represent the world's population. To move to a position of privilege (higher standard of living and quality of life), all they have to do is crumple the paper into a ball and toss it into the bin. Those who are successful in throwing the ball into the bin have achieved top status. Those who do not, remain underprivileged.

Debriefing prompts:

- Who makes it into the bin and who doesn't?
- Where do most complaints of unfairness come from?
- Draw an analogy between the lack of complaints from the front seats and the frequent lack of awareness of their good fortune enjoyed by people born into privileged positions in the real world.
- Ask students to reflect on the experience and relate it to differences among developed countries (like Canada) and developing countries.

See **BACKGROUNDERS: Developing and Developed Countries** on [page 16](#)

#### Probes and Prompts

- What might be the outcome of putting a country into a particular category?
- How might this type of label help maintain stereotypes?



---

2 Adapted from *This Teacher Taught His Class A Powerful Lesson About Privilege* at [Buzzfeed](#).



## Video

Screen the [video Two Hundred Years That Changed the World](#) (4:47) to give the class a quick look at how countries' levels of development have changed in the last 200 years – a period in which the wealth and life expectancy of people in some countries have grown dramatically. Watch world order change over time as countries move around the graph. Guide follow-up discussion with questions such as:

- Choose one word to describe your reaction to the video.
- Did anything surprise you?
- This video only shows data up to 2009. There have been many investments in global development since that time. Do you think things have changed since then?
- What are some changes we might expect over the next 10 years? In your lifetime?
- Do you believe that the world will improve or worsen in the 21st century? Why?

Students can explore in more detail with this online interactive version of the [graph](#) used in the video.

## BACKGROUNDER – Developing and Developed Countries

*A developed country is one that allows “all its citizens to enjoy a free and healthy life in a safe environment.”*

Former UN Secretary-General Kofi Annan

**Developed country** is a term used to describe rich countries with technologically advanced industrial bases. Most citizens of developed countries have high life expectancies, access to education, and a relatively high **gross national income per capita**.

**Developing country** is a term used to describe low and middle-income countries with less sophisticated industry. Most citizens of developing countries have a lower **standard of living**, with less access to goods and services, health care or education.

SOURCE: Canadian Geographic: [A Developing World](#)

### Examples

Low-income countries:	Middle income countries:	High-income countries:
Afghanistan	Cuba	Australia
Ethiopia	Iraq	Canada
Haiti	Jamaica	Norway
South Sudan	Mexico	United States
Democratic People's Republic of Korea	Romania	United Kingdom

SOURCE: [The World Bank Data](#). Check the website for data updates post-2016.

Generally, high-income countries are developed countries, whereas middle- and low-income countries would be considered developing. Economists often refer to the BRICS countries as emerging economies (or quickly developing countries) and include Brazil, Russia, India, China, and South Africa.

# ACTIVITIES

## ACTIVITY 1: Quality of Life

1. Ask students to close their eyes and take sixty seconds to imagine themselves 10 to 15 years from now. Where do they see themselves? What are the components of a successful life? When time is up, invite them to share their thoughts and discuss. What elements make up that life style? What are the similarities/differences within the class? Do most responses relate to the material/physical world?
2. Ask students to take another sixty seconds to re-imagine how they would improve their quality of life. This time focus on non-material elements or intangibles. For example, health, safety, friendships, family. Follow up with a discussion to share and compare responses. What elements are mentioned most often?

### Probes and Prompts

- What is meant by “quality of life”? See **BACKGROUNDER: Quality of Life** below.
- Is there anything that you take for granted? For example: your health or access to health care, the safety of your environment, enough food to eat.
- Do you think that quality of life is equal in all parts of your community? Of Canada? What might be some of the causes of inequalities? Lack of jobs, pollution or contaminated water in some areas, remote locations, unsafe neighbourhoods, no affordable housing, shortage of doctors, higher food prices in some regions... (Be sensitive to inequalities among students from different socio-economic situations in your class.)
- How do you think the quality of life in Canada generally compares with that of other countries? For example: healthcare compared with the USA; freedom to work safely compared with Syria; access to education for girls compared with some regions of Afghanistan.

### BACKGROUNDER – Quality of Life and Standard of Living

Quality of life is a measure of well-being based on **social indicators** including health, education, income and personal fulfillment. Quality of life is measured using survey instruments, unlike standard of living, which is a calculated measure based solely on *economic factors*. Measures of quality of life (including the Human Development Index described below) combine the economic information described by standard of living with social data such as life expectancy at birth and level of education. There is no single accepted definition of quality of life. Some cultures and societies may perceive quality of life differently and have different ideas about which components matter most.

Source: [United Nations Statistics Division](#)

## Assignments

Choose from the following:

- Survey your family, friends and others to discover what's important for a good quality of life in your community. Use Worksheet #1 ([page 27](#)) to conduct the survey.

- Write a one-page response to this definition of a good quality of life:

*A person whose basic needs are met, who can act effectively and meaningfully in pursuit of his or her goals, and feels satisfied with life.*

Source: **Aga Khan Development Network**

Include examples from your own experience to support or to challenge the statement.

- *What counts in life can't always be counted; what can be counted doesn't always count.*<sup>3</sup>

Compose a response to this statement with examples by writing a blog entry (350 words), designing a poster or presenting a two-minute monologue/rant to the class. Include specific examples.



## ACTIVITY 2: Human Development Index

*I am not interested in picking up crumbs of compassion thrown from the table of someone who considers himself my master. I want the full menu of rights.*

Archbishop [Desmond Tutu](#), South African Social Rights Activist and Nobel Peace Prize Laureate

Introduce the class to the Human Development Index (HDI) by asking:

**Q:** In a list of best places to live in the world, where do you think Canada ranks – the top five, ten, twenty?

According to the HDI from the UN, Canada tied with New Zealand for tenth spot. (Note: Check [here](#) for updates post-2017)

**Q:** Can you guess which countries scored higher on the scale?

Norway, Switzerland, Australia, Germany, Denmark, Singapore, Netherlands, Ireland, and Iceland.

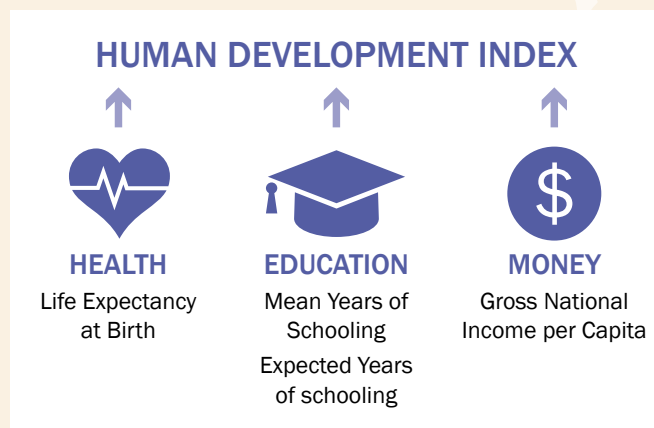
**Q:** What do you think some of the factors used to determine country rankings might be?

Students may have a range of suggestions. The HDI rankings are based on economic as well as human development indicators.

---

<sup>3</sup> Variously attributed to scientist Albert Einstein and sociologist William Bruce Cameron.

Explain that the United Nations releases a report each year that provides a snapshot of the quality of life in countries around the world. Findings are based on the Human Development Index (HDI), a tool used to measure the health, education and income of countries. The resulting scores are then used to compare countries and to determine their rankings.



*HDI is designed to reflect average achievements in three basic aspects of human development – leading a long and healthy life, being knowledgeable and enjoying a decent standard of living.*

This graphic shows the three main components of the HDI: measures of health, education and income.

### Probes and Prompts

- How could the Human Development Index be used?

Governments may make policy changes to improve conditions in their countries as indicated by the HDI. 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 the quality of life in low-ranking countries.

- What do you think limitations of the HDI might be?

Results could be misleading. The Index measures averages for the whole population of a country, but there may be serious inequalities among different segments of society or regions within a country.

- Are there inequalities within Canada?

Almost 9% of Canadians live below the poverty line,<sup>4</sup> an estimated 200,000 Canadians per year are homeless,<sup>5</sup> some regions lack access to clean drinking water, many families rely on food banks, unemployment rates are higher in some areas than others...

