Economics for All

A Grade 8 Teachers’ Kit

by Teri Burgess

In partnership with
Learning for a Sustainable Future

2003

www.oxfam.ca
This document was written by Teri Burgess for grade eight teachers. Teri Burgess is a Canadian teacher of grade seven and eight students, a creator of workshops and curriculum resources for teachers, and a serious fan of playing outdoors. She can be contacted at teriburgess@hotmail.com.

Learning for a Sustainable Future (LSF) is a Canadian non-profit organization that has taken a leadership role nationally and internationally in promoting education about the knowledge, skills, attitudes and values essential to a sustainable future. LSF’s mission is to:

♦ Develop a strategic framework and tools for the integration of the concepts, content (knowledge, skills and values) and methodologies of learning for sustainability in policies of Ministries of Education, school curricula, teacher education and professional development; and

♦ Facilitate and support the establishment of network and partnerships of teachers, administrators, school boards, students, parents, and other stakeholders in every Canadian province and territory, committed to process of lifelong learning for a sustainable future.

For more information about Learning for a Sustainable Future, contact Pam Schwartzberg at 416-327-2149.

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Economics for All

Part I: Overview
Introduction

Overview of the Unit

This unit has four main parts:

♦ Building a foundation for understanding—the nuts and bolts of global economics

♦ In-depth exploration of a majority world country—Independent Project

♦ Synthesis: themes, patterns, comparisons (between Canada and majority world countries)

♦ Sharing Events:

  ▪ Independent projects shared with class and a few guests

  ▪ The Main Event—sharing with a wider community

In his article, “The Middle School: The Natural Home of Integrated Curriculum”, James Beane wrote:

Given a pile of jigsaw puzzle pieces and told to put them together, no doubt we would ask to see the picture they make. It is the picture, after all, that gives meaning to the puzzle and assures us that the pieces fit together, that none are missing, and that there are no extras. Without the picture, we probably wouldn’t want to bother with the puzzle.

Throughout the unit, try to help your students understand how the pieces of the unit work together and what the goals of the unit as a whole are.

What is in this Guide?

The unit is presented in the following sections:

♦ Class-by-class overview

♦ Evaluation overview

♦ Suggested curriculum links
Introduction

♦ Detailed Lesson Plans
♦ Black Line Masters
♦ Appendices—background information, resources, tools to help you.

Get rid of “expert-itis”. A teacher does not need to know much about global justice issues to share the journey with her or his students—she or he need only model that it is desperately important to learn about them.

The Art of Communication

The appendix on page 91 contains techniques you can use in place of the traditional discussions that you will be facilitating throughout this unit. Building local and global communities requires people that are skilled in the art of communication; we must be as intentional about developing communication skills as we are about developing math skills.

Is this Guide Biased?

If you buy only one teaching book in the next few years, I would highly recommend Rethinking Globalization Teaching for Justice in an Unjust World, edited by Bill Bigelow and Bob Peterson (see http://www.rethinkingschools.org/). It is an absolutely wonderful resource. At the beginning of the book, the editors respond to the question, “Is this book biased?” Part of their response follows:

In a world where the very idea of “public” is being threatened, for educators to feign neutrality is irresponsible. The pedagogical aim in this social context needs to be truth rather than “balance”—if by balance we mean giving equal credence to claims that we know to be false and that, in any event, enjoy wide dispersal in the dominant culture. The teacher who takes pride in never revealing his or her “opinions” to students models for them moral apathy.

Nonetheless, we would never urge that teachers shelter their students from views that they find repugnant. Indeed, the way to develop critical global literacy is only through direct engagement with diverse ideas. Nor is it ever appropriate for teachers to hand students worked-out opinions without equipping students to develop their own analyses of important issues. Simply because we have not given “equal time” in this book to proponents of corporate-driven globalization does not mean that we believe that students should be denied access to pro-globalization perspectives.
We see a distinct difference between a biased curriculum and a partisan one. Teaching is biased when it ignores multiple perspectives and does not allow interrogation of its own assumptions and propositions. Partisan teaching, on the other hand, invites diversity of opinion but does not lose sight of the aim of the curriculum: to alert students to global injustice, to seek explanations, and to encourage activism.

Teaching controversial issues is difficult. Not teaching about them implies that the status quo is okay—famine, global climate change, violence…these situations can’t be that bad if in school students learn a lot about integers, fluids, and grammar and almost nothing about these issues that affect everyone.

For help with the techniques involved in teaching about controversial issues, consult Pat Clarke’s article “Teaching Controversial Issues”. It can be found in Green Teacher Magazine, Issue 62 (http://www.greenteacher.com/). In the article, Clarke expands on her four-step strategy and provides a helpful chart to help students check to see if and how arguments are manipulated.

Global issues are complex, contentious, and…daunting. If you think these issues are important, the essential thing is to start somewhere. If you need help, do not be afraid to contact me at teriburgess@hotmail.com.
Ontario Curriculum Expectations

Grade Eight Geography Expectations Covered

The expectations are coded for the purpose of this unit. The coding does not necessarily correlate with any other coding system.

Patterns in Human Geography

Students will be able to:

♦ G1 – Demonstrate an understanding of the terms describing population characteristics (e.g., birth and death rates, literacy rates).

♦ G2 – Locate relevant information from a variety of sources (e.g., statistics, interviews, field studies, original maps and diagrams, survey maps, illustrations, print materials, videos, CD-ROMs, internet).

♦ G3 – Construct a variety of graphs, charts, diagrams, and models to organize information (e.g. graphs that demonstrate correlations between two population characteristics such as literacy and birth rates).

♦ G4 – Compare the characteristics of developed and developing countries.

Economic Systems

Students will be able to:

♦ G5 – Demonstrate an awareness of the fundamental elements of an economic system: what goods are produced; how they are produced; for whom they are produced and how they are distributed.

♦ G6 – Demonstrate an awareness of the characteristics of basic economic systems (e.g. subsistence, command, market), as well as recognition that most countries like Canada have a mixed economy that includes features from more than one system.

♦ G7 – Demonstrate an understanding of how economic resources (e.g. land, labour, capital, entrepreneurial ability) influence the economic success of a region.
Part I: Overview

- **G8** – Identify and give examples of the three major types of industries (i.e. primary/resource, secondary/manufacturing, tertiary/service), and describe how the distribution of these industries has changed.

- **G9** – Use appropriate vocabulary (e.g. economy, subsistence, primary...) to describe their inquiries and observations.

- **G10** – Ask questions that synthesize various sources of information and points of view.

- **G11** – Communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

- **G12** – Identify patterns in the area of economics, using thematic maps.

- **G13** – Identify the top trading countries in the world and the reasons for their success.

- **G14** – Investigate and describe the advantages and disadvantages of economic associations such as the North American Free Trade Agreement and the European Economic Community.
Class-by-Class Overview

See Part II of this guide to find lesson plans and Part III to find black line masters that complement the activities described below.

Note
The activity in Lesson 19 is intended to provide students with an opportunity to share what they have learned with a wider community. This builds bridges between the school and the wider community and provides an authentic audience for the students’ work. Moreover, learning about injustice must include an opportunity to act. To learn about injustice and not act is potentially depressing and frustrating. The opportunity to act provides a constructive outlet for the emotions evoked and models responsible planetary citizenship.

You may consider trying to plan the unit so that the Main Event falls near an internationally recognized event. For example, United Nations World Food Day, started in 1981, is recognized annually on October 16 in about 140 countries. It is a time to raise public awareness about hunger, its causes and its solutions. This issue certainly draws attention to some of the major themes in this unit.

At least one lesson will be needed before the event to begin planning and to set up committees. You may want to have the planning lesson before the test or before the presentations are due to provide the students with a bit of a “breather” before the test/presentation so that they can have a few extra evenings to study/prepare.

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<th>Objectives</th>
<th>Activities</th>
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</thead>
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<td>1 – Are There Rights to Which Every Person Should be Entitled?</td>
<td>G4, G10</td>
<td>In groups, students create a charter of human rights.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>As a class, students compare the lists of rights generated by the groups to the UN charter of human rights.</td>
</tr>
<tr>
<td>2 – Checking the Canadian Pulse: How do we Define Social Health?</td>
<td>G1, G9, G10</td>
<td>Students will learn about the indicators we use to describe the social health of a country and then will study these indicators as they relate to Canada.</td>
</tr>
<tr>
<td>3 – Choosing a Place to Live—Get the Facts First!</td>
<td>G1, G2, G3, G4, G10</td>
<td>Students will choose a heavily indebted country to study.</td>
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<tr>
<td></td>
<td></td>
<td>Students will explore physical and cultural information about that country.</td>
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<tr>
<td></td>
<td></td>
<td>Students will graph social well-being indicators and compare those of Canada to those of the country chosen for study.</td>
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<tr>
<td>Lesson</td>
<td>Objectives</td>
<td>Activities</td>
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<tr>
<td>4 – Where did Your Lunch Come From?</td>
<td>G5, G13</td>
<td>Students create flow charts to trace the origins of items in their lunches to explore the complexity of world trade.</td>
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<tr>
<td>5 – The Who-What-Where of Canadian Trade</td>
<td>G5, G6, G8, G9</td>
<td>Economic vocabulary and concepts are taught using Canada as the model.</td>
</tr>
<tr>
<td>6 – The Fair Trade/Free Trade Continuum</td>
<td>G4, G5, G9, G12, G13</td>
<td>Students will represent different stakeholders (farmers, retailers, etc.) in the sale of products (jeans, coffee, candy...) and share the “revenue” (=candy) from those sales in the manner they think is appropriate. Students will be given information about the actual proportion of revenue given to each stakeholder in the sales process and will redistribute their “revenue”. Teacher will provide a mini-lesson on fair trade and free trade using the appendix on page 99 as a resource.</td>
</tr>
<tr>
<td>7 – Who Has What?</td>
<td>G4, G6, G7, G8, G9</td>
<td>To illustrate the concept of the global wealth gap, students will participate in a simulation in which they share a treat in the manner in which economic wealth is shared—unfairly. Students will read about the impact colonialism had on local economies.</td>
</tr>
<tr>
<td>8 – Test on Topics to Date</td>
<td>G1, G3, G4, G5, G6, G8, G9</td>
<td>Test.</td>
</tr>
<tr>
<td>9 – Part II of Independent Project</td>
<td>G2, G3, G5, G6, G9, G11</td>
<td>Take up test, remediate where necessary. Students begin Part II of the independent projects. Students apply their knowledge of economics to the country of their choice.</td>
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<tr>
<td>10 – I Owe How Much? The Debt Crisis</td>
<td>G4, G13</td>
<td>This lesson on the debt crisis will help students to understand one factor that has contributed to the vast difference in economic wealth between majority world and minority world countries.</td>
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<tr>
<td>Lesson</td>
<td>Objectives</td>
<td>Activities</td>
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</table>
| 11 – Communication Skills for Global Justice    | G10, G11   | • Students are taught an alternative method for having a formal discussion: deliberation rather than debate.  
• The tools provided for the deliberation involve the issue of food security, but any issue that resonates with the group would be appropriate. |
| 12 – Planning the Main Event                     | G1, G9, G11 | • As a group, plan an event that will foster the sharing of new found knowledge, skills and attitudes with a wider community. |
| 13, 14 – Presentations                           | G1, G2, G3, G4, G5, G6, G9, G10, G11 | • Students present their independent projects assigned in Lessons 3 and 9.  
• Students take notes from their peers. These notes and the posted visuals from the presentations will to be used in later activities.  
• The students will also share the information gathered about their countries at the Main Event. |
| 15 – Canada’s Economic Success                   | G5, G7, G8, G9 | • In groups, students discuss the factors which have contributed to Canada’s economic success.  
• The discussion is then continued with the whole class. |
| 16 – Making Comparisons                          | G4, G7, G10, G12 | • In groups, students reflect on their own findings as well as their peers earlier presentations of their independent projects to hypothesize about the similarities and differences among majority world and minority world countries.  
• Each student will write her/his own summary of the similarities and differences hypotheses. |
| 17 – Economic Associations: The Good, The Bad, and The… | G14 | • Students will discuss the positive and negative aspects of economic associations. |
## Part I: Overview

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<th>Activities</th>
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<tr>
<td>18 – Putting it All</td>
<td>G3, G7, G12</td>
<td>• In groups, using the guiding questions provided students discuss the unit in order to search for patterns.</td>
</tr>
<tr>
<td>Together</td>
<td></td>
<td>• Students create thematic maps to reflect the patterns they have identified.</td>
</tr>
<tr>
<td>19 – The Main Event!</td>
<td>G11</td>
<td>• Students share their knowledge, skills and attitudes about global economics with a wider community.</td>
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Evaluation Overview

What Gets Valued?

Facts? Communication skills? Cooperation? Thoughtful reflection about the issues? What gets valued, explicitly and implicitly, in the classroom? What message do the students learn from the proportion of value attributed to the different aspects of learning? Does the evaluation scheme reflect the proportion of value that you would like to/are able to attribute to the knowledge, skills, and attitudes developed in this unit?

Formative Evaluation

Formative evaluation is a formal or informal opportunity for students to test their understanding of an expectation and/or to receive feedback about that expectation. This evaluation provides the teacher with an opportunity to assess if the student(s) are ready to move on to the next expectation or if he/she requires further teaching. This evaluation does not contribute to report card grades.

Summative Evaluation

Summative evaluation is the student’s opportunity to demonstrate his/her understanding of an expectation. This evaluation is used for report card grades.

Expectation G10

This expectation deals with the student’s ability to generate questions that synthesize various sources of information and points of view. At the beginning of the unit, students should begin a page in a journal for these questions. Students should be encouraged to add to this page throughout the unit—during in-class discussions and for homework. If necessary, at the end of the unit, the teacher can evaluate the collection of questions.

Creative Journals

This unit may evoke powerful responses. Students need a place to begin to sort through some of their thoughts and feelings, but how often will students have an opportunity to write about their thoughts and feelings? Many, many times! To “walk the talk” with respect to valuing creativity and many ways of knowing about an issue (emotional, rational, etc.), you may want to consider having students work in a creative journal throughout this unit. Bill Hammond wrote an excellent article about how to breathe life into something that many students have come to dislike. His article can be found in back issue 69 of Green Teacher Magazine (an amazing resource with lots of easy-to-read and easy-to-use articles about the deeply interrelated issues of environment, peace, and justice (http://www.greenteacher.com/). Hammond reminds us that:

♦ “Journal keeping can improve students’ writing, enhance their visual literacy, and provide them with an open opportunity to think and express themselves graphically, poetically, metaphorically, and informally.”

♦ “The EE journal is consistent with brain research which has shown us that drawing and writing about something we have just experienced fixes that experience in long-term memory and stimulates relational thought.”
Part I: Overview

- Journaling encourages students to identify patterns
- Examples of creative journallers: Leonardo DaVinci, Thomas Edison, Margaret Mead, Aldo Leopold, etc.
- “The act of sharing journals is very important in affirming students’ work and reinforcing the thoughts and feelings reflected in it. Sharing also provides [an opportunity to consider] alternative strategies, media, and solutions...”

**Feedback Forms:** Please be sure to have the students work in small groups to complete a feedback form (see page 122). Please complete a form yourself so that we can create resources that suit your needs (page 120).

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<th>Activity</th>
<th>Lessons</th>
<th>Formative / Summative</th>
<th>Tools/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Journal and List of Questions</td>
<td>2, 6, 17</td>
<td>Both</td>
<td>Consider having the students create a rubric for this assignment before they begin.</td>
</tr>
<tr>
<td>Independent Project, Part I</td>
<td>3</td>
<td>Both</td>
<td>Checklists are provided on student sheets.</td>
</tr>
<tr>
<td>Independent Project, Part II</td>
<td>9</td>
<td>Both</td>
<td>Checklists are provided on student sheets.</td>
</tr>
<tr>
<td>Presentation of Independent Project</td>
<td>13, 14</td>
<td>Formative: Students are expected to formally present project in front of an adult outside of school to get feedback. Summative: Students present in class.</td>
<td>Checklists are provided on student sheets.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Throughout the Unit</td>
<td>Formative and Summative</td>
<td>Provide students with formal feedback.</td>
</tr>
<tr>
<td>Written Test</td>
<td>8</td>
<td>Summative</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>15, 16</td>
<td>Formative: Preparation for Thematic Map</td>
<td>Provide students with formal feedback about their notes.</td>
</tr>
<tr>
<td>Thematic Map</td>
<td>18</td>
<td>Summative</td>
<td>Consider creating a rubric with students before they begin.</td>
</tr>
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</table>
Cross-Curricular Integration

Interdisciplinary teaching walks the talk upon which global justice is based—everything and everyone is profoundly interrelated. If we want students to truly believe this, we need to work hard to authentically model this interconnectedness. This unit would be best delivered if large blocks of (rotary-free) time could be blocked off in which one teacher takes a holistic approach to the unit with one group of students for a few weeks. Teachers could try to share skills during the planning of the unit (instead of during the actual delivery). Although many schools are not organized to facilitate this type of approach, it might be tried as a special event, particularly at the beginning of the school year when classes would most benefit from intensive team-building experiences.

Suggested Language Links

For part one of the independent project (see handouts on page 58), students could be required to write a paragraph about one or more of the aspects of culture for which they create/find visuals. Several paragraphs could be put together to create a five paragraph essay.

Persuasive Writing—Suggested “Letter to the Editor” Topics:

♦ What power do consumers have to influence trading practices?

♦ What things should a consumer consider before purchasing a particular item (e.g., what countries of origin for a manufactured good are preferable because of fairer trading practices?)

