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| **Lesson topic and theme:** | **Interpreting Development** |
| **Grade level:** | Grade 12 |
| **Course:** | World Issues 120 |
| **Specific Curriculum Outcome:** | 1.2: Investigate different conceptions of quality of life, including conceptions beyond those measured by economic success. |
| **Purpose and objectives:** | The purpose of this lesson is for students to consider the concept of global development through a critical lens. Students will understand how development is both a contested and subjective term, and will explore different ways that development is measured. In doing so, students will gain an understanding of how measurements of development may go beyond solely economic factors. Additionally, by considering development from multiple perspectives, the exercise will provide an opportunity for students to engage with and reflect upon their biases and preconceived notions of global development. |
| **Materials required:** | * One-page handout including a list of 20 countries, as well as 20 spaces for students to write their ranking of countries. (Note: the 20 countries selected should be geographically diverse, and representative of a wide variety of economic and social development). * Pencils (one per student) * Slide show (or other effective medium) to present countries ranked according to various measurements of development. * Discussion questions prepared in advance for reflection. |
| **Procedure:** | 1. Provide each student with a list of 20 countries (the “one-page handout”), and ensure that each student has a pencil. 2. Ask students to read over the countries listed and to, individually, rank them from most-developed to least-developed according to their own understanding of the term. Provide no further guidance. 3. Ask students to share and compare their lists with small groups of their peers. 4. Present rankings of countries according to a few different measurements of development (GDP, GDP per capita, Human Development Index, Life Expectancy, Happy Planet Index…). 5. As a class, reflect upon the exercise. Use pre-prepared discussion questions. You may choose to ask…   - How did you interpret the term development?  - What criteria did you use to rank the countries?  - What do the different of measurements of development suggest about the concept of development?  - Which measurement do you think is most useful at understanding development? |
| **Extension Activities:** | This activity is meant to introduce students to the concept of development. Ideally, it will lead students to formulating a specific definition of development, based on the different measurements considered in this activity, as well as their own interpretation of the concept. To reinforce the subjective nature of the concept, as well as the difficulty there is in defining the concept, an effective follow-up exercise may be the following:   1. Ask each student to write their own definition of development. 2. Ask students to form small groups (4-6), and compile the individual definitions into a single group definition of development. 3. Ask each group to come together as a class, and come up with a single definition of development as a full class.   This follow-up exercise reinforces the objectives of the initial lesson, and also provides the teacher with ample opportunity for formative assessment. |

**Appendix**

**Consider the countries listed below.**

* Ireland
* India
* Saudi Arabia
* Argentina
* China
* DR Congo
* Syria
* Qatar
* Bangladesh
* Germany
* Albania
* Japan
* Canada
* Colombia
* Norway
* United States
* New Zealand
* Sudan
* Costa Rica
* Russia

**Rank the countries above from most-developed to least-developed, according to your understanding of the term.**

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