- What criteria other than health, education and income do you think should be measured to give an accurate picture of a country's quality of life?

**Gender equality**, personal safety, environmental sustainability, human rights, etc.

4 Statistics Canada

5 The Homeless Hub

## BACKGROUND – Human Development Index

The Human Development Index (HDI) is a composite statistic designed to measure a country's level of development. The HDI is composed of measures of life expectancy, education and per capita income. The HDI was developed in 1990 by Pakistani economist Mahbub ul Haq, who felt that measurement of development should be focused on “people-centered policies” as opposed to national income. The HDI was inspired by the work of Nobel laureate, Amartya Sen, who wrote that individual well-being results from access to opportunities and choice. While critics debate the ability of a single number to adequately reflect as complex a concept as human well-being, the HDI continues to evolve and provide a means of measuring human development beyond national income.

Source: [United Nations Development Programme](#)



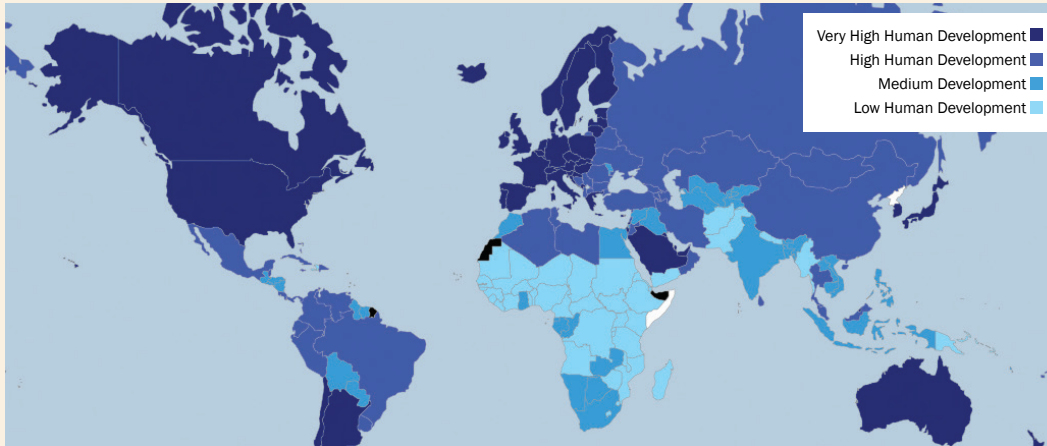
### Components of the HDI

- **Health:** the ability to live a long and healthy life. The HDI includes life expectancy at birth – a statistical measure of the average number of years people born at a certain point in time can be expected to live.
- **Education:** the ability to gain knowledge via access to education. To measure citizens' access to education the HDI factors in the average years of education received by people 25 years and older with the number of years of education that a child of school entrance age can expect given current patterns of enrolment.
- **Money:** the amount of income per person per year. To measure citizens' wealth, the HDI factors in each country's gross national income per capita, 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.

Also see:

[Frequently Asked Questions – Human Development index](#)

Explore with the class this interactive [map](#) from the United Nations Development Programme to show countries' different levels of development based on the HDI, as well as other indexes, including those that focus on gender and inequality. Rolling over a country will display the country's rankings. Clicking a country will reveal more detailed data. Demonstrate how to use the map to show the main HDI factors for various countries from each development category. Note how countries' scores have changed over time (see Trends 1990-present). Scores for most countries, from any development category, are improving.



## Assignment

Choose from the following:

- Visit the UNDP's [interactive map](#) to compare Canada with a developing country of your choosing. Use the data to complete Worksheet #2 ([page 29](#)) and give recommendations on which areas you would focus your efforts first to make improvements in both countries.
- Visit the OECD's [interactive map](#) to see what users from around the world think is most important for quality of life. Complete Worksheet #3 ([page 30](#)) and compare your own choices with others'.

## ACTIVITY 3: Fact or Fiction Quiz

Many of us hold pre-conceived ideas about life in different parts of the world. Some of those ideas are based on misleading or insufficient information. Challenge the class to this true-or-false quiz about the developing world to help set the record straight.

You may want to read aloud the questions for group response or download the print version ([page 22](#)) to distribute to students.

## Global Development Quiz

### True or False?

1. All developing countries are near the equator. **FALSE**

This persistent myth may stem from the fact that many people instinctively think of Africa when discussing development and aid. However, poverty is a major issue in parts of Asia, Latin America, and parts of Europe as well. What about in developed countries, like Canada? (Source: [Global Citizen](#))

2. The world's poorest countries lack their own natural resources. **FALSE**

The term “resource curse” is used to describe the many cases in which countries rich in natural resources remain poor. For example, oil-rich Angola had one of the world's highest growth rates from 2005-2010, yet is one of the lowest ranked countries by HDI, at 150th. The country has failed to turn resource wealth into good health and access to education for its citizens. Some resource-rich countries are unable to prevent the corruption and armed conflict that funnels money away from healthcare and education. (Source: [Global Citizen](#); [The Atlantic](#); [The Aga Khan Foundation Canada](#))

3. Canada spends 2% of its gross domestic product (GDP) on international assistance to developing countries each year. **FALSE**

In 2016, Canada devoted 0.26% of GDP to **foreign aid**. For developed countries, the UN recommends a target of 0.7%. Most wealthy countries devote more to foreign aid than Canada does. (Source: [OECD](#) – check for updates post 2016)

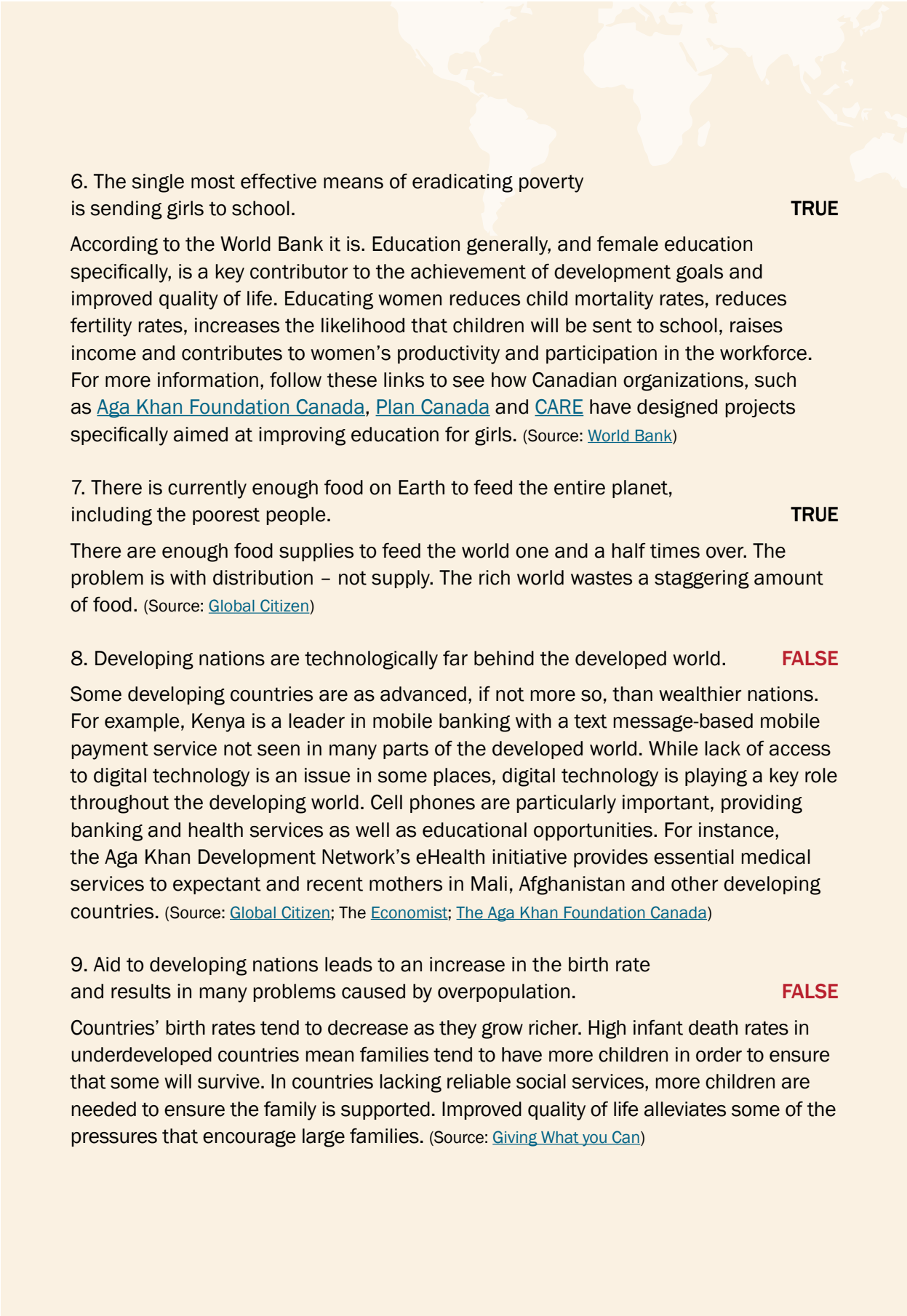
4. Money spent on global development has had little to no effect on world health. **FALSE**