Suggested Math Links

Many of the issues raised in this unit provide excellent opportunities for students to do meaningful surveys to satisfy expectations in the data management strand of the math curriculum. Students could ask questions like:

♦ What percentage of people are aware that fairly traded goods exist?

♦ What percentage of people would be willing to pay extra for fairly traded goods?

♦ How much extra would people be willing to pay for fairly traded goods?

♦ Are people concerned about the amount of packaging used in the goods they buy?

See page 83 for a student-ready handout to get them started on this project.
Part I: Overview

Suggested Science Links

The “Where Did Your Lunch Come From?” activity in Lesson 4 provides an excellent opportunity to have students do a comparative study about types of packaging. What is packaging for? What are some of the problems with packaging? What materials are best? Why? What does your municipality/province/country do to try to encourage wise use of packaging and wise packaging choices by manufacturers. What could they do to encourage this?

The “Where Does Your Lunch Come From?” activity also provides a great opportunity to study pesticides and their effects on human health and the broader health of non-human communities.

Further Extension Suggestions

Students could research the following concepts:

♦ Biodiversity – Is genetic engineering of seeds threatening our global information bank? Why does diversity exist in nature? Greenpeace can provide a lot of information on this subject. They can be contacted at http://www.greenpeacecanada.org/.

♦ Patents on life – Can minority world companies claim to “own” the genetic codes of ancient foods?

♦ What are seed banks? Why are they important? Who is Vandana Shiva?

♦ Who is Percy Schmeiser of Bruno, Saskatchewan and why has a multibillion dollar company taken the farmer to court?

♦ Why do the world maps that we use make North America appear bigger than it is? What is an Equal Area Projection? For example, what is the Goode’s Homolosine equal area projection or the Winkel Tripel Projection?

♦ What is the role of women in food production? Is their work valued? Marilyn Waring’s video Sex, Lies and Global Economics is an excellent, easy-to understand resource for this topic. It may be found in your local library or through the National Film Board 1-800-267-7710
Economics for All

Part II: Lessons
Lesson 1:

Are There Rights to Which Every Person Should be Entitled?

Expectations

Students will be able to:

♦ **G4** – Compare the characteristics of developed and developing countries.

♦ **G10** – Ask questions that synthesize various sources of information and points of view.

In Class

1. Individually, each student should create a list of things that he/she “needs” and things that he/she “wants” (this could be assigned for homework the evening before).

2. Students meet in groups of four with one person recording ideas on scrap paper.

3. Students should compare individual need/want lists and try to create a list of things that they all agree are “needs”.

4. As a class, briefly discuss the “needs” that each group listed.

5. Introduce the concept of a “right”.

6. Each group should meet again and decide if there are things every individual in the entire world should have a right to; if so, what are they? If not, how do we deal with vast differences in opportunities on Earth? Each group should create a list.

7. As a class, discuss the group list of rights.

8. Introduce the concept of the United Nations and the Declaration of Human Rights: share the actual Oxfam charter of basic human rights (the charter can be found on page 52). Students should organize their homework tasks as a group (see below).
9. Introduce the concept of majority world countries (instead of “third world”, etc.) and minority world countries (like Canada). Discuss why these terms apply and why they might be preferable to other terms (see the discussion in Appendix B on page 91).

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**Homework**

- Have each group create a poster of a charter of human rights; they may use their original list of rights or may modify it using the ideas from the Oxfam charter (this would be an excellent place to have the group make a contract in which each person agrees to a task and a deadline by which to complete his/her part (e.g., rough copy, good outline, colouring). The group may agree to times that they will meet in pairs, or as a group, or may agree to taking turns working on the poster at home).

- Post the human rights charters around the school, perhaps with advertising teasers for the Main Event (see Lesson 19).

- Students should begin a page in a journal/notebook upon which the students should write questions about the issues discussed throughout the unit. Encourage creative responses—songs, pictures, poems, etc.—to try to draw on different ways of knowing, feeling, and thinking about the issues raised in this lesson.

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**Extension**

Some people have argued that the idea of a “right” puts the needs of humans into a legal/rational arena where people are asked only to use their head. They contend that the notion of human rights makes it seem that people in the economically wealthy parts of the world are legally accountable and that this idea provokes defensiveness. These folks suggest that the idea of “human needs” might evoke a more holistic response—both rational and emotional—that would be more effective on drawing on people’s compassion and sense of what feels appropriate. They believe that the idea of human needs might compel people in the economically wealthy world to act to satisfy everyone’s basic needs, not because they are legally accountable, but because it feels good, humane, etc. Students might be invited to reflect and expand on this discussion of rights and needs.
Checking the Canadian Pulse: How Do We Define “Social Health”?

Expectations

Students will be able to:

♦ G1 – Demonstrate an understanding of the terms describing population characteristics (e.g., birth and death rates, literacy rates).

♦ G9 – Use appropriate vocabulary (e.g. economy, subsistence, primary...) to describe their inquiries and observations.

♦ G10 – Ask questions that synthesize various sources of information and points of view.

Connections

The Gross Domestic Product (GDP) is used extensively as a measure of economic health. There are extremely good reasons to take a second look at this very commonly used indicator. The appendix on page 95 offers some background information about this issue. This background information would greatly enrich this lesson. I strongly encourage you to take the time within the geography period or to make language arts connections so that your students have an opportunity to reflect on this very important issue. Further resources to help students analyse the effectiveness with which traditional indicators measure “social health” are:

♦ The movement to have an alternative social indicator used in Canada—the “7th Generation Initiative”
  = [http://www.cyberus.ca/choose.sustain](http://www.cyberus.ca/choose.sustain)

♦ Marilyn Waring’s work
  = Book: *If Women Counted* 1995
  = Video: *Who’s Counting: Sex, Lies and Global Economics*

  This is an excellent video. Marilyn Waring was the youngest MP ever elected to the New Zealand legislature (at 22 years old) and the only woman MP when she was first
Lesson 2:
Checking the Canadian Pulse: How Do We Define “Social Health”?  

elected. It is an inspirational story as well as being very informative as Marilyn Waring’s personal technique is to “demystify” the language of economics. It is presented in small chapters, in case you do not want to show the entire video. To find the video, try your local library or:

National Film Board 1 800 267-7710

Toronto Public Library (416) 393-7131

In Class

1. Congratulate students—tell them that they are about to move to any country in the world that they choose; there are just two catches—they must move to a country that they have never heard of nor been to and they must choose a country from the list (of the 50 most highly indebted countries) that you provide.

2. On an overhead, put up a list of the 50 highly indebted countries as a list of countries from which the students can choose the country they wish to study (see ). Do not discuss the debt issue at this point.

3. Ask the students to imagine that they will get a thirty minute interview with a person who can answer all of their questions about the countries they wish to investigate as possible finalists.

4. In groups, have students create a list of the type of information that they would want to have before deciding on the country to which they will choose to move; what would they ask the omniscient person in the interview?

5. Have each group choose the 5 most important questions that they would want answered.

6. Have a reporter from each group tell the class the top 5 questions; make a class list of the most important questions.

7. Provide each student with a copy of the “Social Indicators: Glossary” on page 56.

8. Introduce the concept of social indicators. Ask students to write a definition in their glossary.

9. Discuss what the other definitions mean as a class.

10. As a class, study social indicator data for Canada. Suggestions:

   - Have this data ready on an overhead transparency (this data can be found in a good, current atlas, or at http://www.un.org/pubs/cyberschoolbus) and have students guess the figures to practice their understanding of percentages etc.

   - Go to the computer lab as a class to search for the data. Provide students with website addresses that you have checked as accessible and up-to-date.
Part II: Lessons

Note
Make sure that each student ends up with information on at least 6 social indicators and that at least two of those indicators concern i) GNP and ii) hunger.

Homework

♦ In their creative journals (see note on creative journalling on page 11), have students reflect on the following questions: do they feel that their basic rights are addressed here in Canada? Are most people’s rights addressed in Canada? Encourage students to try to demonstrate their understanding of the new terms studied in this lesson (e.g., social indicators, literacy rates, etc.) Prose, poetry, pictures, paintings, songs...should all be encouraged.
Lesson 3: Choosing a Place to Live—Get the Facts First!

**Expectations**

Students will be able to:

- **G1** – Demonstrate an understanding of the terms describing population characteristics (e.g., birth and death rates, literacy rates).
- **G2** – Locate relevant information from a variety of sources (e.g., statistics, interviews, field studies, original maps and diagrams, survey maps, illustrations, print materials, videos, CD-ROMs, internet).
- **G3** – Construct a variety of graphs, charts, diagrams, and models to organize information (e.g., graphs that demonstrate correlations between two population characteristics such as literacy and birth rates).
- **G4** – Compare the characteristics of developed and developing countries.
- **G10** – Ask questions that synthesize various sources of information and points of view.

**In Class**

1. On the overhead projector, post the list of the 50 highly indebted countries found on page 53.
2. Post a laminated map.
3. Have each student individually choose a country to investigate (for the purpose of “moving there” or some other scenario that you create).
4. Have each student write his/her name on the country of his/her choice on the classroom map with erasable marker.
5. Provide each student with a copy of *Investigating Your Country Part I* on page 58 and discuss part one of this independent project.
Note
I have configured the unit so that the project is done during the student’s own time; however, the needs of your students and the amount of class time you have available may determine how much class time you allow for the students to work on this project. Before assigning the project, you will want to think through whether you want the students to work individually, in pairs, or in groups and whether you will allow them to choose if they want to work with others and if so, with whom. If you have the students work independently, you may want to consider asking for help for the presentation days. With the help of the librarian, an administrator, and/or a community member, students can be divided into groups on the day of the presentations so that a group of 8-10 students for example listens to only 8-10 presentations. (No matter how wonderful the presentations are, listening to 30 of them would be challenging!) The guest could evaluate the presentations. The presentations could also be videotaped so that you could view them all yourself outside of class time.

Note
This is an excellent opportunity to integrate this project with language arts expectations regarding: nonfiction reading (e.g., skimming and scanning), research skills, expository writing, etc. See “Cross-Curricular Integration” on page 13 for further suggestions.

6. If necessary, discuss graphing techniques. Review the graphing checklists found on page 60.

7. After you have discussed the project, provide a model of what an excellent “part one” would look like.

Homework

♦ Review due dates for Part I materials. Part I should be completed by a date that provides the students with enough time to study for the test in Lesson 8.

Note
The teacher may want to consider what days would be good planning days for the “Main Event” (Lesson 19). Using a period to plan may buy the students more time to study for the test or prepare for the presentations; furthermore, work needs to be done ahead of time to make the Main Event a success!

Extension

♦ Students could try to correlate data between two different indicators (e.g., dollars spent on primary education and literacy rates, size of debt payments and infant mortality rates, etc.)
Lesson 4: Where Did Your Lunch Come From?

Expectations

Students will be able to:

♦ **G5** – Demonstrate an awareness of the fundamental elements of an economic system: what goods are produced; how they are produced; for whom they are produced and how they are distributed.

♦ **G13** – Identify the top trading countries in the world and the reasons for their success.

In Class

1. On page 63, you will find a chart with common grocery items and their likely country of origin (this information was compiled from an Industry Canada website. Post the chart on the overhead projector. Explain what the chart reflects. Any products that you wish to find that aren’t on the overhead sheet can probably be found by visiting http://www.strategic.gc.ca/. It is a huge website, so be careful to follow the trade/investment link on the left side of the home page. From there, click on the Canadian Importers Database and then search by product.

2. As a class, create a flowchart to decide where the ingredients of a chocolate bar came from.

3. In groups, students should decide which student in the group has the best lunch.

4. For each and every item in that student’s lunch, students should create a flowchart detailing where that item came from. Working backward may be helpful (e.g., pizza; back to bread, cheese, meat, vegetables; back to wheat, etc.). Students should try to determine the ingredients in every item (including packaging), the country the item came from, the different stages of transportation involved in getting the item to the student, etc.

5. Have each group pick a favourite “chain” in the flowchart to share with the class.

6. Have groups review their flowcharts to try to determine who made money at each stage.

7. Discuss the groups’ results.
Homework

♦ Remind students about what part of their independent projects is due for the next class (as there is a test in Lesson 8, the final section of the project should be due in Lesson 5, or Lesson 6 at the latest)

Connections

♦ This is an excellent opportunity to investigate the following issues: genetically modified foods (particularly the labelling issue in Canada), packaging, pesticides (does your community have a by-law about cosmetic pesticides?), organic farming, seed banks, etc.
Lesson 5:

The Who-What-Where of Canadian Trade

Expectations

Students will be able to:

♦ **G5** – Demonstrate an awareness of the fundamental elements of an economic system: what goods are produced; how they are produced; for whom they are produced and how they are distributed.

♦ **G6** – Demonstrate an awareness of the characteristics of basic economic systems (e.g. subsistence, command, market), as well as recognition that most countries like Canada have a mixed economy that includes features from more than one system.

♦ **G8** – Identify and give examples of the three major types of industries (i.e. primary/resource, secondary/manufacturing, tertiary/service), and describe how the distribution of these industries has changed.

♦ **G9** – Use appropriate vocabulary (e.g. economy, subsistence, primary...) to describe their inquiries and observations.

In Class

1. Provide each student with “Economics?!? A Glossary to Help You” found on page 65. In pairs, have the students discuss the terms and put stars beside any terms that are not clear. It is important for everyone to try to use these terms throughout the unit so that their meanings become meaningful. Post an enlarged copy of the glossary in the room if possible.

2. As a class, have a brief discussion to clarify the terms as necessary.

3. In groups, have the students brainstorm to generate a list of companies in Canada that are involved in each category: primary, secondary and tertiary industries.

4. Ask the groups to discuss the glossary terms in the Canadian context:
   - What type of economy does Canada seem to have?
Part II: Lessons

- Have the students guess the proportion of primary, secondary, tertiary industries in Canada. (This information can be found in a current atlas). On an overhead, display this proportion in graph form.

- How does this proportion of industries compare to the proportion in Canada in the past and the probable proportion for the future?

Homework

- Remind students about what part of their independent projects is due for the next class.

Extension

- Students can choose a major trans-national corporation and find out the names of as many of its subsidiary companies as possible. Some corporations to try: Nestle, Philip Morris, Unilever, Coca Cola, R.J. Reynolds.
Lesson 6:

The Fair Trade / Free Trade Continuum

Expectations

Students will be able to:

♦ **G4** – Compare the characteristics of developed and developing countries.

♦ **G5** – Demonstrate an awareness of the fundamental elements of an economic system: what goods are produced; how they are produced; for whom they are produced and how they are distributed.

♦ **G9** – Use appropriate vocabulary (e.g. economy, subsistence, primary...) to describe their inquiries and observations.

♦ **G12** – Identify patterns in the area of economics, using thematic maps.

♦ **G13** – Identify the top trading countries in the world and the reasons for their success.

Connections

♦ The appendix on page 99 contains background information and links to further resources about *free* trade and *fair* trade. Prepare to give a mini-lesson on these issues or integrate them into a language arts lesson.

♦ The issue concerning the free/ fair trade continuum is a great one about which to practice communication skills, to have a formal deliberation, or to use as an option in a math data management project (see “What Are You Dying to Know?!?!” on page 83).

In Class

1. Provide each student with a copy of the Fair Trade/Free Trade Continuum worksheet found on page 70.
2. As a class, review each of the glossary terms at the top of the worksheet. Provide a working definition for each term on the blackboard. Have each student write the definitions on the worksheet.

3. Ask students to get into groups of four (this would be a good opportunity for students to choose their groups as it is not academically demanding and it requires a reserve of trust and benevolence!). Provide each group with the following things: 1 life-size pair of jeans (made out of paper, from the lost and found,...); 1 small jar of “coffee beans” (the jar should have a fake label that says coffee beans, but it would be wonderful if the jar was full of inexpensive candies for the students to later share); 1 chocolate bar that is easily broken into shareable pieces; 3 envelopes—1 labeled “jeans”, 1 labeled “coffee” and 1 labeled “chocolate”. Inside each envelope, put the precut player cards on page 67.

4. The students should carefully follow the instructions on the worksheet. The students are asked to guess the share each player gets in the trade of the products they have been given and then to actually break up the symbols in the guessed proportions and divvy them out. Students must wait for you to do the next step before they consume any of the treats! You may want to have a fun bonus task for those groups who finish early, or simply allow them to discuss the issues raised in the activity.

5. Solicit guesses about the share each player gets in the trade of jeans. Once you have heard a number of responses, put the overhead “Who Gets What?” *on the overhead projector. Repeat the guessing with the coffee and the chocolate bar.

6. Have students redistribute the “revenues” to the people to reflect the actual distribution displayed on the overhead.

7. Encourage the students to consume the treats as they have been distributed (unfairly!) or ask them about how they would like to proceed (your choice!).

8. Ask students to quietly reflect on the actual distribution.

9. Give students a short amount of time in their groups to discuss the simulation.

10. As a group, discuss the simulation.

11. Use the information/resource links in the appendix on page 99 to give a brief lesson on fair trade and free trade or provide the students with an opportunity to read them themselves (in class or perhaps as a language arts lesson).

Homework

♦ Have students craft a response to the activity in their journals.

♦ Remind students about what part of their independent projects is due for the next class.
Lesson 7: Who Has What?

Expectations

♦ G4 – Compare the characteristics of developed and developing countries.

♦ G6 – Demonstrate an awareness of the characteristics of basic economic as well as recognition that most countries like Canada have a mixed economy that includes features from more than one system.

♦ G7 – Demonstrate an understanding of how economic influence the economic success of a region.

♦ G8 – Identify and give examples of the three major types of industries and describe how the distribution of these industries has changed.

♦ G9 – Use appropriate vocabulary to describe their inquiries and observations.