Development aid can be effective. For example, concerted global development efforts have eradicated smallpox, a devastating and highly contagious disease. Between 2000 and 2015, annual worldwide deaths from malaria have been reduced by 60%. Between 1980 and 2001, deaths from cholera and other diarrhoeal illnesses were reduced by 65%, although outbreaks in Haiti (2010) and a smaller spike in 2014 indicate much still needs to be done. Nevertheless, the overall impact of these advances is enormous, particularly on child mortality. (Source: World Health Organization – [Malaria](#) & [Cholera](#))

5. More children are attending school now than ever before. **TRUE**

From 2000 to 2015, the number of children not in school dropped by half. Primary school enrolment in the developing world improved from 83% to 91% in the same timeframe. Education remains an essential priority. One of the **Sustainable Development Goals** is to “ensure inclusive and quality education for all and promote lifelong learning”. (Source: [UN Millennium Development Goals](#); [UN Sustainable Development Goals](#))





6. The single most effective means of eradicating poverty is sending girls to school.

**TRUE**

According to the World Bank it is. Education generally, and female education specifically, is a key contributor to the achievement of development goals and improved quality of life. Educating women reduces child mortality rates, reduces fertility rates, increases the likelihood that children will be sent to school, raises income and contributes to women's productivity and participation in the workforce. For more information, follow these links to see how Canadian organizations, such as [Aga Khan Foundation Canada](#), [Plan Canada](#) and [CARE](#) have designed projects specifically aimed at improving education for girls. (Source: [World Bank](#))

7. There is currently enough food on Earth to feed the entire planet, including the poorest people.

**TRUE**

There are enough food supplies to feed the world one and a half times over. The problem is with distribution – not supply. The rich world wastes a staggering amount of food. (Source: [Global Citizen](#))

8. Developing nations are technologically far behind the developed world.

**FALSE**

Some developing countries are as advanced, if not more so, than wealthier nations. For example, Kenya is a leader in mobile banking with a text message-based mobile payment service not seen in many parts of the developed world. While lack of access to digital technology is an issue in some places, digital technology is playing a key role throughout the developing world. Cell phones are particularly important, providing banking and health services as well as educational opportunities. For instance, the Aga Khan Development Network's eHealth initiative provides essential medical services to expectant and recent mothers in Mali, Afghanistan and other developing countries. (Source: [Global Citizen](#); [The Economist](#); [The Aga Khan Foundation Canada](#))

9. Aid to developing nations leads to an increase in the birth rate and results in many problems caused by overpopulation.

**FALSE**

Countries' birth rates tend to decrease as they grow richer. High infant death rates in underdeveloped countries mean families tend to have more children in order to ensure that some will survive. In countries lacking reliable social services, more children are needed to ensure the family is supported. Improved quality of life alleviates some of the pressures that encourage large families. (Source: [Giving What you Can](#))

## Assignment

Choose from the following:

- Select three statements from the quiz and conduct research to find evidence to support or contradict the information. Write up your findings and include links to online sources.
- Design an infographic based on information you have researched relating to one of the quiz questions. Display and share with the class. (See resources section for suggested free templates and tools.)
- Come up with five additional true-or-false questions about the developing world to challenge the class. Site your sources. (See [Giving What We Can](#) and [Global Citizen](#) for some examples.)



## ALTERNATIVES and EXTENSIONS

### A World of Ten Class [Activity](#)

This 15-minute exercise allows students to readily visualize and comprehend inequalities in the world. A quick and easy introduction to discussing differences between developed and developing countries.

### Data Update

The huge growth in the world's population over the past 200 years or so has had an impact on quality of life and regional inequalities.

- Display a [world population clock](#) on a computer screen in the classroom to remind students of the fast rate of change.
- Screen the video [7 Billion: How Did We Get So Big So Fast?](#) (2:33) for a look at some of the factors contributing to population growth.
- Have students view the video, [7 Billion](#) (2:57), made in 2011, when the world's population reached seven billion. The task: select two "facts" from the video and conduct research to confirm or update the information.



## RESOURCES

### Videos

- [What Is Privilege?](#) (3:59) The privilege walk is a group exercise designed to illustrate the often hidden privileges and challenges experienced by people depending on their gender, religion, economic status, country of birth, etc.

### Websites

- [27 Myths About the Developing World](#) (Global Citizen) Do developing nations have natural resources? Does foreign aid contribute to overpopulation? This article concisely debunks many of the common myths about the developing world.
- [Myths About Aids and Charity](#) (Giving What We Can) There are plenty of good reasons to donate to charity and increase our foreign aid spending. But myths about the effectiveness of aid persist, which makes many people concerned about donating. Let's separate fact from fiction.
- [The Human Development Report](#) (United Nations Development Programme) The annual global human development report lists countries' scores on the Human Development Index, a composite statistic measuring health, education and wealth.
- [What Matters Most to People Around the World?](#) (Organization for Economic Co-operation and Development) An infographic map that shows the priorities of more than 80,000 people from around the world who were asked what they value most in life. Students can input their own choices and see them reflected on the map.
- [Two Hundred Years That Changed the World](#) (Gapminder) The world has changed dramatically in the last 200 years. This interactive visualization shows how different countries' average lifespans and incomes have changed over this period, making clear the effects of industrialization, revolution, war and disease. Includes a Teacher's Guide, Global Development Quiz and card game.
- [A Developing World](#) (Canadian Geographic / Global Affairs Canada) A variety of lesson plans that make use of an [interactive world map](#).
- [The Happy Planet Index](#) (New Economics Foundation) An alternative to the HDI, the HPI ranks countries on the basis of life expectancy, experienced well-being and ecological footprint.
- [World Happiness Report](#) (The United Nations Sustainable Development Solutions Network) An annual survey of global happiness designed to reveal national subjective well-being across the globe.
- [10 Fun Tools To Easily Make Your Own Infographics](#) (Edudemic) A brief review of ten popular tools for creating visualizations.

# WORKSHEET #1:

## Quality of Life Survey

Each year the World Health Organization conducts a survey to measure the quality of life of people around the world. Your assignment is to carry out your own survey to find out which quality of life indicators are most important to the people around you.

1. Review the questions on the survey sheet to be sure you understand them.
2. Start by making a record of your own answers to each question.
3. Select a sampling of **at least 10** friends, family members, students or others in your community (for example, neighbours, a store owner, librarian).
4. Invite them to take part in the survey (about 5 minutes of their time) by answering five questions. They can respond to you in-person, by telephone, text or email. Indicate that their participation is optional, their responses will be kept private and that their names will not be revealed.
5. Keep a written record of each respondent's answers.
6. When you have completed the survey, transfer the responses to the survey results table.
7. Answer the follow-up questions on the sheet to complete the assignment.

Remind people taking the survey that there is no right or wrong answer – quality of life means different things to different people.

### Quality of Life Survey Questions

Choose the ONE (1) thing that is most important to you in each grouping.

- |  |                                       |
|--|---------------------------------------|
| 1. a. Freedom from pain and discomfort           | 4. a. Financial resources             |
| b. Adequate sleep and rest                       | b. Leisure activities                 |
| c. Ability to get around without help (mobility) | c. Home life                          |
| 2. a. Body image                                 | 5. Which of the four choices you have |
| b. Self-esteem                                   | made would you give up first?         |
| c. Religion/spirituality/personal beliefs        | _____                                 |
| 3. a. Personal relationships                     | Which would you give up last?         |
| b. Social support (from friends)                 | _____                                 |
| c. Freedom                                       |                                       |

# Quality of Life Survey Results

Transfer the information you've collected from the survey to the table below.  
Insert the total number of responses in each category.

INDICATOR	MOST IMPORTANT	CHOICE TO GIVE UP FIRST	CHOICE TO GIVE UP LAST
1a. Freedom from pain and discomfort			
1b. Adequate sleep and rest			
1c. Ability to get around without help (mobility)			
2a. Body image			
2b. Self-esteem			
2c. Religion/spirituality/personal beliefs			
3a. Personal relationships			
3b. Social support (from friends)			
3c. Freedom			
4a. Financial resources			
4b. Leisure activities			
4c. Home life			

1. Which one of the 12 indicators was chosen most often overall? \_\_\_\_\_

2. Which indicator did most people choose to give up first? \_\_\_\_\_

3. Which would they give up last? \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

5. Are you surprised by any of the results? Add any other observations. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## WORKSHEET #2:

# Human Development Report Country Comparison

1. Go to the [interactive UNDP map](#).
2. Select a country from the Low Human Development category. (See the legend on the right-hand side of the screen.) Click on the country and write its name in the blank field in the table below.
3. Fill in the rest of the blanks from the information on the screen for your chosen country.
4. Follow the same process for Canada to complete the table.

<b>HUMAN DEVELOPMENT INDICATORS</b>	<b>COUNTRY:</b> _____	<b>CANADA</b>
<b>Index</b>		
<b>Rank</b>		
<b>Health</b>		
<b>Education</b>		
<b>Income</b>		

If you were a leader of this country, where would you suggest your country focus first (health, education, income, other) and why? Were there any indicators in which the lower category country had a higher ranking than Canada?

---

---

---

---

---

---

---

---

---

---

## WORKSHEET #3:

# 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	HEALTH			
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

3. Complete the rest of the table with rankings from one country in Asia, one in Africa, and a country from anywhere in the world.
4. Are you surprised by any of the results? What might account for the similarities or differences?

---

---

---

---

---

---

---

---

5. How would you rank the topics? Click on the *Tell Us About You* box on the website and submit your own index.



# Global Development Quiz

True or False? Circle your answers.

1. All developing countries are near the equator. T F
2. The world's poorest countries lack their own natural resources. T F
3. Canada spends 2% of gross domestic product (GDP) on international assistance to developing countries each year. T F
4. Money spent on global development has had little to no effect on world health. T F
5. More children are attending school now than ever before. T F
6. The single most effective means of eliminating poverty is sending girls to school, according to the World Bank. T F
7. There is currently enough food on Earth to feed the entire planet, including the poorest people. T F
8. Developing nations are technologically lacking. T F
9. Aid to developing nations leads to an increase in the birth rate and more problems caused by overpopulation. T F

# 3.



## What is Sustainable Development?

### OVERVIEW

These activities and resources examine some of the efforts to reduce poverty and improve **quality of life**<sup>1</sup> in the **developing world**. Students explore the distinctions – and connections – between **humanitarian assistance** (or emergency relief) and **sustainable development**. They are introduced to a variety of development players (governments, NGOs, individuals, etc.), analyze approaches that contribute to sustainable development, and come to their own conclusions about how best to help people help themselves.

### LEARNING OUTCOMES

Students will be able to:

- List some of the important global development gains that have been achieved
- Identify a range of development players and understand the importance of including individuals and institutions in the developing world in the development process
- Recognize both the distinctions between the provision of humanitarian assistance and support for sustainable development, and the ways in which these efforts are often linked
- List key factors of effective development approaches
- Apply what they have learned to assess local and global development programs

### KEY CONCEPTS

- Sustainable development
- Non-governmental organizations (NGOs)
- **Sustainable Development Goals** (SDGs/the Global Goals)
- Humanitarian assistance
- Development assistance
- Helping people help themselves
- Local to global connections

1 Highlighted words appear in the glossary available [on page 55](#).

## STARTER

Focus thinking on the work being done to address global development issues. Ask the class: *What do these people have in common?*

- David Suzuki
- Beyoncé
- Bill Gates
- Malala Yousafzai

Among other possibilities, they all have championed or contributed to efforts on global causes. You may want to include other celebrities who are currently popular and to show videos or images of them in action. (See RESOURCES for links.)

Follow up with a discussion about the variety of sustainable development issues being addressed – from climate change to **gender equality**, access to education to ending poverty – related to improving life on the planet for everyone, everywhere – in developing and **developed countries**.

Ask: What role do celebrities play? Do you think they can be effective in making a difference? Celebrities attract attention and may offer credibility (as well as funding) for their cause. Is that enough? Do they help change policies to address underlying issues? What happens if celebrity interest fades?



# ACTIVITIES

## ACTIVITY 1: Who's Making a Difference?

Discuss the range of people and organizations behind global development initiatives: international organizations such as the United Nations and the World Bank, governments, non-governmental organizations (NGOs), faith-based groups, foundations, businesses, universities and colleges, individuals, etc. See **BACKGROUNDER: Examples of Global Development Players** on [page 36](#).

### Probes and Prompts

- Who is responsible for reducing poverty and improving quality of life around the world?
- Should governments (of both developed and developing countries) carry most of the responsibility? If not, who should?
- What role do non-governmental organizations have? Can you give examples of their work?
- How can individual citizens (including students) in both developed and developing countries contribute to sustainable development?

Ask the multiple-choice question below to expand the discussion to focus on some of the successes achieved through global development efforts. First, read out (or post on the board) all the options for students to consider. Then re-read them one at a time and have the class respond by a show of hands. Ask students to give their reasons for their choices.

Which of these achievements do you find the most impressive? Why?

A. Since 1950, life expectancy in developing countries has risen from 48 to 65 years.

(Source: [World Health Organization](#))

B. Since 1987, substances causing ozone-depletion have been reduced to almost zero.

(Source: [UN Millennium Goals](#))

C. Since 1990, the number of hungry people in the world has declined globally by 209 million.

(Source: [Food and Agricultural Organization – United Nations](#))

D. Since 2000, the number of women in parliament has increased by almost 80%

(Source: [Women in Parliaments](#))

E. Between 2000 and 2012, the number of primary- school-age children not in school has almost halved.

(Source: [UNICEF](#))

## Assignment

Choose one of the following as a take-home assignment for students to work on individually, or to complete during class time in small groups.

- Many improvements have been made to lives around the globe in the 21st century. Conduct research to:
  1. Identify at least **one example** of positive change related to one of the following: global health, education, **food security**, clean water, gender equality or another issue of your choosing.
  2. Give statistics to show the improvements since 2000 or for whatever time period statistics are available.
  3. Find **at least two** examples of initiatives taken on the part of government, organizations and/or individuals to contribute to those improvements. Do you think the examples you have chosen will have short-term or long-term results?
  4. Compile your findings in a one-page blog, Frequently Asked Questions (FAQ) list or script for a radio or television commercial.

See RESOURCES for websites to research, especially [Millennium Development Goals](#).

- Select a development issue related to one of the 17 [Global Goals](#). Search online to find at least **two** short videos from two different organizations that deal with that issue. Write or record a review of the videos and include your responses to these questions:
  - What one word describes your reaction to the video?
  - What is the main message? Do you agree or disagree with it?
  - Is there a single image that stands out for you?
  - Which do you feel is more important to the success or failure of the video: the sound track or images? Why?
  - Do we experience this issue in Canada? How might it look the same or different in Canada and in developing countries?
  - Did this video inspire you to take action? If so, what do you plan to do?

Finally, assign a rating of one to three stars to each video.

## BACKGROUND – Examples of Global Development Players

**United Nations** – The UN was created in 1945 to maintain international peace and security, develop friendly relations between nations and provide a forum to support coordinated action on economic, social, cultural and humanitarian issues. The UN was intended to prevent a repeat of the unprecedented destruction and suffering of the two World Wars, and to promote and protect fundamental human rights. The organization offers leadership on global development through its many programs, funds and agencies. The UN is one of several multilateral organizations involved in global development.