Connections

♦ The reading, “Colonialism and Hunger”, used in this lesson would be an excellent tool for a language arts lesson.

In Class

1. Choose 20% of the class at random before the class begins. When the students enter, ask the special group of students to sit together in a special spot. Be very matter of fact and do not disclose why you chose those students or what they will be doing.

2. Have two bags of treats on hand (perhaps jellybeans). Make one bag have about 80% of all of the treats and the other bag have about 20% of the treats.

3. Announce that today, at the end of class, the students will get a treat!

4. Present the bag of 80% of the treats to the small (20% of the class) group and inform them that they will share that bag. Inform the rest of the class that they will share the other bag (20% of the treat).
5. Do not indicate that you see anything wrong with this arrangement; wait for some grumbling; ask students if there is a problem; listen to their concerns, but do not address them at this point; tell students that “that’s just the way it is”.

6. Ask the students to name things that most people in Canada have (e.g., cars, access to clean water, nice clothes, etc).

7. Ask the students to name other countries where most people live the way that most Canadians do.

8. Ask the students to name countries that most people consider to be less financially wealthy than Canada.

9. Ask the students to describe how many people in those countries live.

10. Ask the students about terms that are often used to describe those countries (e.g., “developing”, “third world”, “poor” etc.).

11. Ask the students to guess the percentage of people that live the way that they described that most people in financially poor countries live.

12. Tell students that approximately 80% of people share 20% of world’s wealth and 20% of the people share 80% of the wealth; ask them if this reminds them of a similar distribution of things that they experienced recently (the treats!).

13. You may want to share some of the economic wealth gap facts found on page 101.

14. Move toward sharing the treat in the manner which you gave them (unfairly!); after a suitable period of grumbling, tell the students that you will allow the minority world countries to decide (why?) how the treats will be shared.

15. Allow the minority world students to “huddle” while you ask the majority world students about how it feels to be on the outside while the minority world students make such an important decision; relate this to majority world country/minority world country relations outside of the classroom.

16. Share the treat as the minority world group decides.

17. As a class, have a discussion about the simulation.

18. Colonization is deeply linked to the current inequity of resources in the world. Provide students with a copy of “Colonialism and Hunger” found on page 74. Use the article for a language arts lesson, or simply have students discuss the article in groups and then reflect on the article and the discussion in their journals.

19. Review the topics for the test next class.
Homework

♦ Study for the test!

Note
This would be a good time to have a period to plan for the “Main Event” (lesson 19).
Lesson 8:

Test on All Topics Covered in this Unit

Expectations

Students will be able to:

♦ G1 – Demonstrate an understanding of the terms describing population characteristics (e.g., birth and death rates, literacy rates).

♦ G3 – Construct a variety of graphs, charts, diagrams, and models to organize information (e.g. graphs that demonstrate correlations between two population characteristics such as literacy and birth rates).

♦ G4 – Compare the characteristics of developed and developing countries.

♦ G5 – Demonstrate an awareness of the fundamental elements of an economic system: what goods are produced; how they are produced; for whom they are produced and how they are distributed.

♦ G6 – Demonstrate an awareness of the characteristics of basic economic systems (e.g. subsistence, command, market), as well as recognition that most countries like Canada have a mixed economy that includes features from more than one system.

♦ G8 – Identify and give examples of the three major types of industries (i.e. primary/resource, secondary/manufacturing, tertiary/service), and describe how the distribution of these industries has changed.

♦ G9 – Use appropriate vocabulary (e.g. economy, subsistence, primary...) to describe their inquiries and observations.

In Class

♦ This test serves two functions:

  • To evaluate the students’ understanding of terms/concepts that you will not be able to directly evaluate in the other assignments.
Lesson 8:
Test on All Topics Covered in this Unit

- To ensure that the students have an appropriate level of understanding of the concepts that they will need in order to succeed in creating their presentations.

Note
You may want to provide an opportunity for students to meet expectation G10: ask them to generate 2 questions that involve the concepts studied.

Homework

- Students should be given a copy of the outline for part II of the independent project (found on page 77). Students are expected to read the sheet for homework (there is a sentence within the text of the sheet that tells the student to draw a happy face on the bottom of the sheet after he/she has read the sheet. Students who do not do their homework, will not know this “clue” and hence will not have a happy face drawn on their sheets).
Lesson 9:

Independent Project, Part II

Expectations

♦ G2 – Locate relevant information from a variety of sources

♦ G3 – Construct a variety of graphs, charts, diagrams, and models to organize information (e.g. graphs that demonstrate correlations between two population characteristics such as literacy and birth rates).

♦ G5 – Demonstrate an awareness of the fundamental elements of an economic system: what goods are produced; how they are produced; for whom they are produced and how they are distributed.

♦ G6 – Demonstrate an awareness of the characteristics of basic economic systems (e.g. subsistence, command, market), as well as recognition that most countries like Canada have a mixed economy that includes features from more than one system.

♦ G9 – Use appropriate vocabulary to describe their inquiries and observations.

♦ G11 – Communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

In Class

1. Discuss test questions; remediate where necessary.

2. Provide a “where we have been/where we are going” overview of the unit.

3. Discuss the sheet “Investigating Your Country Part II” found on page C11 that students should have read for homework.

Homework

♦ Rough notes for Investigating Your Country, Part II, due _____________.

A Grade 8 Teachers’ Kit
I Owe How Much?!? The Debt Crisis

Expectations

Students will be able to:

♦ G4 – Compare the characteristics of developed and developing countries.

♦ G13 – Identify the top trading countries in the world and the reasons for their success.

In Class

The debt crisis is a complex issue. “The Debt Crisis” on page 104 provides background information for you to use in your preparation for the class. Avoid “expert-itis”. You do not need to be an expert on this subject. You need only model for students that it is something that you feel is incredibly important about which to learn.

A role play is suggested to help illustrate this issue for the students. The key to making this role play interesting for all the students (since not everyone in the class gets a role) is to:

♦ Explain that the students will need to use their imaginations; this is not an air–tight story (there are flaws), but it is used to illustrate a point.

♦ Ask for the class’s input wherever possible; have the class dream up names for the players, etc.

♦ Ask the students who are playing roles to try to do appropriate actions/facial expressions while you tell the story.

1. Choose a student to play “the new kid in the class”; have the class name the “new kid”; explain that everyone loves the new kid because…(have students offer suggestions).

2. Choose two students to play the “new kid’s” mom and dad; ask the class for name suggestions.
3. Tell the students that one day something bad happens to the “new kid”; her parents get very sick and can’t work for a long time (assure them that the parents will get better).

4. Ask the class what it is that parents provide for them with the money they earn from working (food, clothing, shelter, medicine, school supplies, etc.).

5. Explain that the parents are no longer able to pay for any of these things; the “new kid” has to leave school to get a part time job to try to help out his/her family.

6. Ask students why it might be a negative thing for the “new kid” that he/she has to leave school.

7. Explain to the students that the parents decide to borrow money from the bank to help them with their new, money-making idea; the parents have decided to build an addition onto their house. They will rent the new apartment out to earn income until they are well enough to work.

8. Choose a student to play the bank manager. Ask the class to name the bank manager.

9. Have the parents phone the bank manager (they are too sick to go to see the bank manager) and ask for (and be granted) the loan; ask the students what the bank manager’s motivation is for loaning the parents the money (explain the concept of interest).

10. Tell the students that something else unfortunate happens; a new condominium is constructed in their neighbourhood (you may want to have students act this out); everyone wants to live in the condominium so no one rents the new kid’s apartment. Now the parents owe lots of money to the bank and they need to pay for the things the students named earlier (food, shelter, etc) for their family. They still aren’t making any money from the apartment and the new kid’s job does not provide enough money (perhaps discuss why the new kid’s job would not be a well-paying job).

11. The parents have only enough money to do one or the other: pay back the bank OR pay for the things that the family needs. Ask the students what the parents should do.

12. Tell the students that something else unfortunate happens: a villain enters the scene (choose a student to play the villain). Ask the class to name the villain.

13. The villain comes up with a great idea! He/she is going to build a roller coaster in the parents’ back yard. All of the local kids will pay the parents to have a ride on the roller coaster; the parents’ financial problems will be solved!! The villain goes ahead without consulting the parents.

14. The villain goes to the bank and borrows money on behalf of the new kid’s parents. Ask the students what would be the bank manager’s motivation for agreeing (interest!).

15. The villain puts up a sign announcing her/his intention to build the new roller coaster, but nothing is ever built there.
Lesson 10: I Owe How Much?!? The Debt Crisis

16. Tell the students that the bank manager soon calls up the parents and insists that they now owe even more money!

17. The parents cannot pay. Ask the students what the bank should do (this may be a good time to ask the students if they think that banks make a little bit of money or a lot of money).

18. Once you have given the students time to give their suggestions about what should happen, you should explain that as unrealistic as this scenario may seem, it is quite similar in principal to what happened to many heavily indebted countries in the ‘70s and ‘80s. The “new kid’s” family represents the ordinary citizens of these countries; the villain represents the (often corrupt) leaders of these countries; the bank represents lenders to these countries (sometimes private banks, sometimes governments of wealthier countries) who often loaned to financially poor countries because there was (and still is) a lot of money to be made from the interest on these loans; sometimes the loans were made to private companies in poor countries, but the loans were secured by the local government, so if the private company defaulted, the local people were left responsible for the money; sometimes the loans were made to local governments for impractical mega-projects that often went bust; sometimes the loans were made with the best of intentions, but the very high interest rates (determined by the wealthy banks and governments of wealthier countries) made the loans impossible to maintain. In most cases, the ordinary citizens of these countries did not ask for the loans, never saw any of the money nor any of the benefits from the spending. Despite this, the ordinary citizens are the people who are now responsible for repaying the loans and who live in a country where there is no money left for basic education, health care, etc.

19. Ask the students to get into groups and:
   o Try to summarize the main point of the role play.
   o Discuss whether or not the heavily-indebted countries should pay back the loans.

Homework

♦ Students should perform their “Investigating Your Country, Parts I and II” presentations in front of a parent or other adult and have the adult complete the evaluation form (see page 78); students should then work on making improvements in weak areas before the next lesson. You may consider having the parents sign the evaluation forms.
Lesson 11: Communication Skills for Global Justice

Expectations

♦ G10 – Ask questions that synthesize various sources of information and points of view.

♦ G11 – Communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

In Class

The Canadian Council for International Cooperation has raised some good questions embedded in the debate model of formal discussions. They have created an alternative process called the public deliberation model. One issue that they use to help people practice their deliberation skills is food security. They have created an excellent guide about this issue (and about climate change). For an overview and resource links, go to the appendix on page 92.

Holding a formal deliberation in your class would help students to think about justice issues, would help them to practice their communication skills, and would model alternative communication methods. In addition, as a group, you may choose to host a public deliberation for other classes or the wider community as your “Main Event”.

Other issues related to this unit that about which your group may choose to have a formal deliberation:

♦ What should the relationship be between Canadian trading laws and human rights standards in other countries?

♦ In what type of economic associations (if any) should we participate? What characteristics should the economic associations have (if any)?

♦ What should be done about minority world countries’ debts?
Lesson 12:

Planning the Main Event

Expectations

Students will be able to:

♦ **G1** – Demonstrate an understanding of the terms describing population characteristics (e.g., birth and death rates, literacy rates).

♦ **G9** – Use appropriate vocabulary (e.g., economy, subsistence, primary...) to describe their inquiries and observations.

♦ **G11** – Communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

In Class

The purpose of this event is to:

♦ Have an authentic audience with which to share their knowledge, skills and emotions facilitated by this unit

♦ Build bridges with the wider community

♦ Experience the action required of responsible citizens

A class may choose to:

♦ Facilitate a Supermarket Tour for the community. See [http://opirg.org/epub.html](http://opirg.org/epub.html) for a fantastic resource. For further information, contact the Waterloo Public Interest Research Group at (519) 888-4882.

♦ Organize a hunger banquet for the junior classes in which the inequities of global resource sharing are illustrated (food is shared unfairly among the guests) and the richness of the cultures of the heavily indebted countries chosen by the students or of the local indigenous cultures is celebrated (food, dress, dance, etc)


♦ Host a public deliberation about an issue of their choice.
Organize a letter writing campaign about a particular issue (e.g., Debt relief, Canada’s adoption of an alternative social indicator, etc.) Tips for writing letters to MPs:

- Identify yourself.
- Urge your MP to take a specific action.
- Raise a question. Ask for additional information and/or for an indication that s/he will support your opinion.
- Be brief. A one-page letter is most effective.

Hold a jeopardy or bingo-type games night for the community (see games on page 111 or make your own)

Create an event of the students’ own design

Note
Posters from the independent project presentations should be hung up in school common areas to educate other classes about the similarities and difference in lifestyles in many countries and to generate interest about the event. There should be time at the Main Event for guests to peruse the posters and for students to be standing near their projects, ready to give mini-presentations and answer questions about their country of choice.

General Suggestions for the “Main Event”:

- Learning for a Sustainable Future provides workshops for teachers about how to engage in successful action projects with your students. Contact Pam at (416) 327-2149 for more information.
- Bill Hammond has an excellent article in Green Teacher, Issue #50 (http://www.greenteacher.com/) about engaging in action projects. He warns, “Experience teaches that students who are prepared with information and skills about action but who do not practice those skills beyond classroom simulations, discussions and debates, often fail when they engage in action projects in the “real” community. Powerful forces engulf idealistic, naive, unprepared young people, and those who encounter such failures can become very disillusioned about “the system” and about government and politics.”(p. 13-14)
- Ensure that the students’ involvement in the process is authentic and meaningful. Listen to what issue it is that the students want to focus on (education, health care, food security, environment, the debt crisis, etc.)—they are all deeply related, so you can’t go wrong!
- Dialogue about the process throughout the process, not just at the end.
- Model collaboration.
- Model and teach dialogue skills.
- Continue to facilitate authentic, shared ownership in the project among all participants.
♦ At the end, leave lots of time to:
  - Debrief — keepers/changers
  - Encourage meaningful reflection: written or arts-based
  - Celebrate what you have accomplished!

♦ In her excellent article, *(De)politicizing the Environment Club: Environmental Discourses and the Culture of Schooling* (see resource list page 115), Cheryl Lousley cautions teachers to be aware of the implicit messages in their choices about which actions they will support and which ones they will not. Condoning only those actions which do not “rock the boat” or tackle root causes sends a very loud message to students that global justice is not that urgent of a priority.

♦ Define “success” with your group:
  - Consider sustainability.
  - Consider process/product. What skills have been acquired?
  - Consider students feelings about the project.

♦ Micro-movements are better than no movements!
Part II: Lessons

Lessons 13 & 14:

The Big Day!!! Presentations

In Class

♦ Students present their projects.

In order to try to fit all of the presentations into one or two periods, it is suggested that the class be divided into 3 to 5 groups (depending on how many teachers you can get to help you!) and that the students in each group present to one another while the guest teachers (and the classroom teacher) evaluate the presentations of the students in his/her group. Certainly listening to 30 different presentations would be far too tedious for all involved. If no teachers are available to help, the classroom teacher may want to put the students into groups at the beginning of the unit so that a group of students would work on one presentation. If the students do work in groups, the teacher may want to consider having each group member sign a contract at each step to indicate the tasks for which each individual is responsible.

♦ While students listen to their peers’ presentations, they should take notes using the organizer found on page 79; students will need these notes for Lesson 18.

♦ Have each student post his/her visuals (including graphs) in the room so that they can be used for reference in Lesson 18.

Homework

♦ Students should make point form notes about the similarities and differences between Canada and majority world countries (e.g., those studied for the presentations).
Canada’s Economic Success

Expectations

- **G5** – Demonstrate an awareness of the fundamental elements of an economic system: what goods are produced; how they are produced; for whom they are produced and how they are distributed.

- **G7** – Demonstrate an understanding of how economic resources (e.g. land, labour, capital, entrepreneurial ability) influence the economic success of a region.

- **G8** – Identify and give examples of the three major types of industries and describe how the distribution of these industries has changed.

- **G9** – Use appropriate vocabulary to describe their inquiries and observations.

In Class

1. Ask students to try to name countries with which Canada trades (think about the Where Did Your Lunch Come From? activity).

2. In small groups, the students should brainstorm to come up with the factors that have influenced Canada’s economic success.

3. In their small groups, students should then discuss the factors (students will need to understand these concepts so that they can compare Canada’s level of economic success to the level of economic success of the country they study for their independent project).

4. As a class, discuss the groups’ conclusions about the factors which have influenced Canada’s economic success.

Homework

- Each student should draw the discussions to write a brief summary of the factors that contribute to Canada’s economic success.
Part II: Lessons

Lesson 16: Making Comparisons

Expectations

♦ G4 – Compare the characteristics of developed and developing countries.

♦ G7 – Demonstrate an understanding of how economic resources (e.g. land, labour, capital, entrepreneurial ability) influence the economic success of a region.

♦ G10 – Ask questions that synthesize various sources of information and points of view.

♦ G12 – Identify patterns in the area of economics, using thematic maps.

Note:
This is a big topic. The outline below will require some additional quiet time for students to read the articles suggested and to work through what they mean.

In Class

1. In groups, students should discuss the similarities and differences between majority world and minority world countries; the point form notes that were created for homework should be used as a starting point for the discussion. Students should be encouraged to indicate which statements they can support with evidence and which statements are hypotheses—hypotheses are welcome!

   Note
   This lesson is an excellent opportunity for students to practice a particular communication technique/skill.