**Governments** – Governments bear primary responsibility for the quality of life of their citizens, through the provision of critical social services, infrastructure, economic policies, and the legal and fiscal frameworks that support development. In many countries, however, governments lack the resources, capacities and systems to do so. It is critical that development efforts work with governments at all levels – from local to national – to ensure they fit with local priorities and that governments have the ability to sustain positive changes over the long-term. Developed country governments contribute to global development by funding the UN and dedicating a portion of their budgets directly to global aid and development. Canadian Prime Minister Lester B. Pearson headed a commission in 1968 that recommended that 0.7% of rich countries' **gross national product** (GNP) should be directed to Official Development Assistance (ODA). Countries seldom reach this target. In 2015, only Norway, Denmark, Sweden, the Netherlands, Luxembourg, and the United Kingdom met or exceeded this percentage, with Canada contributing only 0.28%.

**Non-Governmental Organizations (NGOs)** – NGOs are a diverse group of organizations that are neither under government control nor affiliated with a political party. They may be faith-based or secular organizations. NGOs vary by both focus (e.g. poverty, health, education, human rights) and level of operation (e.g. community-based, national, international). Both international and local NGOs have an important role to play in sustainable development. NGOs often focus on important long-term projects often underserved by business and government.

**Businesses** – In the words of former UN Secretary General Ban Ki Moon, “the private sector is the driving force of the global economy.” While the first priority of businesses is the growth of profits, they also have a responsibility to ensure that growth is sustainable. In an increasingly global world, sustainability can align with the objectives of aid and development and business and industry. Businesses have skills and other resources the developing world needs.

**Universities and colleges** – Around the world, universities and colleges play an integral role in the social, economic, political and cultural life of countries. Universities and colleges in developed countries contribute resources and knowledge to sustainable development projects in other countries. This can be through research, faculty exchanges as well as by implementing projects with local partners. In the developing world, these institutions are critical to building the local knowledge and leadership to sustain improvements in quality of life over the long term.

**Individuals** – Individuals contribute to global development through donations, raising awareness and volunteering. Wealthy individuals such as Bill and Melinda Gates have foundations that contribute funding and bring together global expertise to address critical development challenges. Celebrities like Jeopardy’s Alex Trebek and Rick Mercer lend their names and faces to public awareness campaigns.



## ACTIVITY 2: Helping People Help Themselves

*...at the end of the day, it’s about engagement. It’s about understanding that people really don’t want handouts...; they want to solve their own problems; and that by engaging with them, not only do we create much more dignity for them, but for us as well.*

[Jacqueline Novogratz](#), Social Entrepreneur

*...Africa doesn’t want to be saved. Africa wants the world to acknowledge that, through fair partnerships with other members of the global community, we ourselves are capable of unprecedented growth.*

[Uzodinma Iweala](#), Author and Physician

Begin discussion by asking the class to respond to this scenario:

*You’re struggling to solve a tough math problem for a homework assignment. Would you rather have someone give you the answer or help you figure out how to do it yourself?*

### Probes and Prompts

- What are the pros/cons of both options?
- How do you feel if you’re always on the receiving end of a handout (charity)?
- What is the difference between a handout and a hand-up?
- How might this concept relate to global development?
- What are the advantages and disadvantages to each approach? (One is immediate, but does not address the underlying problems, and the other takes longer but addresses the root problems so that they don’t reoccur.)



## HANDOUT/HAND-UP

Development work sometimes involves providing both humanitarian assistance and long-term, sustainable programs. For example, imagine a community devastated by flooding so severe that many lives were lost, and the surviving villagers must move to a new region to re-establish themselves. They are not able to grow the foods they used to because of the change in soil conditions in the new region, so they receive food aid to help feed their families and survive the first season in the new area. Next year, the community has the opportunity to work with a farmers' school to learn how to grow new crops for themselves that will provide healthy food for their families. Community leaders also receive training so that they have the knowledge and skills to prevent or respond more quickly to future floods or other natural disasters.

Both a handout and a hand-up can help communities find immediate and long-term solutions to the problems they face.

Sometimes global development is simplified in an effort to make it easier to understand, but it's important to recognize that improving quality of life requires time, resources, hard work and an ability to bring a lot of different actors and approaches together. Global development is complex, and just as there is no one way of looking at a problem, there is not one solution. In fact, there are many solutions.

Read the fictional story about a young woman from Badakhshan ([see page 39](#)) and use it as a visioning activity with the class. Ask the class to sit quietly with their eyes closed and to listen carefully as you (or a designated student) read the story.





## THE YOUNG WOMAN FROM BADAKHSHAN

I want you to imagine that you are a young 18-year-old woman living in a small remote village in the province of Badakhshan in northern Afghanistan. You grew up there, and recently married a young man from the same village. Your husband is a day labourer at a nearby farm. The nature of his work is seasonal, and so doesn't always provide a steady income. Your parents died a few years ago, so your younger brother lives with you, and you are responsible for him and his school fees, etc.

You are six months pregnant with your first child and recently you've been feeling weak and dizzy. You're not seriously ill, but things just don't seem right, so you decide to see a doctor. The closest clinic requires a long journey away across a mountain valley. You can't travel to the clinic by yourself – you need a male relative to accompany you because that's the custom in this part of the country. It's the planting season and your husband is busy at work. He decides it's important to take you to the clinic, so he will forego his wages for a few days. There is no transportation to the clinic, and it would take days to walk, so you rent a car and have to use the money you've been saving to buy school books for your younger brother.



You leave early in the morning since it takes most of the day to get to the clinic. When you arrive, the clinic is very busy. It would be inappropriate for you to be examined by a male doctor or nurse. The clinic has a female nurse, but she is away today on a training course. You will have to come back tomorrow morning, which means you have to dip into your savings again to pay for accommodations for the night.

When you finally see the nurse, she runs a blood test. The test shows that you have anemia – a very common condition caused by a lack of iron in your diet. The nurse explains it to you, but iron-rich foods like dark leafy greens are not available locally, and meat and eggs are expensive, so you rarely eat them. The nurse hands you a package of pills and ushers you out of the examination room. You're not entirely sure how many pills to take or how often. There are instructions written on the package, but, like 70% of the people in Afghanistan, you and your husband cannot read. Your husband will need to ask one of the men in your village to read the instructions, as many of the women in your village can not read either. If you don't take the supplements properly, your child will likely be born early with a low birthweight... and the cycle of poverty will continue...

## Probes and Prompts

- What feeling are you left with after this story?
  - This story is not about a specific woman, but an example of a situation that women in this part of Afghanistan face. Explain to the class that this does not reflect the conditions for all women in Afghanistan, but a particular region, where maternal mortality rates are among the highest in the world.
- Explain that this story gives a sense of the complexity of poverty. It's not just that this young woman doesn't have access to a clinic, she is facing multiple hurdles:
  - She is illiterate and lives in a community where social norms prevent women from accessing the same services and opportunities as men;
  - She lives in a remote area with poor transportation, where customs further limit women's mobility outside the home;
  - She does not have access to a diet rich in nutrients and vitamins, and doesn't have the education on which foods are important during pregnancy, and therefor suffers from poor nutrition;
  - Her household depends solely on her husband's wages, as she cannot work outside the home;
  - She has to make difficult financial choices (should she go to the clinic or buy school books for her brother?)
- What challenges does this woman face? Healthcare and what else?
  - Infrastructure (roads, ambulance to clinic, clinics closer to the village, etc.); healthcare (access in her village to a health care professional, access to nutritious food to eat, female doctors, etc.); education (literacy, knowledge of nutrition and a balanced diet, knowledge of prenatal care, etc.); financial security (steady income, opportunity to work outside of the home, forced to make difficult choices with her savings, etc.).