2. Students should spend time independently studying the visuals posted from the presentations to gather facts to support some of the statements in their similarities and differences work

3. As a class, review the terms in the glossaries that the students received earlier in the unit.

4. In small groups, the students should review the discussion from the previous class about what factors have influenced the economic success of Canada. The students should then try to hypothesize about how these factors have contributed to the economic success (or lack of it) in the countries that they studied in the independent projects.
Homework

♦ Each student should draw on his/her notes, the small group discussion and the information in the visuals to write a brief summary of her/his hypotheses about how different factors have contributed to the economic success (or lack of it) in the country that he/she studied in the independent projects

♦ Students should add to the list of questions they are generating....
Lesson 17:

Economic Associations: The Good, the Bad and The…

Expectations

- **G14** – Investigate and describe the advantages and disadvantages of economic associations such as the North American Free Trade Agreement and the European Economic Community.

In Class

1. As a class, review the definition of an “economic association” found in the students’ economics glossary and discuss some examples.

2. In groups, students should discuss the dilemmas found on page 80 of this guide. They should try to articulate the principles behind their opinions.

3. As a class, discuss the dilemmas.

4. In groups, students should create a list of the principles upon which they think international trade should be based.

5. Discuss the list of principles as a class.

6. Show students the list of trade principles created by FoodFirst which can be found at [http://www.foodfirst.org/pubs/backgrdrs/1999/f99v5n2.html](http://www.foodfirst.org/pubs/backgrdrs/1999/f99v5n2.html)


8. Have students read the “Top Reasons to Oppose the WTO” article found at [www.globalexchange.org](http://www.globalexchange.org). Follow the links: “economic rights” to “WTO” to “Background” to find the article.

9. In groups, students should try to think of the positive and negative things about being involved in NAFTA or the WTO from a Canadian perspective (the teacher may want to pick one economic association to study to simplify the task for the students).

10. As a class, review the points made by the small groups.
11. In groups, students should try to think of the positive and negative things about being involved in a trade agreement (e.g., the WTO) from the perspective of the country they studied in their independent projects.

12. Students should summarize the positive and negative points about economic associations in their notes.

Homework

♦ Students should add to the list of questions they have been generating throughout the unit.

Extension

♦ The issue of economic associations is an excellent topic for the math survey student activity found on page 83.
Lesson 18:

Pulling It All Together

Expectations

Students will be able to:

♦ **G3** – Construct a variety of graphs, charts, diagrams, and models to organize information (e.g. graphs that demonstrate correlations between two population characteristics such as literacy and birth rates).

♦ **G4** – Compare the characteristics of developed and developing countries.

♦ **G7** – Demonstrate an understanding of how economic resources (e.g. land, labour, capital, entrepreneurial ability) influence the economic success of a region.

♦ **G12** – Identify patterns in the area of economics, using thematic maps.

In Class

1. The teacher should return the homework assignments from Lessons 15 and 16 and have students that made thoughtful arguments share some of their points with the class.

2. In small groups, students should use the information from their own presentation and the presentations of their peers (personal notes, visuals posted in the room) to look for patterns in the area of economics. Some suggested starter questions:

   ▪ How are economic performance and social indicators related?

   ▪ Geographically, where do the most economically successful countries seem to be? The least successful countries? How does the location of a country contribute to its economic success?

   ▪ How does national debt seem to affect the economic performance of a country? The quality of life? The *health expectancy* of the citizens?

   ▪ What relationship does there seem to be between distribution of primary, secondary and tertiary industries and economic success?

   ▪ What relationship does there seem to be between distribution of primary, secondary and tertiary industries and quality of life?
Lesson 18:
Pulling It All Together

- What relationship does there seem to be between the combination of economic systems (e.g., subsistence, traditional, etc.) and economic success?

- What relationship does there seem to be between the combination of economic systems (e.g., subsistence, traditional, etc.) and quality of life?

- What patterns can be seen regarding former colonies and former colonizers?

3. Individually or in groups, students create “thematic maps” (encourage creative liberty here) to represent the patterns they see with respect to similarities and differences among countries, factors influencing economic success, trade agreements, etc. (If time permits, you may want to have students create a written play or a verbal conference with you to go over the plan before they create the map).

Homework

- Students finish their thematic maps.
Lesson 19:

The Main Event!

Expectations

Students will be able to:

- **G11** – Communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

In Class

- The Main Event!
- Reflect on the process and the event as a group. Use words, pictures, poems, songs, etc. to reflect.

Homework

- Have students reflect on the event in words, and/or pictures, and/or songs, etc. The students should comment on whether or not they thought the event was successful and why. The students may want to think about “where do we go from here?”
Economics for All

Part III: Black–Line Masters
Oxfam Charter of Human Rights

According to international law everyone has a right to:

**Enough to Eat**
Yet ... 800 million people are severely malnourished.

**Clean Water**
Yet ... 1.3 billion have no access to safe water or sanitation.

**A Home**
Yet ... one person in three in the developing world is either homeless or living in extremely substandard housing.

**Health Care**
Yet ... one billion people have no regular access to local health services.

**Education**
Yet ... over 140 million children have no access to primary education.

**A Livelihood**
Yet ... one in four persons lives in abject poverty unable to meet their basic needs.

**A Safe Environment**
Yet ... pollution and environmental disaster threaten millions of the world's poorest people.

**Protection from Violence**
Yet ... 2,000 men, women and children are killed, blinded or dismembered by landmines every month.

**Equality of Opportunity**
Yet ... women own a mere 1 per cent of the world's property.

**A Say in the Future**
Yet ... poor people are the last to be heard and the first to suffer.

It need not be this way. Basic human rights for all ... it's time.
Highly Indebted Countries

There are 52 countries that the Jubilee 2000 Coalition believes should have their external debts cancelled to mark a fresh start for the new millennium. They are poor, often desperately so, and repayment is making them poorer still.

In 1996 there were 984 million people living in these countries. Each man, woman and child then had an average foreign debt of $377, and yearly income of just $425. Foreign debt was larger than annual income in 31 of them.

The World Bank and IMF classify 40 (not marked *) as “Heavily Indebted Poor Countries” (HIPCs) that now qualify for debt-relief. Since the process began in 1996 no country has yet emerged from it, while the total of their debt has continued to grow. Other countries, like Indonesia, may be about to fall into the same category, as the effects of the Southeast Asian crisis spread and deepen.

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<th>Debt per person $</th>
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Social Indicators: Glossary

Social Indicator =

____________________________________________________________________________________

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____________________________________________________________________________________

Standard of Living = the quantity of goods and services consumed by a person or, on average, by a group of persons. Because goods and services vary greatly in type and price from nation to another, assessment of standard of living is usually made in relation to average incomes, which may be measured on the basis of GDP per person.

Quality of Life = the degree of well-being felt by a person or a group of persons. It is a broader measure than standard of living, because it includes environmental and sociopolitical factors (such as access to clean water and political freedom) as well as consumption of goods and services. It is difficult to measure precisely because it includes several relatively intangible factors.

Gross National Product (GNP) per capita = the financial value of the goods and services a country produces per person in one year. To measure the GDP, economists add up all the income that people make, and subtract all the money that they spend. The final number is divided by the number of people in a society, to determine the per capita (per person) income, and therefore, the well-being of people in a society. GNP is often used to measure a country’s economic wealth (Gross Domestic Product is very similar; the difference is that GNP refers to the goods and services produced by all citizens of a country, regardless of where they are working and regardless of where the products are sold. GDP refers to the goods and services produced by anyone residing in a country and sold within that country.)

Alternatives to GNP = alternative measures that can be used to try to assess the quality of life experienced by particular people. Examples of alternative indicators are: the Genuine Progress Indicator, Index of Sustainable Economic Welfare, the Index of Social Health, and the Physical Quality of Life Index.
Life Expectancy = how long a person will probably live

Health Expectancy = how long a person will probably experience good health

Daily Calorie Intake = the FAO (Food and Agriculture Organization of the United Nations)-WHO (World Health Organization of the United Nations) Consultative Group has determined that, on average, a daily diet of around 200 calories is sufficient to meet basic nutrition needs. Like all averages, this conceals important differences.

Chronic Hunger = a condition in which people do not get enough food to provide the nutrients they need for fully productive, active, healthy lives.

Malnutrition = poor nutrition to such an extent that a person's physical and/or mental health is/are impaired

Population Growth = as a country develops, it is typical for the rate at which the country’s population grows to decrease. Possible reasons for this phenomenon are that in majority world countries women have more control over how many children they will have; furthermore, people in countries with pension systems and effective health care often do not feel the need to have large families to support them in their old age.

Birth Rate = the number of births per 1000 people

The Natural Increase Rate = the annual difference between the number of births and the number of deaths in a country per thousand people

Literacy Rate = the percentage of the population that can read and write

Infant Mortality Rate = the number of children under one year of age that die out of every 1000 children that are born

Low Birth-weight Babies = babies who weigh less than 2.5 kg at birth. One in five babies born in majority world countries is born with low birth-weight. Low birth-weight babies face increased risk, from age 1 to 3, of seizures, blindness, deafness, cerebral palsy and mental retardation.
Investigating Your Country, Part I

Chosen Country: ____________________ Name: _________________________

At an upcoming community event, you will be sharing the information you will have gathered about a particular country. You will do a presentation about your country to your classmates to help them to learn about similarities and differences among countries. When gathering/creating your materials, keep in mind that they need to be seen by the entire audience, even those at the back of the room (this includes the graphs!). Make your materials large and easy to read, with the information clearly presented.

Due Date: _________________________

1 Collect data on at least 6 social indicators for your country; one of these indicators must be GNP and one must deal with food. The other four (or more) are your choice.

Due Date: _________________________

Suggested student resources:

♦ Current atlas

♦ http://www.un.org/pubs/cyberschoolbus

♦ http://www.acdi-cida.gc.ca/
  Click on "News Room" and then click on "Country Profiles"

♦ New Internationalist Magazine http://www.newint.org/

2 Create graphs to compare the social indicator data from the country of your choice with the same indicator data for Canada. Use the checklists below to help you to edit your graphs BEFORE you submit them.

Due Date: _________________________
3 Reflect on the data presented in the graphs. The first time that you read this page, draw a happy face on the bottom of this page. Write your analysis of the graphs. The questions below provide suggestions for what should be involved in your analysis. Do not simply retell the data in the graphs!

- What point do the graphs seem to make?
- What patterns do you see?
- Were there any surprises in the data?

Due Date: ___________________

♦ Challenge: Create graphs which attempt to show a correlation between two indicators which you think may be related. For example, plot the amount of money spent on education on one axis and the literacy rate on the other axis. Compare the two indicators you choose for a number of different countries to see if there seems to be a pattern. Be able to explain how the graphs illustrate a pattern or an absence of a pattern.

4 Find pictures (which you may need to draw on a larger scale to be used in your presentation) or artifacts (these may be authentic or created by you based on facts that you have researched) to illustrate the culture of the people in your country. You must create/collection enough pictures/artifacts and be able to provide a brief explanation for at least _________ (your teacher will tell you how many) aspects of the country's culture.

Some suggestions of aspects of culture you may want to describe are:

*food  *dress  *housing  *dance  *games  *music
*language  *economy  *religion

Due Date: ___________________
## Graphs Checklists

### Bar Graphs

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<td>2. All lines have been drawn with a ruler.</td>
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<td>3. x-axis (horizontal) is labeled.</td>
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<td>4. y-axis (vertical) is labeled.</td>
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<td>5. Scale is clearly marked.</td>
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<td>6. Scale is appropriate (graph is not too big nor too small).</td>
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<td>7. Items that bars are to represent are labeled.</td>
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<td>8. Bars are separate not attached.</td>
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<td>9. The graph is generally neat.</td>
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### Broken-Line Graphs

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<td>2. All lines have been drawn with a ruler, including those lines which join the dots</td>
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<tr>
<td>3. x-axis (horizontal) is labeled.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. y-axis (vertical) is labeled.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Scale on x-axis is clearly marked
6. Scale on x-axis is appropriate (graph is not too big nor too small)
7. Scale on y-axis is clearly marked
8. Scale on y-axis is appropriate (graph is not too big nor too small)
9. Dots are clearly and accurately marked
10. The graph is generally neat

**Pictograph**

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title is present and describes the information presented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Lines have been drawn with a ruler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A box has been constructed and all rows of symbols are in the box</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The information that each row of symbols is to represent is provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The number of items that each symbol represents is clearly marked in a legend</td>
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<td></td>
</tr>
<tr>
<td>6. Only one symbol is used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The symbol is appropriate and is drawn similarly each time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Spacing on x-axis is appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The graph is generally neat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluation of Investigating Your Country Part I

Leave yourself time to revise anything that is not “good” or excellent before you hand in your work.

Due Date for Self Evaluation: ________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
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</thead>
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<tr>
<td>Visual materials in Part One are interesting</td>
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<td></td>
</tr>
<tr>
<td>Visual materials in Part One are informative</td>
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<td></td>
</tr>
<tr>
<td>Descriptions of objects and their importance is interesting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptions of objects and their importance is informative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visuals and graphs will be able to be seen by all members of the audience</td>
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</tr>
<tr>
<td>Graph has been evaluated and revised using graph checklist (above)</td>
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<tr>
<td>Analysis of the graphs is clear</td>
<td></td>
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<tr>
<td>Analysis of the graphs is accurate</td>
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<tr>
<td>Analysis of the graphs is thoughtful</td>
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</tr>
<tr>
<td>Overall Impression</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Well Sherlock, Where did Your Lunch Come From?**

The table below provides a list of many common groceries and the countries from which they were most likely imported. The information for this table was found on Industry Canada’s website, [http://www.strategis.gc.ca/](http://www.strategis.gc.ca/). Follow the trade/investment link on the left side of the home page. From there, click on the Canadian Importers Database and then search by product.

*Note:* it is more difficult to ascertain where the food that is found in processed foods (for example the tomatoes in a can of spaghetti sauce) has come from.

<table>
<thead>
<tr>
<th>Food</th>
<th>Likely Countries of Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avocados</td>
<td>Mexico</td>
</tr>
<tr>
<td>Bananas</td>
<td>Columbia, Costa Rica, Dominican Republic, Ecuador, Guatemala, Honduras</td>
</tr>
<tr>
<td>Kidney Beans</td>
<td>United States</td>
</tr>
<tr>
<td>Carrots</td>
<td>Canada, United States</td>
</tr>
<tr>
<td>Cinnamon</td>
<td>Indonesia, East Timor</td>
</tr>
<tr>
<td>Cocoa</td>
<td>Ivory Coast, Ghana, Indonesia, Nigeria, Brazil, Cameroon, Ecuador</td>
</tr>
<tr>
<td>Coconut</td>
<td>Philippines</td>
</tr>
<tr>
<td>Hazelnuts</td>
<td>Turkey</td>
</tr>
<tr>
<td>Lentils</td>
<td>India</td>
</tr>
<tr>
<td>Food</td>
<td>Likely Countries of Origin</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Lettuce</td>
<td>United States</td>
</tr>
<tr>
<td>Mushrooms</td>
<td></td>
</tr>
<tr>
<td>Mustard</td>
<td>United States</td>
</tr>
<tr>
<td>Oats</td>
<td></td>
</tr>
<tr>
<td>Oranges</td>
<td>United States</td>
</tr>
<tr>
<td>Peanuts</td>
<td>Senegal</td>
</tr>
<tr>
<td>Pesticides</td>
<td>United States</td>
</tr>
<tr>
<td>Rice</td>
<td>Pakistan, India</td>
</tr>
<tr>
<td>Salt</td>
<td></td>
</tr>
<tr>
<td>Strawberries</td>
<td>United States</td>
</tr>
<tr>
<td>Sugar</td>
<td>Nicaragua</td>
</tr>
<tr>
<td>Tomatoes</td>
<td>Mexico</td>
</tr>
<tr>
<td>Wheat</td>
<td></td>
</tr>
</tbody>
</table>
Economics?!?  A Glossary to Help You

economy = the economy of an area is its system of production, distribution and consumption of goods and services

subsistence farming = a type of farming where all produce is used to feed the household or village and where none is intended for trade

cash cropping = the growing of crops for sale rather than for feeding the growers (e.g., coffee, cocoa, sugar)

capitalism = a political and economic system of production characterized by mainly private ownership of the means of production

socialism = a political and economic system of production characterized by public ownership of vital services and means of production. Private ownership of other services and companies is permitted under strong government regulations.

communism = a political and economic system of production characterized by state ownership of the means of production. In the ideal state, no private ownership is permitted.

command economic system = an economy in which all production decisions are made by a nation’s central authority. Producers are told what, and how much, to produce

market economic system = a system of production and consumption where decisions are largely governed by the reaction of prices to changing supply and demand conditions. For example, if shortages develop, prices tend to rise.

primary industries = any economic activity such as fishing or mining that relies directly upon the natural resources of the environment

secondary industries = any economic activity such as manufacturing or construction that processes natural resources into another form

tertiary industries = any economic activity such as banking, transportation, education, entertainment and management that assists the smooth operation of the primary and secondary sectors of an economy; also called service industries
multinational companies = very large businesses that have subsidiaries, branches, offices, and/or factories in several different countries. They are sometimes called transnational companies.

economic association = an agreement made between two or more countries’ governments which deals with trade and other economic issues; the agreement is intended to increase economic activity and wealth.

foreign aid = expertise, money and products given by minority world countries to majority world countries.

globalization = process by which many regions of the world have become increasingly interconnected in terms of economics, culture, and financial services as a result of modern communications technology.

labour = can refer to physical and/or mental work.

capital = valuable things owned by a business or entrepreneur; usually used by a business as collateral for the purpose of investing.

labour supply = availability of workers.

tied aid = foreign aid with “strings attached”; the country donating the money makes money in some way from the exchange; the country receiving the money does not necessarily “win” from the arrangement.

United Nations = an international organization formed in 1945 to promote peace and economic development.

sustainable development = development that meets the needs of the present generation without compromising the ability of future generations to meet their needs.
Fair Trade/Free Trade Continuum: Envelope Cards

Coffee
Chocolate Bar
Fair Trade/Free Trade Continuum: Student Worksheet

A. Glossary:

Retail

Mark-up

Overhead

Revenue

Profit

B. Who Gets What?

1. Open the cards in the envelope marked “coffee”. Have each person in the group pick a card without looking at the words on the card.

2. The words on the card represent the various roles of the people involved in the process of growing coffee and selling it to people here in Canada. Imagine that your family buys a jar of coffee at the grocer store. As a group, discuss what percentage of the price of the coffee goes to each group of people represented on the cards.
3 In the table below, write down your guess of the percentage of the price that goes to each person or group of people in the selling of coffee.

4 Empty the contents of your “coffee jar” onto a clean surface. Divide the contents into four piles, reflecting the percentage of the jar each person in your group should get according to your guesses from step three and the role card each person picked. Simply keep the piles as they are until you have had a chance to see the actual percentages.

5 Repeat steps 1 to 3 for the envelope marked “jeans”.

6 Use chalk to divide the jeans into the four parts based on your guesses of the way the revenue is shared.

7 Repeat steps 1 to 3 for the chocolate bar.

8 Break the bar into pieces and give the appropriate piece to the person with the appropriate card. DO NOT EAT the chocolate until you have had a chance to discuss the actual percentages.

C/ Drum Roll Please...The Actual Percentages

1. Your teacher will share the actual percentages with you.

2. Redistribute the “revenue” to reflect the actual percentages.

3. On the back of the second sheet, use words or pictures to reflect on your reaction to the actual percentages.

4. As a group, decide how you will distribute the “revenue”.

Table 1: Recording the Percentages

<table>
<thead>
<tr>
<th></th>
<th>Your Guess (%)</th>
<th>Actual (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exporters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shippers and Roasters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retailers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Jeans

<table>
<thead>
<tr>
<th></th>
<th>Your Guess (%)</th>
<th>Actual (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overheads/Profits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retail Mark-up</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Chocolate Bar

<table>
<thead>
<tr>
<th></th>
<th>Your Guess (%)</th>
<th>Actual (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overheads &amp; other Ingredients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supermarket</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farmers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Who Gets What?

Coffee

<table>
<thead>
<tr>
<th></th>
<th>Actual (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growers</td>
<td>10</td>
</tr>
<tr>
<td>Exporters</td>
<td>10</td>
</tr>
<tr>
<td>Shippers and Roasters</td>
<td>55</td>
</tr>
<tr>
<td>Retailers</td>
<td>25</td>
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</tbody>
</table>

Jeans

<table>
<thead>
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<th>Actual (%)</th>
</tr>
</thead>
<tbody>
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<td>18</td>
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<tr>
<td>Overheads/Profits</td>
<td>16</td>
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<tr>
<td>Labour</td>
<td>12</td>
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<tr>
<td>Retail Mark-up</td>
<td>54</td>
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Chocolate Bar

<table>
<thead>
<tr>
<th></th>
<th>Actual (%)</th>
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</thead>
<tbody>
<tr>
<td>Overheads &amp; other Ingredients</td>
<td>36.8</td>
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<td>Supermarket</td>
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<td>Farmers</td>
<td>3.9</td>
</tr>
<tr>
<td>Tax</td>
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</tbody>
</table>
Colonialism and Hunger

This article was taken from the document *From Global Hunger to Sustainable Food Systems: Challenges and Choices*. This resource was compiled by the Sustainability Education Centre. For more information, visit [http://www.sustainabilityed.org/](http://www.sustainabilityed.org/). This article was written by Susan Santone. She can be reached at [http://www.creativechange.net/](http://www.creativechange.net/).

African Hunger: Looking at Causes

From news coverage of Africa you are probably familiar with problems facing the continent, such as hunger and poverty. But what do these reports tell us of the causes of these problems? And what are we told of our own connection to the issues?

Hunger: Roots in the Past, Links to the Present

To understand the causes of poverty and hunger in Africa, we need to look at both past history and current events. The case of Senegal, a country in West Africa, provides an example that reveals the links between past and present.

First, let's look at Senegal's past: Long before Columbus sailed to the Americas, the Wolof and Serer peoples established prosperous societies in west Africa (the region that is today Senegal and western Mali). On the rich farmland of this region, farmers planted the nutritious grains sorghum and millet, which formed the basis of their diet.

With water provided by annual floods, the farmers were able to grow enough grain to feed everyone as well as to provide a surplus for times of drought (little rain). In addition, highly skilled craftspeople produced cotton and woolen cloth, tools, knife, and cooking utensils.

These goods were exchanged through trade rather than being bought and sold with money. Overall, this economy based on agriculture and trade allowed these cultures to prosper. Things began to change in the seventeenth century (the 1600s) when French explorers colonized Africa and claimed the land for France. These French colonizers were not only claiming land, but were also capturing people to sell in the slave trade in the Americas. In 1659, the French established a slave-trading port on the Senegalese coast. French expansion continued, and by the 1800s, French armies had conquered the interior of the country.
Peanuts, Profits, and Hunger

Once the French realized how rich the land of Senegal was, they went beyond trading slaves to begin farming. As was mentioned, the Senegalese people had an economy based on farming for their own use. When the French began farming, however, they changed this so that Senegalese produced goods for French profit.

The French changed the Senegalese economy by having the people grow peanuts. Peanuts produced valuable oil which the French colonizers wanted to sell back to France, where it was used to support the growing industrial economy. The Senegalese, however, did not raise peanuts because peanuts were not an important food crop.

To force the Senegalese to begin growing this crop, the French imposed taxes on them. These taxes could only be paid in money: people who didn't pay the taxes were jailed or tortured. The problem for the Senegalese was that they did not have or need money as we know it; their economy was based on trading. But this was part of the French plan. They told the Senegalese that they could earn money for the taxes if they grew peanuts. So, to avoid jail or torture, the Senegalese had to begin growing peanuts, which the French then bought. With this money, the Senegalese then paid the taxes. This all began in the 1880s.

You may think that growing food for money would have benefited the Senegalese. Unfortunately, this was not the case. The French paid the Senegalese very little money for the peanuts. Once they had the peanuts, the French then sold them and the valuable peanut oil to wealthier Europeans for a lot of money. In this way, the French profited from the labor of the Senegalese.

Consequences

As land began to be used for peanuts, there was less land available to grow the vegetables and grains the Senegalese ate. This meant that, unlike before, extra food was not produced. Consequently, more people went hungry when there was a bad harvest. This cycle continued as the French put more taxes on the Senegalese. Of course, the Senegalese needed money to pay these taxes. And to get the money, they had to growing more peanuts. More and more people went hungry as the economy changed from one that produced food for local people to one that produced peanuts for export.

What made the problem even worse is that the food shortage caused the Senegalese to have to import food. This food could only be bought with cash, and getting the cash required them to sell peanuts. Thus, the Senegalese became locked into a vicious circle that intensified throughout the twentieth century and continues today: by 1914, Senegal was exporting 200,000 tons of peanuts per year; by 1965, the total was over 1 million tons. Meanwhile, Senegal continues to depend on imported food: in 1994, it imported 348,000 metric tons of rice (Source: Food and Agriculture Organization of the United Nations).
Different countries, the same story

The example of Senegal is similar to what happened in other parts of Africa when Europeans colonized the continent during the 1800s: The typical pattern was to take control of the land and replace food crops for Africans with crops to sell abroad (called cash crops or export crops). For example, the French began the large-scale harvest of cocoa (to make chocolate) in Ghana; in other countries, the French, Portuguese, or British colonizers replaced food crops with coffee, sugar cane, tobacco, or cotton.

Regardless of the country, the pattern remained essentially the same: as more cash crops were grown, less food was grown for local people to eat, and more people went hungry. In addition, African farmers were not able to improve their lives through growing cash crops because they were paid very little. Generally, European colonizers determined the price paid to the Africans, paid them poorly, and sold the products for a large profit to European and North American buyers.

Environmental problems and hunger

As you've read, peanut farming in Senegal, and coffee, cocoa, and other cash crops contributed to hunger in that they reduced the amount food available for Africans. Growing cash crops had another negative impact: an environmental one.

Before the French came, the Senegalese, and African farmers in general, used farming methods which preserved the soils and enabled the people to produce enough extra food to survive times of drought. This changed, however, with colonization by Europeans. Growing cash crops such as peanuts, coffee, or sugarcane is very intensive and wears the land out quickly. The farming methods, aimed at increasing profits rather than preserving the land, robbed the soil of minerals, made the soil wash away (a process called erosion), and reduced large areas of land to deserts. With more land destroyed, there was less land available to grow food for people to eat, and farmers were forced to try growing food on land which was not very productive. As a result, less food was produced, and more people went hungry, especially in times of drought.

Unfortunately, this cycle repeats itself today: as people become desperate for food, they 1 to grow food on whatever land they can use, even if this means cutting down trees. Devastation, as you may know, causes erosion. This pattern of cash cropping, environmental damage, poverty, and resulting hunger has repeated itself time and time again in Africa. These problems, continuing even today, have been several hundred years in the making.
Investigating Your Country, Part II

Answers to Part II questions are due: _____________________________

Revisions to Part I of the project are due: ______________________________

Parent evaluation of the entire presentation is due: _________________________

Final presentation in class is due: ______________________________

Part II Questions:


2. What are some of the main industries in your country?

3. If goods are produced in your country:
   i. How are the goods produced?
   ii. Who makes them (age, gender, class, etc…)?
   iii. For whom are they produced?
   iv. How are they distributed?

4. What seems to be the proportion of primary, secondary, and tertiary industries in your country (estimate)?

5. Find visuals or create models of objects related to the industries in your country.

**Challenge One:** Have there been any recent changes in the make-up of the economic system in your country? Do you think that there will be any significant changes in the future? If so, how has this or will this affect other aspects of the peoples' lives/ of the culture?
Evaluation of Part II

Leave yourself time to revise anything that is not “good” or excellent before you hand in your work.

Due Date for Self Evaluation: __________________________________________________

P: poor IN: inadequate OK: fair WD: well done

VWD: very well done EX: excellent

Content

<table>
<thead>
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<th>Teacher</th>
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</thead>
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<tr>
<td>The visuals for part II are interesting and informative</td>
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<tr>
<td>Overall Impression</td>
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Presentation Skills

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<tr>
<td>Volume (are you clear enough to be heard at the back of the room?)</td>
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<tr>
<td>Uhms and ahs (are there few enough uhms and ahs so as not to distract the listener?)</td>
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<tr>
<td>Eye contact (do you repeatedly look directly at people in different parts of the audience?)</td>
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<tr>
<td>Pace (do you go slow enough so that audience members can think about what you are saying?)</td>
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<tr>
<td>Fidgeting (do you keep fidgeting to a minimum so as not to distract the listeners?)</td>
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<tr>
<td>Country</td>
<td>Most Interesting Cultural Tidbit</td>
<td>Overall Impression of Quality of Life</td>
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</table>
Dilemmas of Global Trade

Read each of the situations below. Answer the "yes" or "no" question that concludes each situation and explain the reasoning behind your opinion.

1. For many years, advertising has encouraged women in poor countries to buy infant formula. Many poor women do not have access to clean water or they can't read the instructions on the can (because it's not in their language or because they can't read at all). Many can't afford to buy sufficient quantities of the formula, so they end up "stretching" it by diluting it. Babies become malnourished and often die.

   The government of Guatemala passed a law that the packaging of food products for infants could not feature pictures of healthy babies because this could discourage women from breast-feeding. This law is based on guidelines issued by the World Health Organization and UNICEF.

   Gerber's says that this is an "unfair trade practice" because it means that they can't use their trademark in Guatemala. They say this violates principles of free trade. Gerber's was supported by the U.S. State Department.

   Do you agree with Gerber's position?

2. Most people agree that the government of Burma (known also as Myanmar) is repressive. The U.S. State Department issued a report saying that Burmese "soldiers have committed serious human rights abuses, including extra judicial killing and rape." Human rights organizations have documented the widespread use of forced labor. In order to protest human rights abuses there, the government of Massachusetts passed a law saying that it will not purchase major goods or services from any company that has investments in Burma.

   The European Union and Japan complained that this was a violation of free trade because what is important about a good is the product itself, not how it was produced or who produced it. The National Foreign Trade Council, representing 580 U.S. companies - 346 of which do business with Burma - agreed. They said

   Massachusetts has no right to pick and choose whom it will buy from based on anything other than the price and the quality of goods to be provided - period.

   Do you agree with the position of the National Foreign Trade Council?
3. Much of the shrimp sold in the United States is caught with nets that capture and kill endangered sea turtles. There is a simple way to avoid killing the turtles, if the nets are fitted with TEDs (turtle extruder devices). The United States has banned shrimp products from countries that do not use TEDs.

On behalf of fishing interests in their countries, the governments of India, Malaysia, Pakistan, and Thailand have complained, saying that this banning is an unfair trade practice. The only thing that should matter is the quality of the shrimp, not how it was or was not caught, they say.

Do you agree with the position taken by these governments?

4. Small farmers all over the world grow just enough food for their families and a little extra to be sold in the market for cash to buy medicines, education, and household goods, or for savings. Farms in industrial countries like the United States use machinery and pesticides to produce food much more cheaply than can be produced on small farms in Third World countries. Some people in poor countries want to put tariffs on imports of cheap food from the United States and Europe, or to maintain the ones they have.

The U.S. and European governments argue that this supports inefficient farming practices, and leads to more expensive food for their people.

Also, they say it is an attack on the freedom of producers to sell their goods to anyone at any time.

Do you agree with the U.S. and European governments?

5. Suppose that students at our school decide to push the school board to enact a policy that forbids schools from purchasing athletic equipment or clothing made in countries that do not enforce a minimum living wage, and to enforce restrictions against child labor. Let's say students do not want to buy T-shirts, hats, or other clothing, or kick soccer balls, made in sweatshops.

The school board agrees to adopt the policy urged by the students. But immediately the governments of Indonesia, Pakistan, Nicaragua, El Salvador and others protest that this is an unfair interference in their internal affairs and a violation of free trade. They argue that no government agency in the United States has the right to discriminate against particular countries on the basis of policies those countries did or did not enact. According to these countries, it is a clear instance of an unfair trade practice. They point out that you don't see Indonesia refusing to buy paper products from the United States because they are clear-cutting their forests.

Do you agree with the governments of Indonesia, Pakistan, et al.?
6. Recently, African nations proposed a trade "rule" that would outlaw the patenting of any life forms. This would include plants, genetic material, seeds, etc. - whether found in nature, "naturally" bred, or genetically engineered. The African nations (and many others, including indigenous organizations) argue that it is immoral to patent life. They also say that patenting life is theft, because food or medicinal uses of many plants were developed over thousands of years by indigenous people.

Corporations and many scientists argue that genetic research is the new frontier. Perhaps new organisms will be able to clean oil spills. Perhaps we can produce food that is much more nutritious and resists spoilage. If governments don't grant patents for all inventions, including those involving life, then there will be little incentive to invent because the invention would become common property as soon as it was developed. They insist that patents are necessary for human progress and for the protection of the environment, and any restrictions are a violation of free trade.

Do you agree with these corporations?

7. Some consumer groups, scientists, and others believe that genetically engineered crops might be harmful. They think that not enough research has been done to prove them safe, and they point out that pollen from genetically engineered corn has been shown to harm monarch butterflies. At the least, they want any food that has been genetically modified to be labeled as such, and are working for government regulations to that effect. They point out that as it stands now, no one in the United States has the slightest idea about whether or not they are eating genetically modified food - that we are all a bunch of guinea pigs who have not given our consent to be experimented on.

Others say: Nonsense. There is no hard scientific proof that genetically engineered food hurts anyone. Just the opposite: Genetically engineered food offers countless benefits, from enhanced vitamins to better flavor. Further, they argue, if companies were forced by the government - any government - to begin labeling genetically engineered food, then it would imply that non-genetically engineered food was superior. And that is discrimination. And discrimination violates principles of free trade.

Do you agree with these food companies?
What Are You Dying to Know?!!??

You have the power to find out...if you ask the right questions... Think of a group of people that you have access to (i.e. that you can see a number of times). This might be people at the ice rink where you play hockey or skate, people at the barn where you ride, people at your after school math class, people in your place of worship...any group of people!

Now, what question would you like to find out their opinion about?

Question: ____________________________________________________

A/ WHO SHOULD WE ASK?

Place you will ask the question:_____________________________________

In any survey, if you were to survey an ENTIRE POPULATION, you would need to: _________________________________________________________

________________________________________________________________

In any survey, a SAMPLE of the population is: _________________________

_______________________________________________________________

In any survey, a REPRESENTATIVE SAMPLE would be a sample which we think:

________________________________________________________________

For example, a SAMPLE could consist of: _____________________________

_______________________________________________________________

For example, in my survey a REPRESENTATIVE SAMPLE could consist of: ___

________________________________________________________________

In my survey, a non-representative sample could consist of: _______________
*Make sure that you have the definitions of "entire population", "sample" and "representative sample" in your glossary.

B/ HOW SHOULD WE ASK THEM?

Place you will ask the question:

__________________________________________________________

What are some methods that you could use to collect your information? (e.g., telephone survey)

__________________________________________________________

Which method will you use?

__________________________________________________________

Why did you choose this method? (compare it to the other methods in terms of its effectiveness for this particular question).