- What interventions or projects do you think would have helped this woman?
  - Train local midwives and volunteers to deliver workshops on health and nutrition; train more female doctors; improvements to infrastructure and access to clinics; training for farmers on growing a wider variety of foods; food storage techniques to extend the period of fresh local food availability; support families to raise livestock and create their own home gardens to add more variety of fresh food to their diet, etc.
  - Explain to students that it is important to find solutions to these challenges that will have long-lasting impacts. Especially in remote areas, interventions that focus on building the knowledge and strength of the community will lead to more sustainable solutions. For example, it might not be realistic to bring in a midwife from another region and expect them to settle in a new remote area, whereas training a local woman as a midwife means that she is trusted by the community and is already living in the area. It also provides a new opportunity for women to work in the community providing some financial security for her and her family.
- Explain to students that, like in Canada, communities have limits on their financial resources. Ask students to prioritize the interventions they have chosen. They will have to make tough choices and explain why they have made those decisions.
- Screen the following short video with the class: [Health has a new home: A new life begins](#) (4:15).
  - The hospital in the video is in Bamyan (southwest of Badakshan). It has a state-of-the-art maternity ward and the team there is saving lives every day. A similar hospital has also been built in Badakshan. What impacts will this have on the region? How will this affect men, women, and children in this region of Afghanistan? (Opportunities for training and employing new doctors, midwives, and nurses; access to quality health care for everyone; life expectancy increased; maternal and child mortality rates decreased dramatically, etc.)
  - Click [here](#) for more information about some of the interventions happening in northern Afghanistan to help improve the quality of life for women and infants.
- How are things different or the same in Canada?

To break the cycle of poverty, women **and** men need equal opportunities to reach their full potential, including access to quality health care and education, and have a voice in their community. No matter where they live – in Canada or in Badakhshan.

What are some actions that you could take here in your community to help tackle some of these same challenges? (Volunteering at a literacy program, supporting a local food centre, helping sort out donations at a community early childhood centre, etc.)

Explain that many global development organizations understand that reducing **global poverty** is a complex challenge that involves much more than simply sending money, supplies or volunteers to those in need. Agencies carrying out effective development initiatives have learned that these key factors are important for success. (You may want to write shorthand descriptors for each on the board as reminders.)

A hand-up is more sustainable than a handout.

*hand-up vs. handout*

People are the key to their own development.

*people are the key*

Outside help should not be imposed – partnerships are key.

*inside vs. outside*

Poverty is complex, and so are the solutions.

*no single solution*

Discuss each of these factors and ask the students for examples of each.

## Assignment

*Give a person a fish, and feed him for a day. Teach them to fish, and they will eat for a lifetime.*

Proverb

What is the message behind this proverb? Can you think of an example from your own life that relates to it? Choose **one** of the options below to demonstrate the link between the proverb and global development. Include examples of specific development issues in your response.

- A 300-word newspaper editorial
- A comic strip or editorial cartoon
- A skit presented to the class (working in a group)
- A poster using images of development projects from this [photo gallery](#)
- A question-and-answer interview with someone who works in global development

(see RESOURCES for links)



## ACTIVITY #3: Local to Global

Review with the class the key factors for effective sustainable development:

- A hand-up is more sustainable than a handout.
  - People are the key to their own development.
  - Outside help should not be imposed – partnerships are key.
  - There is no single solution or quick fix.
1. Divide the class into small groups and provide each with a large sheet of craft paper.
  2. Allow groups five minutes to select a **local community issue** they feel needs attention. (For example, homelessness, bullying, cars idling, food banks, literacy, poverty.) Have them write the name of the issue at the top of the paper, and then draw a vertical line down the middle of the sheet to create two columns.
  3. Ask groups to brainstorm for ten minutes to come up with at least three actions they recommend to address the issue. (Keep in mind the key factors for creating a lasting solution – sustainable development – as described above.) Jot down the ideas in one of the columns on the paper.
  4. When time is up, each group passes its sheet of notes on to the next group (move from left to right) to expand thinking. Groups have five minutes to review the notes from the previous group and to add their own in the opposite column.
  5. Debrief by having students share their ideas with the class and show how they link to the key factors. Compare, contrast and reflect on responses.



### Assignment

Go to the [Global Goals website](#) and select one goal that relates to both your local community and another part of the world. Identify a non-governmental organization's campaign or program that targets that goal either at the local or global level, or both. Conduct research to compile your findings under the headings on Worksheet #1 ([page 45](#)) and write a review of the project to indicate whether or not you would support it.

## ALTERNATIVES and EXTENSIONS

**Video Discussion** – Screen the video [No Point Going Halfway](#) (2:34) for a review of some of the challenges the world is facing and the progress being made to overcome them. Follow viewing with a recap of the Sustainable Development Goals (SDGs or The Global Goals – see THEME ONE). To guide discussion:

1. Choose one word to describe your reaction to the video.
2. What is the purpose of the video?
3. Do you think it is effective? Why?

**Celebrities and World Issues** – Choose elements from this [lesson plan](#) (MediaSmarts and UNICEF) to examine the role of popular culture in creating awareness of world issues.

**Guest Speaker** – Invite someone from your community to visit the class to share stories about working in international or local development. (See RESOURCES: [Canadian Council for International Cooperation](#) to locate organizations that may offer speakers. For example, [Aga Khan Foundation Canada's Speaker Bureau](#).)

**Where's the Money?** – Visit Canada's Foreign Aid [interactive map](#) to:

- Investigate where Canada's **foreign aid** funding goes. Which countries receive the most from Canada? The least? Why do you think some countries receive less aid than others?
- Research the level of foreign aid funding from Canada's government. The United Nations set a target of 0.7% of gross national income (GNI). Canada falls far below this percentage. What might be some of the reasons?

Follow up with a class debate on a related issue. For example:

- The Government of Canada should increase its funding for global development in order to meet the minimum contribution recommended by the United Nations.
- Instead of long-term development aid, Canada should offer only humanitarian assistance to other countries in response to emergencies such as natural disasters or in times of war.

**Freeze Frame** – small groups create a tableau or freeze frame scene to illustrate a global development challenge and two tableaus showing possible approaches to solutions. The rest of the class guesses the challenge and solutions.

## RESOURCES

### Videos

[No Point Going Halfway](#) (2:34) 15 years after the creation of the Millennium Development Goals, millions more children are in school, billions more people have access to clean water, yet we are only halfway to ending extreme poverty. This short video asks whether we are content with just going halfway.

[What is Sustainable Development?](#) (3:40) A short animated film produced for UNICEF to help explain concepts of sustainable development.

[Daring to Deliver](#) (6:58) This short video illustrates the work being done to improve the health of women and children in Badakshan, Northern Afghanistan, where maternal and child mortality rates are amongst the highest in the world.

## Websites

- [Myths About Aids and Charity](#) (Giving What We Can) There are plenty of good reasons to donate to charity and increase our foreign aid spending. But myths about the effectiveness of aid persist, which makes many people concerned about donating. Let's separate fact from fiction.
- [Millennium Development Goals](#). A fact sheet update from the World Health Organization.
- [Charity Navigator](#). Website includes a list of celebrity-related charities, mostly from the US.
- [The Global Goals](#). A site designed to promote the United Nations Sustainable Development Goals to end extreme poverty, fight inequality and injustice and fix climate change. Includes details on the 17 global goals, tools for sharing them, resources and ways to take action, including a variety of lesson plans.
- [World's Largest Lesson](#). World's Largest Lesson introduces the Sustainable Development Goals to children and young people everywhere and unites them in action.
- Aga Khan Foundation Canada's Flickr [Album](#). Access to dozens of photos related to development projects in Asia and Africa.
- [Millennium Development Goals Report](#). The precursors to the Sustainable Development Goals, the Millennium Development Goals were a UN-driven international success story that catalyzed work to end extreme poverty and improve the lives of the most disadvantaged.
- [Aga Khan Foundation Canada Speaker Bureau](#). This resource offers a service for booking a dynamic speaker with firsthand experience of global issues and development.
- [Canadian Council for International Co-operation](#). A coalition of Canadian voluntary sector organizations working globally to achieve sustainable human development. CCIC seeks to end global poverty and to promote social justice and human dignity for all.
- [Global Hive Education Hub](#). Resources and tools for teachers, including case studies and examples of good practices for partnering with NGOs.
- International Development [Project Browser](#). A database of more than 3,100 profiles of international development projects funded by the Government of Canada.
- [Canadian International Development Platform Map](#). An interactive map showing how Canada's foreign aid is distributed around the globe.
- [Development Unplugged](#). A Huffington Post blog on global development and related issues from CCIC and the Canadian International Development Platform.
- [Celebrities and World Issues](#). A lesson plan from MediaSmarts and UNICEF.
- [Tableau](#). Instructions for creating a tableau in the classroom.