__________________________________________________________

C/ WHAT TO DO

1. Create a **FREQUENCY TABLE** in which you can easily collect the data for the:
2. The best type of graph to use to display my data is ____________________

3. The reason I chose this type of graph is because

4. Create **three** graphs. Graph the data for the **entire population**. On a separate graph, graph the data for the **non-representative sample**. On a third graph, graph the **representative sample** data. Use the checklists from the Choosing your Country Project to help you to evaluate your graphs.

5. Compare the three graphs (entire population, non representative sample and representative sample).

a) Summarize the similarities and differences about them on a separate piece of paper and attach it to the graphs. Be very specific.

b) Do the graphs seem to suggest that your representative sample was really representative? How can you tell?

c) Do the graphs seem to suggest that your non-representative sample was really non-representative? How can you tell?
6. Create a graph that represents the data from the representative sample in a misleading way. Attach it to these sheets.

7. Explain why your misleading graph is misleading.
Economics for All

Part IV: Appendices
The implicit curriculum is the body of knowledge, skills, and attitudes that are taught to people in the process of schooling, but which are different from the stated course of study. In schools, we teach students that: physical education, music and art are not as important as mathematics; students cannot be allowed to make meaningful decisions about what is important to learn; and, the basic aim of education is to prepare people to participate in the global economy (to name just a few lessons from the implicit curriculum). These things are not usually said explicitly, but the message is conveyed and reinforced almost everyday.

In the work of John Taylor Gatto, David Orr, Sandy Steen, David Selby, and others, we are reminded of some of the following lessons from the implicit curriculum:

- The mental and physical aspects of ourselves are separate; the mental aspect is more important than the physical.
- Abstract concepts are more valuable than experiential learning
- The community outside of the school is not very relevant in the learning process
- Competition is more important than collaboration
- Significant knowledge is that which comes from the mouths of teachers or the pages of books or worksheets;
- The most important skill is memory recall
- Feelings are irrelevant and should be controlled
- The basic aim of education is to prepare people to participate in the global economy
- One’s programme of learning must be regulated by someone in authority
- Knowledge comes in separate packages called “disciplines”. The interconnections among these disciplines are unimportant.
- Indoors is where important things happen. Frivolous things happen outdoors.
- Hazardous chemicals are necessary for cleaning and for maintaining the school grounds
- The way we see the world is just “the way it is”. We have access to an objective understanding of the “facts”. Other cultures are progressing toward seeing the world as we do.
- First Nations people lived here a long time ago, but they no longer do. We have progressed to our current way of life.
humans are the dominant species on Earth and the rest of the planet is here for our use

through science we can manage the planet and repair any damage that we have done

growth in industry, science, economics and other areas of human affairs signifies success

the overwhelming message: The Status Quo is Okay.

In their book, Class Warfare: The Assault on Canada’s Schools, Maude Barlow and Heather-Jane Robertson write,

A teacher encountering 1492 has several choices. Should she omit the contentious event, given its unpleasant associations? Should it be taught as an example of cultural and political imperialism? Should she promote what Columbus accomplished but soft-pedal the conquest theme? Is this an appropriate context in which to discuss current land claims and their validity, or to explore the quality of life of aboriginal peoples? Should aboriginal students be asked to present their views on the story, or would this approach reinforce existing tensions?

Each of these strategies raises questions about power and how it is distributed, and whether such questions should be avoided, recognized or challenged as part of students’ education. While in theory the curriculum allows for the application of professional judgment in selecting an approach, teachers have found it prudent to let the curriculum guide answer the question of what is worth knowing, or to select an approved ‘curriculum resource’, prepackaged and uncontroversial. In a system under such close scrutiny, it becomes important to anticipate which questions and which kinds of content are least likely to stir up parents, administration and trustees — a classic case of the self-censorship that flourishes under political pressure … Curriculum directly validates particular points of view and teaches assumptions about privilege and power through the topics it evades as well as those it addresses. (Barlow and Robertson 1994, 124–125)

Teaching is inherently political. Choosing to avoid “controversial” issues contains a very loud implicit message — it teaches students that the status quo is fine. Certainly, the status quo can’t be that bad if we are going to ignore the problematic use of the GNP to “measure” progress and the habitat destruction that is occurring around the corner to make room for the new Wal-Mart to instead learn about dividing fractions, quadratic equations, and the temperature on Pluto (again). If young people do not examine controversial issues in school, in the current context, where? Is the role of preparing students to participate in the economy more legitimate than preparing them to be informed, active citizens?

The implicit curriculum can seem quite daunting; however, students and teachers often feel relieved to discuss some of the inconsistencies between the explicit goals of schools and the implicit messages the schooling process conveys. Because most people who participate in the schooling process are already attuned to the inconsistencies and are often frustrated by them, discussing them can be reassuring. Recognizing the implicit curriculum puts all of us in a better position to examine it, to keep its positive elements and address its negative elements. Discussing the implicit curriculum helps students learn to think critically about systems. Moreover, identifying contradictions is good practice for the work they will need to do to
address environmental issues — if the solutions were easy, they would already have been implemented!
Language for Global Justice

In this guide, I use the terms *majority world* and *minority world*. Canada is a minority world country because the minority of the world’s people live as many of us do here in Canada. Senegal is a majority world country. No terms are perfect, of course, but we must be careful with what terms we use. Bill Bigelow, editor of *Rethinking Globalization*, wrote:

Words are metaphorical, and may generate misleading images. When we say that the United States is a “developed” nation, the word paints pictures of a social or economic process that is somehow complete; it suggests a society that has fulfilled its natural destiny, that is as it was meant to be. Likewise, the use of terms like “developing” or “underdeveloped” to describe a country or culture, implies only a deficit status. It defines other peoples by what they are not, and establishes a Western-type industrial society as the model toward which all societies are heading.

The “developing” or “underdeveloped” tags miss the ways in which other countries, other cultures, are already developed. So-called developing nations have thousands of years of traditional knowledge stored in their cultural patterns.

For example, in another Rethinking Schools book, *Rethinking Columbus*, Philip Tajitsu Nash and Emiliene Ireland describe a typical elder of the Wauja people of the Amazon rainforest, who has memorized hundreds of sacred songs and stories; plays several musical instruments; and knows the habits and habitats of hundreds of forest animals, birds, and insects, as well as the medicinal uses of local plants. He can guide his sons in building a two-story tall house using only axes, machetes, and materials from the forest. He is an expert agronomist. He speaks several languages fluently; knows precisely how he is related to several hundred of his closest kin; and has acquired sufficient wisdom to share his home peacefully with in-laws, cousins, children, and grandchildren. Female elders are comparably learned and accomplished.
Communication Skills for Global Justice

There are many opportunities throughout this unit to have students practice different communication skills and methods. Some important things to consider:

- We need to be just as intentional about teaching communication skills as we are about teaching math skills.
- Students need to know that learning effective communication skills is a process—everyone is going to make mistakes along the way.
- We need to walk the talk about valuing communication skills; how do we do this given the value assigned to report card marks?
- Try to rid yourself of “expert-itis”; you don’t have to be an expert to experiment with your students. Model life-long learning!

Alternative Models

- Acknowledge different ways of communicating other than verbal and model/role-play how to use them effectively.
- Discuss different models of decision-making. What are the pro’s and con’s of the “majority wins” model? What are the pros and cons of the consensus model? Etc.

Techniques

- Ask half the class to sit down and make a circle in the centre of the room. Ask the other half to sit down and make a circle around the inner circle. During a discussion, 15 minutes can be designated as a period in which the inner circle discusses the issue while the outer circle actively listens. Afterward, people in the inner circle switch places with people in the outer circle. The new inner circle now has their own discussion. Afterward ask students to reflect on the experience in small groups and then as a large group. This simple technique may encourage some people to talk who would not normally contribute to a large group discussion. In addition, those in the outer circle may find they listen.
differently when they do not need to think about what they are going to say (because they aren’t allowed to contribute).

♦ Hold a discussion in which you enforce a 20 second pause after every comment. How does culture influence “wait time”? If she who responds fastest is the best, what does that say about how deeply we have considered our colleagues’ words?

## Deliberation as an Alternative to Debate

The English language is filled with metaphors which suggest that communication must be a confrontation or even a battle in which someone loses and someone wins. English speakers in Canada often talk about “winning an argument”, “standing one’s ground”, “shooting down someone’s point”, “defending your position”, etc. (See Deborah Tannen’s *The Argument Culture* in Resource list). Do we enter discussions in the spirit of collaboration? What message do we as teachers send when we equate “formal deliberation” with “debate”?

The Canadian Council for International Cooperation has created a deliberation process which they believe is a constructive model to use for formal discussions. The chart below highlights some of the implicit messages in the debate model—messages which can undermine the spirit of collaboration needed to work toward a just future. The CCIC has many great resources online that can be used to learn about and facilitate formal deliberations. In addition, they have participant guides about food security issues, globalization, inclusion and diversity, online! Go to [http://www.ccic.ca/](http://www.ccic.ca/) and follow the links to Voluntary Sector and then to Public Deliberation or call (613) 241-7007, X300.

<table>
<thead>
<tr>
<th>Deliberative Dialogue</th>
<th>Debate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative</td>
<td>Oppositional</td>
</tr>
<tr>
<td>Common ground</td>
<td>Points of divergence</td>
</tr>
<tr>
<td>Listening to find meaning</td>
<td>Listening to find flaws</td>
</tr>
<tr>
<td>Listening to find agreement</td>
<td>Listening to find points to argue</td>
</tr>
<tr>
<td>Openness to being wrong</td>
<td>Determination to be right</td>
</tr>
<tr>
<td>Weighing alternatives</td>
<td>Winning</td>
</tr>
<tr>
<td>Assumes that others have pieces of the answer and that all can find it together</td>
<td>Assumes there is a right answer and someone has it</td>
</tr>
<tr>
<td>Involves concern for the other person</td>
<td>Involves countering others</td>
</tr>
</tbody>
</table>
Further Resources about Communication

Electronic Hallway
http://www.hallway.org/


Appendix D:

Gross Domestic Product and Alternative Social Indicators

Gross Domestic Product (GDP)

The GDP is a measure of the movement of money in an economy. To measure the GDP, economists add up all the income that people make, and subtract all the money that they spend. The final number is divided by the number of people in a society, to determine the per capita (per person) income, and therefore, the wellbeing of people in a society. There are many problems with this number, and many people argue that it is not a very accurate measure of social or environmental well-being.

Critics of GDP argue that it does not tell us who has how much money (the distribution of income) since it assumes that everyone has the same amount. The difference between how much money people make is called the gap between the rich and the poor. If this gap is big, it means that society is very unequal and social welfare is probably very low for a lot of people. Critics also say that the GDP does not show how money is spent. People may be spending money on computers, food, and education, or they may be spending money on cigarettes, unhealthy food and SUVs. According to the GDP, all spending is good spending.

Some people also argue that the GDP encourages environmental destruction because money earned and spent for cutting trees down, overusing fresh water, overusing energy and mining minerals is always considered a good thing.

Finally, the GDP does not take social factors into account. It does not measure the literacy rate, access to healthcare, access to clean water, the availability and quality of housing, quality or availability of education, food availability, community services, or environmental regulations.

Alternatives to GDP

Genuine Progress Indicator (GPI) – Redefining Progress

The GPI uses a country’s GDP as a starting point, and adds and subtracts other factors to arrive at a new total. It adds values for factors such as volunteering and household work, and subtracts values for factors such as environmental pollution, waste, and crime. The final measurement calculated for the GPI is much lower than the value for the GDP, because the...
environmental and social costs of income increases in a society are taken into account. The 
GPI is calculated in the United States on a yearly basis. An organization called Redefining 
Progress, which developed (invented) the GPI is constantly changing and updating the values 
that it uses to calculate the GPI so that it is as realistic and up-to-date as possible.

More Information

♦ *E Magazine* article: Real Wealth, by Linda Baker  

♦ Redefining Progress: Genuine Progress Indicator  

♦ Redefining Progress Media Release  
  [http://www.rprogress.org/media/releases/001205gpi.html](http://www.rprogress.org/media/releases/001205gpi.html)

Index of Social Health (ISH) – Fordham Institute for Innovation in Social Policy

The ISH measures the social welfare of people by measuring age groupings in society. The 
groupings are children, youth, adults, and over age 65. Each group has a set of indicator 
factors that are supposed to indicate the social well-being of each group. The indicator factors 
for children are infant mortality, child abuse, and poverty. The indicators for youth are 
teensagte suicide, drug abuse and high school drop-outs. For adults, weekly earnings, 
unemployment rates and health insurance coverage are important. For seniors, poverty and 
out-of-pocket health insurance costs are measured. There are also indicators that apply to all 
of society as a whole. These include homicide rates, highway deaths, food-stamp coverage, 
access to affordable housing, and the gap between the rich and the poor.

More Information

♦ [http://www.monitor.net/rachel/r518.html](http://www.monitor.net/rachel/r518.html)


Index of Sustainable Economic Welfare (ISEW) – Herman Daly and John Cobb Jr.

The ISEW includes 19 factors that indicate different activities in society. To calculate the 
ISEW, a person would enter a value for each of these factors, and total all of these values. 
Some of the factors include: ozone depletion, domestic labour (unpaid work done in the 
home), education, and the level of income equalities (the gap between rich and poor people). 
If the quality of the indicators is very poor, a large value will be subtracted from the total. If 
the quality of the indicator is very high, a large value will be added to the total. The number 
added or subtracted will depend on the specific situation at hand. For example, if a lot of
people are driving cars and contributing to ozone depletion, the total welfare of the society would go down. However, if a lot of people are taking public transportation, walking, and riding their bikes to school and work, the total welfare of a society will go up.

More information

♦ Friends of the Earth Website
http://www.foe.co.uk/campaigns/sustainable_development/progress/

♦ “Sustainable Economic Welfare in Sweden” by the Stockholm Environment Institute

♦ The ISEW in the United Kingdom
http://www.icsu-scope.org/downloadpubs/scope58/box3w.html

Physical Quality of Life Index (PQLI) – Overseas Development Council

The PQLI is an index that attempts to measure the ability of a society to meet the social needs of the people living in the society. These social needs are infant mortality, life expectancy and literacy. Each of the three characteristics receives a score from 0 (worst possible ability) to 100 (best possible ability). Infant mortality ranges from worst at 7/1000 infant deaths to best at 229/1000 infant deaths (infant mortality rates are always measured per 1000 births). Life expectancy is worst at age 38, to best at age 77. Literacy is measured as the percent of people over age 15 that are literate. The scores of the three indicators are averaged to create a final score for overall social well-being. It is interesting that many countries that have similar GDP scores have very different PQLI scores. This shows that measuring the movement of money in a society is very different from measuring the social well-being of people in society.

More Information

♦ http://orbit.unh.edu/cber/abs/History/Papers/Richard1.pdf

Total Income Systems of Accounts (TISA) – Robert Eisner

Robert Eisner’s GDP alternative, called TISA is very popular in the world of economics.

Eisner believes that government spending on public infrastructure and services (e.g. roads, police, military) should not be part of GDP; the personal money that people spend on work-related activities (e.g. driving to work, buying work clothes) should not be part GDP; the way people spend their time (e.g. caring for elderly, time spent preparing meals, and leisure time) should be part of GDP; and money spent on personal investments, (such as new technology, computers and education) should count for more than other “consumption” expenses (such as food and gas).
World Development Reports (WDR) – World Bank

The World Bank is an institution that borrows money from affluent countries and lends it to developing countries in order to carry out various development projects. Every year, the World Bank creates a World Development Report (WDR), which evaluates a single issue regarding the economic, social and environmental state of the world. This is an attempt to measure the current sustainability of the world, and to determine general global well-being.

The reports tend to focus on a specific aspect of development each year. The World Bank does not determine a number or a level of well-being like other indicators. As an alternative, it provides a written summary of numerous aspects of the state of the world. The World Bank interviews knowledgeable people throughout the world, in order to come up with a report that they feel reflects global development trends.

The WDR for 2003 focused on “Sustainable Development in a Dynamic World.” They interviewed members of government, civil society, academia, and the private sector worldwide. The reports are used as a basis for discussion by academics, development workers and governments. The World Bank also uses the information to make decisions about to which types of projects it should lend money, and the types of strategies that should be taken to achieve higher levels of sustainability.

More Information

♦  http://econ.worldbank.org/wdr/
Appendix E:  

Fair Trade/Free Trade Continuum

The Principles of Fair Trade

Alternative Trade Organizations (ATOs), like Bridgehead and Equal Exchange, aim to create fairer trading relationships between southern producers and northern consumers. What began as a small-scale alternative has now become a world-wide movement.

Trading directly with democratically run cooperatives

Handcraft and farmer cooperatives are formed to market collectively, export independently of mid-level traders, and have a say in their future. Co-ops also pool resources for the good of their communities, building schools and health care centres from their increased revenues.

Pay a fair price for the product

Prices are negotiated based on the real costs of production and need, and not on obtaining the lowest possible price.

Offer affordable credit

Access to affordable credit is a huge problem for small farmers and artisans. Often the only credit available is from mid-level traders who charge exploitative levels of interest.

Develop long-term relationships based on trust and mutual respect

Co-operatives can count on ATOs to buy their product on a long-term basis, thus allowing them to make longer-term operating plans.

ATOs seek to trade with producers who are committed to respecting safe and healthy labour conditions and preserving environmental standards.
Examples of Fair Trade Organizations

- Ten Thousand Villages
  http://www.villages.ca/

- Bridgehead/Oxfam
  http://bridgehead.ca/

- International Federation for Alternative Trade
  http://IFAT.org/

- Fair Trade Federation
  http://fairtradefederation.com/
Almost 800 million people in the developing world do not have enough to eat. According to the most recent data available, the number of undernourished people in the developing world is reducing at a rate of approximately 8 million a year, to 790 million. At this rate of progress, the goal set at the World Food Summit in 1996 to reduce the number of undernourished people to around 400 million by the year 2015 will not be reached. In fact, if the present trend continues, the total in 2015 will be 638 million people.

Sub-Saharan Africa is home to almost a quarter of the developing world’s hungry people, and it is the region making the least progress. In fact, 28 countries lost ground during 1980-1996, while just 10 made progress (eight of the 10 are in West Africa, with Ghana leading the way). In Central, East and Southern Africa, almost half of the population is undernourished.

While most of the countries in Latin America and the Caribbean fall within a moderately low category—i.e., 5%-19% are undernourished—16 countries lost ground during this period, while eight made progress. In South America, levels of hunger are already low or rapidly declining. In Central America and the Caribbean, on the other hand, levels have increased in several countries.

Almost two-thirds of the undernourished people in the world live in Asia and the pacific. India alone has more undernourished people (240 million) than all of Sub-Saharan Africa. A period of rapid economic growth resulted in notable gains in food security across most of the region, with the number of countries making progress (10) slightly exceeding those losing ground (8). [Note: This report only analyzes statistics up to 1996, and would therefore not reflect the impact of the economic downturn which took place in the Asia/Pacific region in the latter half of the 90’s].

Another 34 million people in industrialized countries and ‘countries in transition’ also suffer from chronic food insecurity. More than three-quarters of them—about 26 million—are concentrated in the ‘countries in transition’ of Eastern Europe and the area of the former USSR.
Part IV: Appendices

Corporations, People, and Power

The information found in this section was adapted from the book *The Top 200: The Rise of Global Corporate Power*, by Sarah Anderson and John Cavanagh, Institute for Policy Studies, Washington, D.C., 1996. The book was adapted by the Centre for Social Justice. The Centre also provides excellent information about the wealth gap within Canada and other social justice issues. For further information, contact the Centre at:

836 Bloor St. W.
Toronto, ON
M6G 1M2
1-888-803-8881
e-mail: justice@socialjustice.org


- Of the 100 largest economies in the world, 51 are corporations. Wal-Mart, the number 12 corporation, (42 on the overall list) is bigger than 161 countries, including Israel, Poland, and Greece. Mitsubishi is lager than the fourth most populous nation on Earth, Indonesia. General Motors is bigger than Denmark. Ford is bigger than South Africa. Toyota is bigger than Norway.

- The combined sales of the world’s Top 200 corporations is greater than a quarter of the world’s economic activity. In 1982, the Top 200 firms had sales that were the equivalent of 24.2 percent of the world’s GDP. In 1996, that figure had grown to 28.3 percent of world GDP.

- The Top 200 corporations’ combined sales are bigger than the combined economies of all countries minus the biggest nine; that is, they surpass the combined economies of 182 countries. At last count, the world had 191 countries. If you subtract the GDP of the big nine economies—the United States, Japan, Germany, France, Italy, the United Kingdom, Brazil, Canada, and China—the combined GDP of the other 182 countries is $6.9 trillion. The combined sales of the Top 200 corporations is $7.1 trillion.

- The Top 200 have almost twice the economic clout of the poorest four-fifths of humanity. The world’s economic income and wealth remain highly concentrated among the rich, with 85 percent of the world’s GDP controlled by the richest one-fifth of the planet’s population, and only 15% controlled by the poorest four-fifths. The poorest 4.5 billion people in the world account for $3.9 trillion dollars of economic activity; only a little over half the combined revenues of the Top 200’s $7.1 trillion.

- The Top 200 have been net job destroyers in recent years. The combined global employment of the Top 200 is only 18.8 million, which is less than a third of one percent of the world’s 5.6 billion people. The biggest employer on earth is not a private firm, but the U.S. Postal Service, with 870,160 employees, compared to GM’s 709,000 workers.
Not only are the world’s largest corporations cutting workers, their CEOs often benefit financially from the job cuts. Of the 59 US firms in the global Top 200, nine laid off at least 30,000 workers in 1995; AT&T, Boeing, Lockheed-martin, BellSouth, Kmart, Chase Manhattan, GTE, Mobil, and Texaco.

Japanese corporations have surpassed US corporations in the ranking of the Top 200. Six of the top 10 firms are Japanese; only three are from the US. Of the Top 200, 58 Japanese firms account for almost 39 percent of total sales, while the US’s 59 firms account for only 28 percent. The vast majority (186) of the Top 200 are headquartered in just seven countries: Japan, the US, Germany, France, the United Kingdom, the Netherlands, and Switzerland.

Half of the total sales of the Top 200 are in trading, automobiles, banking, retailing, and electronics. The concentrated economic power in these and other sectors is enormous. In autos, the top five firms account for almost 60 percent of the global sales. In electronics, the top five firms have garnered over half of global sales. And the top five firms have over 30 percent of global sales in airlines, aerospace, steel, oil, personal computers, chemicals, and the media.

When General Motors trades with itself, is that free trade? One third of world trade consists simply of transactions among various units of the same corporation. This figure has remained steady for the past few years, and is higher in certain countries. Two-fifths of Japanese exports, for example, are intra-firm. For manufacturing exports from Brazil, the figure is 44 percent.
Appendix G: The Debt Crisis

The article below is from the May 1999 issue of New Internationalist magazine. The main theme of the issue is the debt crisis. For further articles see http://www.newint.org/.

In July 2003, the Canadian Ecumenical Justice Initiative concluded that the responses of the governments of the G8 countries, the IMF and the World Bank had failed to meaningfully address the debt crisis. In the words of Stephen Lewis, these organizations continue to commit “mass murder by complacency”. For more information, contact www.kairoscanada.org for the Global Economic Justice Report, Volume 2, Number 3, July 2003.

The Dictatorship of Debt

NIGEL DICKINSON / Third World debt enriches the powerful at the expense of the world's poor majority. David Ransom calls for a new beginning.

Had someone in any way typical of the Uruguayan population ever actually asked for a loan from the International bank in Montevideo where I once worked, I’m quite certain they would never have got it. The mere look of them would have been enough. A part-time clerk wants an advance! A labourer with no collateral expects credit! A woman from the barrios seeks an unsecured loan! A gaucho (cowboy) with just a horse to his name needs to borrow! From the bank? Contemptuous ridicule would have been unconfined – which is doubtless why I never saw such a person step through the door.

So quite how it happened that by 1990 every single man, woman and child in Uruguay had become reliable for debts equivalent to their entire annual income – without even asking for them, let alone receiving any of the cash – is at first sight something of a mystery.

Take a closer look, however, and you’ll find that the explanation is simple. In 1973 there was a military coup in Uruguay and it ushered in a very nasty little dictatorship that for a while imprisoned proportionally more people than anywhere else on earth. The Uruguayan economy had gone belly-up and powerful people who owed large sums of money to international banks were facing ruin. So the generals decreed that it was “in the national interest” to bail them out by borrowing from exactly the same banks, only this time in the name of the Uruguayan people.

The banks were desperate to lend. The Organization of Oil Producing and Exporting Countries (OPEC) had just agreed a sharp oil-price hike and as a result were collecting a vast extra income of dollars which they deposited with the banks. So large was the quantity of these “petro-dollars” that the banks didn’t know quite how to recycle them at their usual levels of profit. Dictatorships that could exact repayments from their cowering populations with relative ease must have seemed like a pretty good bet for a secure and handsome return.
Appendix G: The Debt Crisis

This combination of dictatorship, foreign loans and the transfer of private liabilities on to public backs was not confined to Uruguay. For 20 years, between the mid-1960s and mid-1980s, despotism pervaded Latin America and employed an ingenious variety of scams wherever it went. Sometimes the money was borrowed for grandiose projects, sometimes it was simply filched, usually both – and always in the interests of political power that had quite openly been usurped.

Similar, too, was the experience across Africa and Asia. From Mobutu in Zaire to Suharto in Indonesia and Marcos in the Philippines, tawdry despots with powerful friends and large appetites for personal wealth were financed with enthusiasm by the international banking fraternity. Indeed, it seemed to work so well that the credit lines became almost limitless – particularly if the governments in question were fighting on the right side of the Cold War and buying large quantities of armaments from Northern suppliers. Third World debt rose from less than $100 billion in 1970 to some $600 billion in 1980.

Eventually, however, governments began to run into financial trouble themselves. The loans they had raised and squandered on daft projects or salted away in private bank accounts became so large that their subject countries ran out of foreign exchange and tax revenues with which to pay them back. There was a real danger of “default”.

When this was being considered by Mexico in 1982 the American Government stepped in to protect the interests of the US private banks that held most of the Mexican debt. The International Monetary Fund (IMF) and World Bank were instructed to step in alongside the US Government and bail out the private banks. The transfer of private debt into public liability was thereby complete – and the Third World debt crisis had begun.

Private banks were now free to move on to fresh pastures, like “booming” Southeast Asia and China. Where, of course, exactly the same thing would eventually happen all over again.

Ironic that this, the most colossal of all “nationalizations”, should have passed by unremarked and at a time when “privatization” was an article of economic faith. Odd, too, that unlike earlier nationalizations intended – in theory at least – to increase public control over private interests, this one had precisely the opposite effect. It subjected the people of these countries to a dictatorship so complete that eventually dictators themselves became redundant.

All of this rested on a crude threat. Unless debtor governments agreed to certain conditions, then they would be cast into the outer financial darkness and new loans would be withheld. These conditions were originally cobbled together for the “Baker” and “Brady” plans in Mexico, named after the two US Treasury Secretaries who devised them. They were then touted around the world as the paradigm of financial probity and became known as “structural adjustment”. Their main purpose was to “liberalize” the country in question: devalue its currency, open it up to world markets, reduce government intervention and flog off as many of its assets as possible at bargain-basement prices.

The theory was that this would increase prosperity so that debt would no longer be a problem. But the 1980s were the “lost decade” for most of the Third World, and their economies didn’t grow. Third World debt doubled to almost $1,600 billion ($1.6 trillion) by 1990. An ever-increasing proportion of it was simply to pay off old debt and keep the system up and running.
The “conditionalities” of structural adjustment meanwhile diverted government revenues away from things like education and healthcare, towards debt repayment and the promotion of exports. This gave the World Bank and IMF a degree of control that even the most despotic of colonial regimes rarely achieved. The situation has remained essentially unchanged ever since.

So we are left with a bizarre and degrading spectacle. Today in Ethiopia a hundred thousand children die annually from easily preventable diseases, while debt repayments are four times more than public spending on healthcare. In Tanzania, where 40 per cent of people die before the age of 35, debt payments are 6 times greater than spending on healthcare. From the whole of Africa, where one in every two children of primary-school age is not in school, governments transfer four times more to Northern creditors in debt payments than they spend on the health and education of their citizens.¹

Truly dreadful things are being done in the name of debt repayment which would otherwise have to be recognized for what they are: the grossest abuse of even the most elementary requirements of human dignity.

The legitimacy of large chunks of Third World debt is doubtful for more subtle reasons, too. For example, natural disasters have a much more devastating impact on poor countries like Honduras or Bangladesh than on rich ones like the US or Japan. More people die, more livelihoods are destroyed and fewer people can afford any kind of insurance. So economic recovery is much more difficult and slow. It makes no sense at all for the reconstruction of such countries to be further delayed, and the devastation compounded, because they are paying out more to service foreign debts than they will ever receive in emergency aid.

The economics of debt are shot through with just as many flaws, though they tend to be dismissed as “unintended” consequences. For example, a crude “adding-up problem” arises when cash-strapped countries are all instructed by the IMF to promote commodity exports at the same time. The entirely predictable result is that the world price of commodities collapses and the environment is vandalized. Lasting damage is done to the world’s non-renewable resources without any economic gain for poor countries.

At some point you have to stop and ask yourself: what has really been achieved by all the years of “structural adjustment”, other than vast areas of economic devastation? The fiasco has become much more conspicuous because of the financial chaos that overtook Southeast Asia in 1997. Such theory as there was to structural adjustment relied heavily on the appeal of an “Asian Tiger” economic model that has now simply disintegrated. The structure was adjusted – and then promptly collapsed.

Meanwhile, Third World debt continues to increase relentlessly. By the end of 1997 it exceeded two trillion dollars – and to this will now have to be added several hundred billions more from the various crises in Southeast Asia, Russia and Brazil. There could be more to come. No-one seems to know where it will end, though everyone knows that it cannot continue.

¹ Making Debt Relief Work, Oxfam position paper, April 1998.
And so apostasy has become the new orthodoxy. One by one the apostles of structural adjustment have renounced a religion they once proselytized with ruthless zeal. Even Jeffrey Sachs, the high priest from Harvard who made articles of faith out of free-market nostrums in Eastern Europe, now recants: “Many of the three billion of the world’s poorest live in countries whose governments have long since gone bankrupt under the weight of past credits from foreign governments, banks and agencies such as the World Bank and the IMF. These countries have become desperate wards of the IMF... Their debts should be cancelled outright and the IMF sent home.”

In 1996 the IMF and World Bank finally conceded what they’d never been prepared to concede before: that perhaps some of the debts owed to them by the very poorest and most indebted countries in the world might eventually have to be written off. The Heavily Indebted Poor Country (HIPC) Initiative was born and a list of some 40 countries thought to fall into this category was drawn up.

The intended purpose of the HIPC Initiative is to reduce debt to a “sustainable” level – what the IMF and World Bank dictate that a country can afford to pay. This level is fixed by a number of measures, including the size of debt repayments compared with exports or government revenues. These measures of “sustainability” are, however, extremely severe: 20-25 per cent of export earnings for the HIPCs which is more than double the ratio applied to Germany after the Second World War. And the proposed “relief” often makes little difference in practice, since for the most part it merely discounts debts that were not being paid anyway.

But there is another much more fundamental objection to the initiative. Far from dismantling structural adjustment, the HIPC Initiative actually strengthens it. Absolute compliance with its most stringent requirements must endure for six unbroken years before any actual “relief” will be considered. As a result, no more than a handful of countries will have benefited in any way by the year 2000 – while a great many more of the HIPCs will be even more firmly in the grip of structural adjustment than they were before.

The HIPC Initiative, though it may be an important departure, is not the destination. The suspicion arises that its purpose is less to minimize than to maximize the “sustainable” levels of debt repayment; that perhaps rich governments, their tools at the IMF and World Bank and their clients from the private banks, actually prefer debt bondage to remain in place, precisely because of the control it gives them over debtor countries.

If this is so, then the consequences will be felt by the poor into the indefinite future. What they want, and desperately need, is for despots, whether they come in the shape of dictators or delegations from the IMF, to get off their backs.

And debtor nations do have a great deal more power than they are encouraged to believe. What lenders fear above all else is the prospect of collective default. You can tell this from the history of Third World debt. When the system is threatened – as during the crisis of 1982 and before the HIPC initiative of 1996 – then creditors move fast to keep the game in play.

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3 *We’ve Been Here Before* by Joseph Hanlon, 1998 (UK Jubilee 2000 Coalition).
Those rules now have to be changed decisively in favour of the world’s poor majority, who have suffered enough. The campaign for an orderly, complete and unconditional cancellation of Third World debt is the best and probably only chance we have of reaching the UN target for poverty reduction by 2015 – and to avoid a bleaker nightmare of the kind that has already descended from the storm clouds of high finance on to the people of Indonesia, Russia and Brazil.

Can we afford it? Well, if several hundreds of billions of dollars could be found within months to fend off the crisis in Southeast Asia, a mere $200 billion to cancel the illegitimate debts of the world’s poorest people is clearly not beyond our means. So a new contract must be offered in all humility from the North to the South: unconditional debt cancellation where there is democratic control; the prospect of unconditional cancellation where it remains to be established. And, to start the ball rolling, cancellation for the HIPCs in the Jubilee Year 2000.

And let this contract be, for once, written in the South for the South. Let “civil society”, that enormous network of trade unions, human-rights groups, farmers, homeless and landless people who have struggled so long to free themselves from a truly dreadful dictatorship, take an active part in the process. Only then will there be an unequivocal break with the past or any assurance that the poor majority will be freed from the bondage of debt once and for all.

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### Drop the Debt

The article below is just one of many informative fact sheets produced by The Canadian Ecumenical Jubilee Initiative. The Jubilee Initiative has now rolled into a larger global justice initiative called Kairos Canada. For information, visit [www.kairosCanada.org](http://www.kairosCanada.org)

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### Excerpt from Jubilee Fact Sheet #4

**How would debt cancellation work?**

**What is the economic impact of debt cancellation on multilateral institutions?**

The World Bank is owed approximately US$15 billion by the countries on the Jubilee list. The Bank could pay for write-offs using some of the US$3.2 billion it already has set aside for loan loss provisions, and by drawing down some of its US$15 billion in reserves and some profits from past years. The International Monetary Fund (IMF) is already proposing to sell some of its gold stocks, worth between $25 and 40 billion to finance a lending program for low income countries. Some IMF members, including Canada’s Finance Minister, Paul Martin, have stated that they support a modest sale of IMF gold for debt relief purposes.

**What is the economic impact of debt cancellation on debtor countries?**

Some economists are already concerned about the “debt overhang”-the negative effect of debts which highly indebted countries will never be able to repay.
Recognizing the unsustainability of much of this debt, the World Bank has established various mechanisms, such as the Highly Indebted Poor Countries Initiative (HIPC), to relieve some of this debt which is unpayable. However, as another of our fact sheets explains, this initiative does not go far enough. Please see Jubilee Fact Sheet #3: What Have the World Bank and the IMF Done to Address the Debt Crisis?