# WORKSHEET #1:

## NGO Campaign Review

1. Go to the UN Sustainable Development Goals [website](#).
2. Select a goal and review related facts, figures and targets.
3. Select an NGO's initiative or program that is working toward this goal. Check the membership list at the website of the [Canadian Council for International Co-operation](#) for examples.
4. Complete the following:

Sustainable Development Goal (SDG):

---

---

Why is this goal important?

---

---

---

Name of NGO campaign or program:

---

What is the goal of this campaign or program?

---

---

Who is the target audience?

---

---

How does this campaign or program meet its goals? What actions are taken?

---

---

Would you support this campaign? Why or why not? (Review the factors for effective sustainable development.)

---

---

---



# 4.



## Making a Difference

### OVERVIEW

These activities and resources are designed to inspire and motivate students to take action as **global citizens**<sup>1</sup>. Students research and evaluate development issues and related non-governmental organization (NGO) programs, and prepare and carry out a campaign to generate support from the school or community for a selected program. Through the experience they gain insight into the importance of **sustainable development** work and their own potential as agents of change.

### LEARNING OUTCOMES

Students will be able to:

- Recognize that small actions can lead to big impact
- Express themselves with informed opinions about development issues
- Propose and prepare an action plan
- Use research, planning and creativity to raise public awareness of development issues
- Become agents of change to make a difference in the community/world

### KEY CONCEPTS

- Local/global development
- Small actions/big impact
- Action plan
- Global citizenship
- Agents of change

---

1 Highlighted words appear in the glossary available [on page 55](#).

## STARTER

An activity to illustrate the importance of taking action, however small, to make a difference.



**Story:** *The Star Thrower*

Tell the story or screen a [video](#) version (see RESOURCES for links).

*The story goes that an old man, who lived by the edge of the sea, headed out for his usual morning walk along the beach one day when he suddenly came upon an astonishing sight. The shoreline was littered with tens of thousands of starfish! They'd been washed up after the previous night's storm. He could see in the distance a young boy throwing things into the ocean, so he went to investigate and asked the boy what he was doing. The boy told him he was putting starfish back in the ocean, that if they stayed on the beach, they'd dry out and die. He was helping them survive. The old man explained that it was an impossible task – there were just too many starfish; the boy's work was wasted, it couldn't possibly make a difference. The boy bent down, picked up another starfish, tossed it into the sea and replied, "It made a difference to that one."*

Adapted from *The Star Thrower* by Loren Eiseley

### Probes and Prompts

- What message do you take from this story?
- Can you think of examples of small actions having a big impact?



# ACTIVITIES

## ACTIVITY 1: Global Citizen Types

In Theme One, we discussed the idea of being a global citizen. There are many different types of global citizens who demonstrate that change is possible. Students can discover which global citizen category best reflects their skills, passions and interests in this [online quiz](#). If possible, have the students complete the quiz online. Otherwise, read out the different citizen types (see below) and ask students to form groups based on the type they identified with most.

**Dream Big Citizen:** Your creativity needs an unstructured environment. You help others by using your imagination and originality. Your intuitive approach includes other people's points of view and experiences.

**Hands-On Citizen:** You are realistic and accomplished. You have a knack with objects, machines, plants, or animals. Your independence tends to get expressed through hands-on and practical projects. You solve problems with ease.

**Start-Up Citizen:** You use your strong communication skills to help others. You're outgoing, adventurous, and have lots of energy. You're a good listener who seeks consensus.

**Thoughtful Citizen:** You have great skill at making things happen, and good attention to detail. You're independent and curious. You have fine investigative skills and enjoy conducting and analyzing research. You solve problems by fully investigating them and coming up with new ways of thinking.

How many different categories are represented in the class? As the class works through their action projects, remind them to make best use of the different skills, passion, and knowledge of the different global citizen types. A successful project will draw on skills from all of these categories, not just one.

## ACTIVITY 2: A Generation for Change

Screen an excerpt from this [video](#) of Nelson Mandela speaking or share this quote with the class:

*Sometimes it falls upon a generation to be great. You can be that great generation...  
Make poverty history!*

[Nelson Mandela](#), Former President of South Africa



### Probes and Prompts

- Do you think that students should take on some responsibility for solving challenges like world poverty?
- What part could you play?
- What advantages or disadvantages do you think your generation has over previous ones to tackle global problems?

Invite the class to accept the challenge “to be great” and take positive action on a development issue. Ask for suggestions to explore the range of possible ways students might respond to the challenge. Discussion should lead to a list of steps to take to develop an action plan. A suggested first step is to have students work in pairs or small groups to:

1. Identify an issue (local or global) and NGO they would like to support. (Use the research from Theme 3, [Activity 3](#) as a starting point or see RESOURCES for links to searchable databases of NGO programs. Students might also talk to family members to find out what groups and organizations they support or volunteer for.)
2. Prepare a list of reasons (three to five) for why the cause/NGO is worth getting behind. Is the approach to development sustainable and long-term? Are local people involved? Does it deal with the issue from a variety of perspectives? (Review the key factors to sustainable development from [Theme Three](#))
3. Develop a sales pitch to convince the class to choose your cause/NGO to support above all others. Use persuasive arguments, include the NGO’s website, images, videos, etc. to strengthen your pitch.
4. Make a convincing presentation to the class.

When all presentations have been made, students debate strengths and weaknesses of each before voting on which campaign to collectively support.

## Assignment

Use one of these quotations as a starting point for creating a piece of work to inspire and motivate. Choose one of the following options: photo montage, graffiti art, song playlist, poem, children's story, rap.

*I don't want to make money; I want to make a difference.*

Lady Gaga, Musical Performer

*The people who are crazy enough to think they can change the world are the ones who do.*

[Steve Jobs](#), Co-founder of Apple Inc.

*Unless someone like you cares a whole awful lot, nothing is going to get better. It's not.*

Dr. Seuss, Author of The Lorax

*You must be the change you wish to see in the world.*

[Mahatma Gandhi](#), Political leader and activist



## ACTIVITY 3: A Call to Action

*Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.*

[Margaret Mead](#), American Anthropologist

It's time to walk the talk! Encourage the class to take the next step toward global citizenship by pledging to support the chosen NGO. A project of this nature can be demanding of time and effort so be sure to allow enough time for students to carefully plan and carry out each step. To prepare:

- Students should visit the website of the chosen NGO to familiarize themselves with all aspects of the organization's work and the cause that the class will be supporting.
- Contact the NGO to alert them and ask for materials or a guest speaker, if available.
- Review next steps in the action plan (see page 51).
- Have students designate tasks/roles, establish a timeline and divide into groups to carry out the work.
- Encourage students to keep journal notes and take photos to capture each phase of the campaign.

## A PLAN OF ACTION

1. Identify your goal. What are you hoping to achieve? Be specific (raise awareness, raise funds, etc.). Consider talking to the NGO to see what their needs are.
2. Conduct research to come up with a list of relevant facts about the NGO.
3. Brainstorm actions you want people to take toward achieving your goal.
4. Decide on your target audience: the school, local community or beyond.
5. Choose key messages that will motivate support from your target audience.
6. Determine the best methods to convey your message. For example, poster blitz, school assembly, morning announcements, social media, guest speaker, video, all of the above.
7. Set a date for the launch and the end-date of your campaign. Establish a schedule of things to do leading up to the kick-off.
8. Decide on an exciting way to launch your campaign and promote the event to be sure you have an audience.
9. Alert media (local newspapers, radio and TV outlets) and use social media to publicize your event.
10. Spread the word! Develop a public awareness campaign to support the class project. (See BACKGROUND: Raising Public Awareness)
11. Celebrate the end of the campaign with everyone on the team. Consider sending a letter to the NGO to show them the great work you've done in support of their work.
12. Follow up with thank yous to everyone who worked to support your cause.

### Get Involved

For over 30 years, [Aga Khan Foundation Canada \(AKFC\)](#) has been engaging Canadians from coast to coast to help build a more peaceful, prosperous, equal and pluralist world. Every spring over 40,000 Canadians across the country lace up their sneakers to participate in AKFC's [World Partnership Walk](#), Canada's largest public movement to fight global poverty. Since 1985, the Walk has raised over \$100 million to help communities across Africa and Asia build better futures.

Find out how your school can start a team by visiting [www.worldpartnershipwalk.com](http://www.worldpartnershipwalk.com).