The economic impact for the countries receiving cancellation will be positive, as they will then have more money to spend on things such as healthcare, education and public works. These things will improve the health and well-being of citizens and will also create jobs. As well, a process of debt cancellation could prompt discussions about new conditions to encourage productive international investment in economic development. This kind of discussion is especially timely in light of the global financial crisis.

If debts are cancelled, will these countries ever be able to borrow again?

Debt cancellation is seen as a first step to establish fairer financial dealings between countries of the North and countries of the South. It can be argued that debt cancellation and a better sharing of the risks of loans would make these countries more attractive places to invest. Past experience indicates that debt cancellation is not necessarily a barrier to future investment. After World War II, Germany received considerable debt relief, yet now has one of the world’s strongest economies. Japan also had certain “debts” foregone when it was given generous terms for reparations after World War II.

We can see that creditors were prepared to invest in or sell goods to these countries on credit before, when they were clearly unable to pay and their economic situation was unstable-so, why would they not want to invest or make sales once countries are on firmer footing after debt cancellation?

Jubilee has prompted discussions regarding new relationships of lending and borrowing. In many places around the world, groups are working to deal with these complex issues. On a global level, we need to look at how we can support countries which have fewer resources. Loans may not be the best way to assist other countries to support their citizens and to develop services such as health and education. Over recent years, funding for Official Development Assistance has declined dramatically, and this issue will need to be addressed at the same time that debt cancellation is.

The Moral Questions

In the face of profound human suffering and injustice, can we say that debt cancellation is too expensive or too complicated?

If the international community is prepared to “bail out” investors and banks in times of economic crisis, why can we not assist the poorest countries in their time of crisis?
The Debt Crisis: Where are We Now?

For a chronology of the campaign to relieve heavily indebted countries of their debt, visit http://www.kairoscanada.org/english/debt/debtchronology(020131).htm
Appendix H:

Games

Bingo

The bingo game allows participants to test their knowledge of food security issues.

Each participant has a bingo card that they must fill with signatures from other participants. Participants must go around the room and ask individuals if they can answer any of the questions in the squares. If an individual can, he or she must answer the question, then initial the box with the question in it. An individual can only sign someone’s sheet twice.

The first person to complete three rows of the bingo game (horizontal, vertical, diagonal) is the winner. After completing the game, go through the questions, having the individuals answer the questions for which they initialed squares. This exercise works well, not only with individuals who know each other, but as an ice-breaker for new group members as well.

<table>
<thead>
<tr>
<th>B</th>
<th>I</th>
<th>N</th>
<th>G</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows what company owns Carnation</td>
<td>Knows what FAO stands for</td>
<td>Has eaten a burrito</td>
<td>Knows what a Cob is</td>
<td>Can name three cash crops</td>
</tr>
<tr>
<td>Is a vegetarian</td>
<td>Has ever boycotted a product</td>
<td>Has ever been to an organic farm</td>
<td>Can name a Canadian transnational food corporation</td>
<td>Knows someone who uses a food bank</td>
</tr>
<tr>
<td>Knows what a maquiladora is</td>
<td>Has eaten tofu</td>
<td><strong>FREE</strong></td>
<td>Knows more than three R's of environmentalism</td>
<td>Can name four Basic Human Rights</td>
</tr>
<tr>
<td>Works at a fast food restaurant</td>
<td>Knows what company owns Minute Maid Orange Juice</td>
<td>Can name two Canadian cash crops</td>
<td>Can name three countries where bananas are grown</td>
<td>Knows what WTO stands for</td>
</tr>
<tr>
<td>Knows what MAI stands for</td>
<td>Has eaten <em>pad thai</em></td>
<td>Knows the difference between hunger and malnutrition</td>
<td>Knows best food for newborn infant</td>
<td>Can name two countries that have experienced famines</td>
</tr>
</tbody>
</table>

teriburgess@hotmail.com
Answers to Bingo

1. Nestle owns Carnation, in addition to Cross & Blackwell, Stouffer’s foods, Perrier, L’Oreal Cosmetics and a number of other companies. For a complete list, check out The Supermarket Tour available online at http://opirg.org/epub.html

2. FAO stands for the Food and Agriculture Organization.

3. A burrito is a Mexican dish with beans or meat in a tortilla.

4. A McJob is a minimum wage job, usually part-time with no benefits.

5. Crash crops include coffee, sugar, bananas, tea, pineapple, cocoa.

6. Canadian transnational food corporations include McCains, Fishery Products International.

7. A maquilladora is a “free trade” zone where workers are paid low wages, work long hours, with no benefits, no occupational health or safety. They are zones that are intentionally set up to be outside of the laws that would usually protect workers and the environment. They exist in Mexico, Guatemala, Philippines, and other countries.

8. Tofu is a high protein food made from soya beans.

9. The R’s of environmentalism include rebuild, repair, restore, reconstruct, rethink.

10. Basic Human Rights can be found in the Oxfam Charter on page 52 of this guide.

11. Coca Cola owns Minute Maid Orange Juice.

12. Canadian cash crops include wheat and tobacco.

13. Bananas are grown in Honduras, Guatemala, Costa Rica, Ecuador.

14. WTO stands for the World Trade Organization.

15. MAI stands for the Multilateral Agreement on Investment.

16. Pad Thai is a Thai food consisting of noodles and vegetables.

17. See definitions in the Social Indicators Glossary on page 56. Background information on hunger and malnutrition can be found in Appendix F on page 101.

18. Breastmilk is the best food for newborns.

19. Ethiopia, the Sudan and North Korea have all experienced famines.
# Jeopardy

## Playing the Game

<table>
<thead>
<tr>
<th>Step 1 — Moderator’s Role</th>
<th>Step 2 — Role of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Sets up transparency and overhead.</td>
<td>♦ Each member of a team must have a number (e.g. 1 - 8), and answer questions consecutively (i.e. all the “1’s” from each team, then all the “2’s”, etc.)</td>
</tr>
<tr>
<td>♦ Selects three judges, and one scorekeeper.</td>
<td>♦ To answer a question, a participant must “buzz-in” first by yelling “Jeopardy!”</td>
</tr>
<tr>
<td>♦ Divides the class into 3 teams.</td>
<td>♦ If no one answers, teams must work together to come up with an answer.</td>
</tr>
<tr>
<td>♦ Demonstrates to the group, how to correctly respond.</td>
<td></td>
</tr>
</tbody>
</table>

**Sampler:**

Q: “Globally over 500,000 people are suffering from this disease.”

A: “What is AIDS?”

If no one answers in 20 seconds, the moderator allows 2 minutes for groups to consult.

<table>
<thead>
<tr>
<th>Step 3 — Role of judges and Scorekeeper</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Judges determine who responded first, and what is a correct answer.</td>
<td>♦ If teams give a correct answer, the amount for that question (100 - 500) is added to the score. If the answer is incorrect the amount is subtracted.</td>
</tr>
<tr>
<td>♦ The Scorekeeper keeps a tally of team score on the blackboard.</td>
<td><strong>The team with the highest score at the end of the game wins!</strong></td>
</tr>
<tr>
<td>♦ If teams give a correct answer, the amount for that question (100 - 500 points) is added to their score. If the answer is incorrect, the amount is subtracted.</td>
<td></td>
</tr>
</tbody>
</table>
The Game

<table>
<thead>
<tr>
<th>Hunger Pains</th>
<th>Only in Canada</th>
<th>Debt</th>
<th>Agriculture</th>
<th>Something Fishy</th>
<th>Basic Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nearly 13 million children under the age of 5 die each year as a result of this condition.</td>
<td>There are more of these in Canada than McDonald's restaurant.</td>
<td>Massive over-borrowing by 3rd World governments, coupled with high interest rates, led to this in the early 1980s.</td>
<td>Women in the Third World produce half of this globally but own less than 1% of the land.</td>
<td>Over 200 million people are directly dependent upon this food industry for their livelihoods.</td>
<td>December 10, 1998 is the 50th Anniversary of the signing of this U.N. Declaration.</td>
</tr>
<tr>
<td>A lack of this vitamin in their diet causes blindness in a quarter of a million children each year.</td>
<td>More than 4.3 million Canadians are living in this condition.</td>
<td>Half of the Canadian debt can be traced to the failure of wealthy individuals and corporations to pay their fair share of these.</td>
<td>Failure of this crop 150 years ago marked the beginning of a terrible famine in Ireland.</td>
<td>Atlantic Canada's fishery was recently devastated because of the overfishing of these.</td>
<td>According to the United Nations one in four of the world's people live in this condition.</td>
</tr>
<tr>
<td>A deficiency in this element, found in salt, is the world's greatest single cause of preventable brain damage.</td>
<td>40% of food bank users are made up of people in this age group.</td>
<td>Debt-induced poverty causes Third World people to exploit these in the most profitable and least sustainable way.</td>
<td>This colourful revolution substantially increased crop yields, but failed to substantially reduce world hunger.</td>
<td>20% of fish caught worldwide ends up as this.</td>
<td>Enough to eat, clean water, a home, healthcare, an education, a liveli- hood, a safe envi- ronment, protection from violence, equality of opportunity &amp; a say in the future are referred to as this.</td>
</tr>
<tr>
<td>In the Third World, over 40% of this group are under-weight and/or anemic.</td>
<td>The rate of low birth weight babies for this group is almost twice the national average.</td>
<td>These Third World citizens benefit financially from the debt crisis.</td>
<td>The genetic diversity of the world's major food crops lies almost entirely in this region.</td>
<td>Globally, there is five times more of this than there are fish.</td>
<td>These rights are inalienable, universal and indivisible.</td>
</tr>
<tr>
<td>Doing this for the first 6 months after birth could save 1 million lives every year.</td>
<td>In Canada, many of these people experience living conditions similar to those in Third World countries.</td>
<td>These programs, imposed upon Third World nations by the IMF to address the debt crisis, have failed miserably to reduce the debt.</td>
<td>This branch of the United Nations deals with food and agriculture.</td>
<td>50,000 km of these are set each night in the North Pacific, accounting for the death of 10's of 1,000's of marine animals.</td>
<td>60% of humanity lives on less than this much money per day.</td>
</tr>
</tbody>
</table>
### Answers to the Game

<table>
<thead>
<tr>
<th>Hunger Pains</th>
<th>Only in Canada</th>
<th>Debt</th>
<th>Agriculture</th>
<th>Something Fishy</th>
<th>Basic Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100</strong></td>
<td>What is hunger?</td>
<td>What are food banks?</td>
<td>What is the Third World debt crisis?</td>
<td>What is food?</td>
<td>What is the fishery?</td>
</tr>
<tr>
<td><strong>200</strong></td>
<td>What is vitamin A?</td>
<td>What is poverty?</td>
<td>What are taxes?</td>
<td>What are potatoes?</td>
<td>What are cod fish?</td>
</tr>
<tr>
<td><strong>300</strong></td>
<td>What is iodine deficiency?</td>
<td>What are children?</td>
<td>What are natural resources?</td>
<td>What is the Green Revolution?</td>
<td>What is waste?</td>
</tr>
<tr>
<td><strong>400</strong></td>
<td>What are women?</td>
<td>What are poor people?</td>
<td>Who are the Third World elite?</td>
<td>What is the Third World?</td>
<td>What is fishing capacity?</td>
</tr>
<tr>
<td><strong>500</strong></td>
<td>What is breast-feeding?</td>
<td>What are aboriginal people?</td>
<td>What are Structural Adjustment programs?</td>
<td>What is the Food and Agriculture Organization?</td>
<td>What are drift nets?</td>
</tr>
</tbody>
</table>

The Bingo and Jeopardy Games were developed by Oxfam. For more information visit www.oxfam.ca
Appendix I:

Teacher and Student Resources

If your school board has a resource centre, use it! Suggest these books if they do not already own them.

Teaching Kits


This fantastic resource combines lots of background information about many food related issues with a guide to hosting a community event—a Supermarket Tour! Many constructive alternatives are offered. For further information, contact the McMaster Public Interest Research Group at (905) 525-9140 X27289.

♦ www.oxfam.ca

On Oxfam Canada’s website, click on the education icon to find the Putting Food on the Global Table kit. It is a good companion to this guide as it offers additional, accessible, background information about many of the issues raised in this guide. The Fair Trade Coffee Workshop Kit offers information about how to raise public awareness concerning the difference between fair trade and conventional trade.

♦ www.sustainabilityed.org

Books and Articles


This book is a must have resource for every teacher. The 400 page guide contains activities, background information, student handouts—all well researched, well laid out, well written. Check out this organization’s other materials at http://www.rethinkingschools.org/.

This is a must–read article for all educators about power and dialogue in the classroom.


This is a very slim book with some extremely down-to-earth and thought provoking essays about the implicit curriculum in schools.


This article provides an excellent call to educators to examine the implicit teaching in the parameters given to students about what is acceptable action and what is “inappropriate”.


The introduction to this book is full of activities and also contains an excellent discussion of the following issues: interconnectedness, integration, the implicit curriculum, and the development of the inner self.


This book is overflowing with classroom-ready activities that help people to confront and understand the “isms” in our society (racism, able-ism, sexism, classism, etc.). The introduction provides a user-friendly overview of the issues. There is an annotated bibliography of additional materials. The second edition is expensive. Try ABEbooks.com for a used copy.

Newspapers and Magazines

Guardian Weekly Newspaper

This newspaper is created in Britain but designed for an international audience. It provides excellent coverage of international news with a different perspective than one would find in North America. It frequently addresses global justice issues in a professional and compassionate manner. To order call 1 888 834 1106 or check out http://www.guardianweekly.com/.
Part IV: Appendices

- **Green Teacher Magazine**

  You will notice that many of the articles provided in the workshop were published in Green Teacher magazine. Green Teacher publishes helpful, classroom-ready articles with reference lists that can lead to deeper exploration if desired. The events listings and resource reviews are extremely helpful. To order Green Teacher magazine, call (416) 960-1244 or fax (416) 925-3474. $30/yr

- **New Internationalist Magazine**

  New Internationalist magazine reports on international global justice issues. Articles illuminate the people and the organizations involved in issues such as pesticide use, fair trade, the debt crisis, etc. “The Facts” feature is a two-page spread of nifty graphics and statistics. The final page features a profile of a different country each month. Literacy, income distribution, self-reliance, freedom, position of women, and life expectancy are rated. Back copies are available (almost) in full on the net at [http://www.newint.org/](http://www.newint.org/). $38.50/yr

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**Web Sites**

- **Canadian Centre for International Cooperation**
  
  [http://www.ccic.ca/](http://www.ccic.ca/)

  This organization has excellent materials for the alternative formal discussion process they have developed called public deliberation. From the home page, go the “Voluntary Sector” link and then the “Public Deliberation” link. Look for the facilitator guide and the participants guides. The organization uses issues like food security, globalization and inclusion and diversity to practice the process. Their guides are very helpful.

- **Canadian Centre for Policy Alternatives**
  
  [http://www.policyalternatives.ca/](http://www.policyalternatives.ca/)

- **Canadian International Development Agency (CIDA)**
  

  The Canadian government agency which administers foreign aid. CIDA provides country profiles on its website. Click on “News Room”, then “Country Profiles”.

- **Electronic Hallway**
  

  This organization provides resources to help teachers facilitate exercises for practicing communication skills.

Appendix I:
Teacher and Student Resources

- **New Internationalist Magazine**
  Covers international issues from a global justice perspective (see above). Back issues can be accessed free on the internet.

- [http://www.rethinkingschools.org/](http://www.rethinkingschools.org/)

- [http://www.sustainabilityed.org/](http://www.sustainabilityed.org/)

- **United Nations (UN)**
  Provides wonderful statistical data and country profile information. Wow!
Teacher Evaluation Form

Please, please, please provide us with some feedback concerning this resource. Answer as many questions as possible, but send your evaluation form to us even if you answer just a few. We would like to provide you with other free, useful resources and we need your help.

Fax your comments to Teri Burgess at 416-327-2197 or email comments to teriburgess@hotmail.com

You are welcome to include your name and your school’s name or to remain anonymous.

Name: ________________ School: ________________ Phone: ________________

1. What is your overall impression of the Grade 8 Economics for All Teachers’ Kit?

Poor – 1 2 3 4 5 6 7 8 9 10 – Great

(Please circle your answer)

1. What did you find most helpful about the kit? Why?

_____________________________________________________________________

_____________________________________________________________________

2. What would you change about the kit? Why?

_____________________________________________________________________

_____________________________________________________________________

3. What is the most interesting thing that you learned as a result of using the kit?

_____________________________________________________________________

4. What kind of activity did your students participate in for the Main Event?

_____________________________________________________________________

5. Is there anything you would like to see in future kits?

_____________________________________________________________________

6. How did the students respond to this unit?
7 Did the unit help you to address the expectations in the Ontario Curriculum? Why or why not?

8 Were the appendices and reference suggestions helpful? Why or why not?

9 Were the black line masters helpful? Why or why not?

10 Were the lesson plans helpful? Why or why not?

11 Were the overview sheets helpful? Why or why not?

12 Did you use any of the enrichment/extension activities? Why or why not?

13 Do you think that other teachers would use this resource? Why or why not?

14 Anything else that you would like to tell us?
Student Evaluation Form

As a group, discuss the questions below and have one person record your thoughts.

Email your comments to teriburgess@hotmail.com or snail-mail them to 78 London Road, Newmarket, Ontario, L3Y 6A4.

1. What were the most interesting things you learned in this unit?

2. What was your favourite part of this unit? Why?

3. What was your least favourite part of this unit? Why?

4. If another teacher was going to do this unit with his/her students, what suggestions would you give her/him?

5. Did your class have a special event at the end of the unit?

6. Will you participate in another event to help everyone gain access to basic rights? Why or why not?