## BACKGROUNDER – Raising Public Awareness

A public awareness campaign can include any number of components: public service announcement video (PSA), radio ad, podcast, blog, editorial, editorial cartoon, music jingle, bumper sticker, poster, etc.

Ask students what they have found memorable from advertising campaigns. Have students work in groups to brainstorm ideas about what might appeal to other students as part of a campaign, and then share their responses with the class. Some examples:

- **Slogans.** Catchy phrases can trigger instant recognition and be memorable.
- **Celebrities.** Famous people lending their faces and voices to a campaign grabs attention.
- **Social Media.** Text and images shared through networks of friends can have wide reach.
- **Humour.** Comedy catches interest and can warrant repeat visits to the video page or article.
- **An emotional connection.** Feelings of empathy can inspire response.
- **Impressive information.** Big numbers, surprising facts, etc. can arouse curiosity.
- **Editorials/Rants.** Well-crafted persuasive arguments can cause big reactions and result in positive action.
- **Music.** Songs can make an emotional connection; lyrics can convey messages to motivate.



Work in small groups or pairs. Collaborate to come up with a creative way of communicating the importance of taking action to support the NGO and your campaign. To consider:

- Write an editorial or blog for the school or local newspaper/websites.
- Market your message through posters and school announcements.
- Use social media for wider reach.
- Organize a fund raising event.
- Let government representatives and the media know what you are doing.

## ACTIVITY 4: Evaluation and Reflection

*If many little people, in many little places, do many little things, they can change the face of the earth.*

African proverb

*How wonderful it is that nobody need wait a single moment before starting to improve the world.*

[Anne Frank](#), Writer

Debrief at the end of the campaign to allow the class to share thoughts and feelings about their experience.

### Probes and Prompts

- What one word best sums up your experience?
- What was the high point for you? The low point?
- List some of the lessons you learned from the experience.
- What would you do differently?
- Would you like to continue supporting the program? How?

### Assignments

Choose from the following:

- Create a collage of words and images that reflects your thoughts and feelings about the experience of participating in the campaign.
- Design a T-shirt in support of reducing global poverty. Include:
  - A colour sketch.
  - A slogan or text that makes your position clear.
  - Visuals that reinforce your message.
  - A design for both front and back of the shirt.
- Write a persuasive poem or paragraph or a top-ten list about the benefits of becoming a global citizen.





## ALTERNATIVES and EXTENSIONS

**Video Discussion** – Screen the video [No Point Going Halfway](#) (2:34) for a review of some of the progress being made to overcome world challenges and to inspire students to make their own contribution to solving them. Follow viewing with a recap of the **Sustainable Development Goals** (SDGs or The Global Goals – see THEME ONE). To guide discussion:

- Choose one word to describe your reaction to the video.
- What is the purpose of the video?
- Do you think it is effective? Why?

**Prepare a Profile** of one person who has made a difference to the world in some significant way. Collect facts (cite all sources), quotes, images, etc. to add depth and interest. Present the profile to the class.



## RESOURCES

### Videos

[Starfish](#) (1:15)

[Nelson Mandela's Speech on Poverty](#) (9:00)

[No Point Going Halfway](#) (2:34)

[World's Largest Lesson](#) (5:16) This video (with an introduction from Emma Watson) shows some of the amazing work that children are doing around the world to contribute to the success of The Global Goals.

### Websites

- [Aga Khan Foundation Canada](#) is a non-profit international development agency and registered Canadian charity, working in Asia and Africa to find sustainable solutions to the complex problems causing global poverty.
- [Canada Helps](#). A platform for donating and fundraising online.
- [My Hero](#) provides lesson plans, web-authoring tools, customized webpages for sharing student work, structured cross-cultural collaborations through virtual classrooms called Learning Circles and other media arts resources. US-based, the program is used in classrooms around the world.
- [iEARN](#) is a non-profit organization of over 30,000 schools and youth organizations in more than 140 countries. iEARN supports teachers and young people to work together online using the Internet and other communication technologies. Every day, more than 2 million students are engaged in collaborative project work worldwide through iEARN.
- [TakingIT Global Organizations Database](#). A searchable online catalogue of hundreds of organizations working in local or global development.
- **International Development [Project Browser](#)** contains more than 2,800 profiles of international development projects funded by the Government of Canada.
- [The World Partnership Walk](#) is held in 10 cities across Canada and is the country's largest event in support of international development.
- [Global Hive](#). A global development hub with case studies and examples of good practices.
- [Why I rant. And why you should too](#). An article from Maclean's by Rick Mercer on rants.
- A number of books and links to educator resources on global citizenship are listed on [Aga Khan Foundation Canada's website](#).



**Aga Khan Development Network (AKDN)** is a family of private, non-denominational international development agencies with individual mandates that address the social, economic and cultural dimensions of development. His Highness the Aga Khan is the Network's founder and chair.

**Aga Khan Foundation Canada (AKFC)** is an international development organization and registered charity. AKFC partners with communities, businesses, and governments to find innovative solutions to global challenges. Working in Africa and Asia, the Foundation invests in high quality institutions and systems that anchor social, economic, and cultural progress over the long term. AKFC promotes inclusive development that enables women and men to unlock their own potential, sparking transformative change. Established in 1980, AKFC is an agency of the Aga Khan Development Network.

**developing countries / world:** Low- and middle-income countries in which most people have a lower standard of living with access to fewer goods and services than do most people in high-income countries.

**developed country:** Relatively wealthy and technologically advanced countries in which most people have high life expectancies, access to education, and a relatively high gross national income per capita.

**sustainable development:** Generally, the process by which communities, governments and institutions work to help improve the quality of life in regions of the world with high levels of poverty. Effective development builds capacity, is community-led, takes long-term commitment, and addresses the multiple and complex factors that contribute to poverty and lowered quality of life, such as health care, education, governance, gender equity and the environment. Development is different from humanitarian aid or disaster relief, which are usually short-term interventions in a crisis. In some cases, however, humanitarian aid lays the foundation for long-term development. Both short-term aid and long-term development may be needed to respond effectively to the problems of poverty.

**food security<sup>1</sup>:** Food security exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life.

**foreign aid:** Financial or technical assistance given by governments and other agencies to support the economic, environmental, social, and political development of low-income countries. Since the 1950s, Canada has provided development assistance to developing countries around the world.

---

1 From [Food and Agriculture Organization](#) of the United Nations.

**gender equality:** Women and men, and girls and boys, enjoy the same status and opportunities to realize their full potential, to make choices in their lives, to participate as decision makers in shaping the sustainable development of their societies, and to gain access and benefit from resources and services. Gender equality is about society equally valuing the different needs, behaviour, and aspirations of women and men, boys and girls. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female.

**global citizenship<sup>2</sup>:** refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.

**global poverty:** Pronounced deprivation in well-being that comprises many dimensions. It includes low incomes and the inability to acquire the basic goods and services necessary for survival with dignity.

**gross national income (GNI) / gross national product (GNP) per capita:** The dollar value of a country's final output of goods and services in a year (its GNP), divided by its population. It reflects the average income of a country's citizens. Since 2001, the World Bank refers to the GNP as the GNI, gross national income.

**Human Development Index (HDI):** A tool created to emphasize that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone. The HDI is a summary measure of average achievement in health, knowledge and education, and standard of living.

**humanitarian assistance:** Appropriate, timely, and effective assistance provided to developing countries in need, in order to ease human suffering resulting from conflicts and natural disasters.

**quality of life (QOL):** This is often difficult to measure as it looks beyond a material focus. A good quality of life can be defined when people's basic needs are met, they can act effectively and meaningfully in pursuit of their goals, and feel satisfied with life.

**standard of living:** The level of well-being (of an individual, group or the population of a country) as measured by the level of income (for example, GNP per capita) or by the quantity of various goods and services consumed (for example, the number of cars per 1,000 people or the number of television sets per capita).

**Sustainable Development Goals (SDGs or The Global Goals)<sup>3</sup>:** In 2015, world leaders agreed to 17 goals for a better world by 2030. These goals have the power to end poverty, fight inequality and stop climate change. Guided by the goals, it is now up to all of us, governments, businesses, civil society and the general public to work together to build a better future for everyone.

---

2 UNESCO (2014). Global citizenship education: Preparing learners for the challenges of the 21st century.

3 [www.globalgoals.org](http://www.globalgoals.org)