**Grade 12 World Issues**

**Theme:** Politics, world diversity and inequalities.

**Objectives:** This curriculum gives lots of wiggle room for teachers to explore different avenues. This activity is aimed to classrooms that have gone through much of the curriculum already (or may be used as a precursor to the course to activate their prior knowledge), as the decisions that are made during this activity rely heavily on the understanding of inequalities, world relations, economy, human rights, etc. To a certain extent, you could say that this activity touches up on all 3 GCO’s of the curriculum:

1. Humanity: Students will examine the unity and diversity of the human experience.

2. Interdependence: Students will examine their own place within the interdependent systems that link humans to each other and to the natural world.

3. Geopolitics: Students will examine the rights and responsibilities of citizenship and the role of governance institutions at the local, national, and global levels.

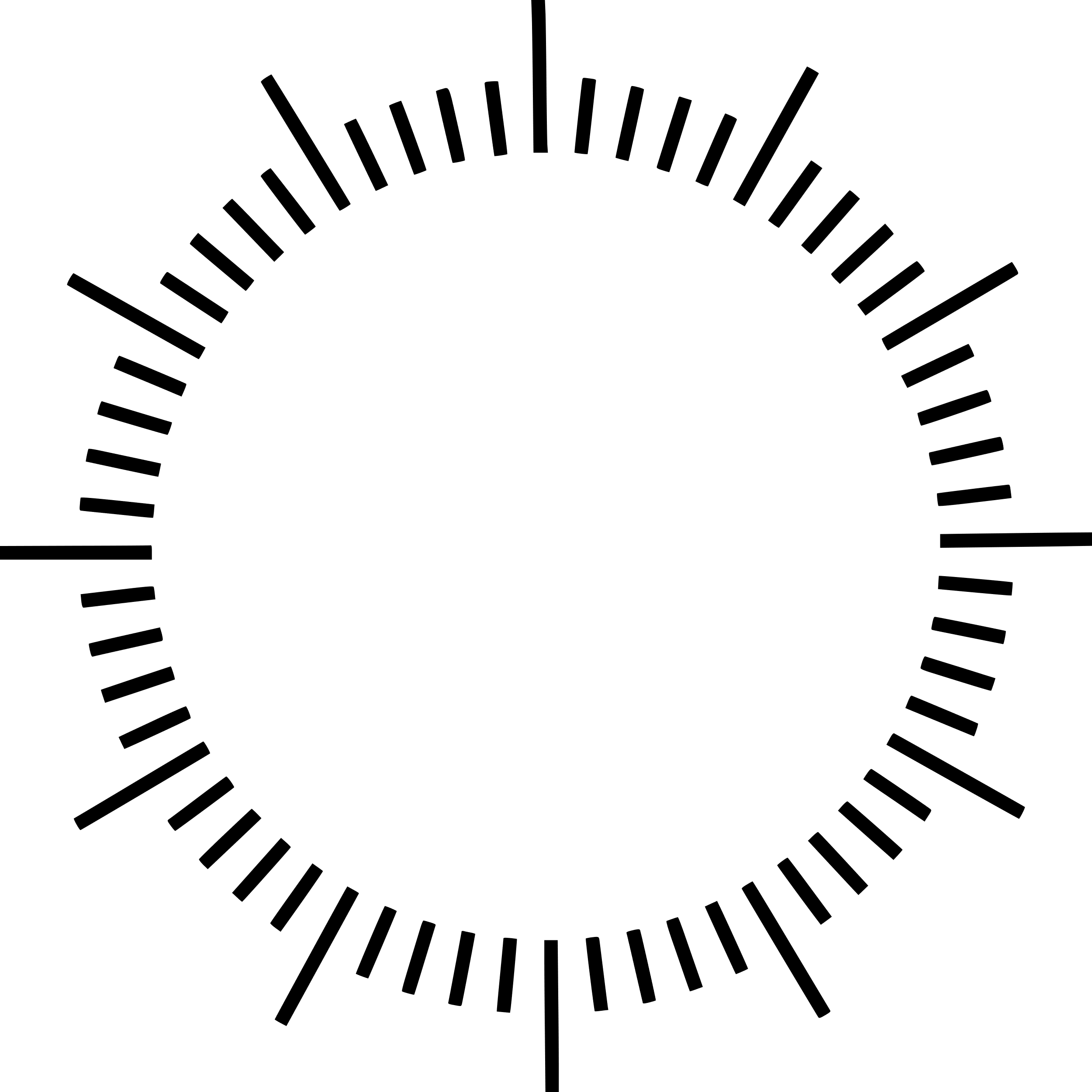
Of course, done in 10 minutes, this activity may be negligibly impactful. However, it could be morphed into a unit/course project, if it is done over several weeks and would then definitely englobe most curricular outcomes.

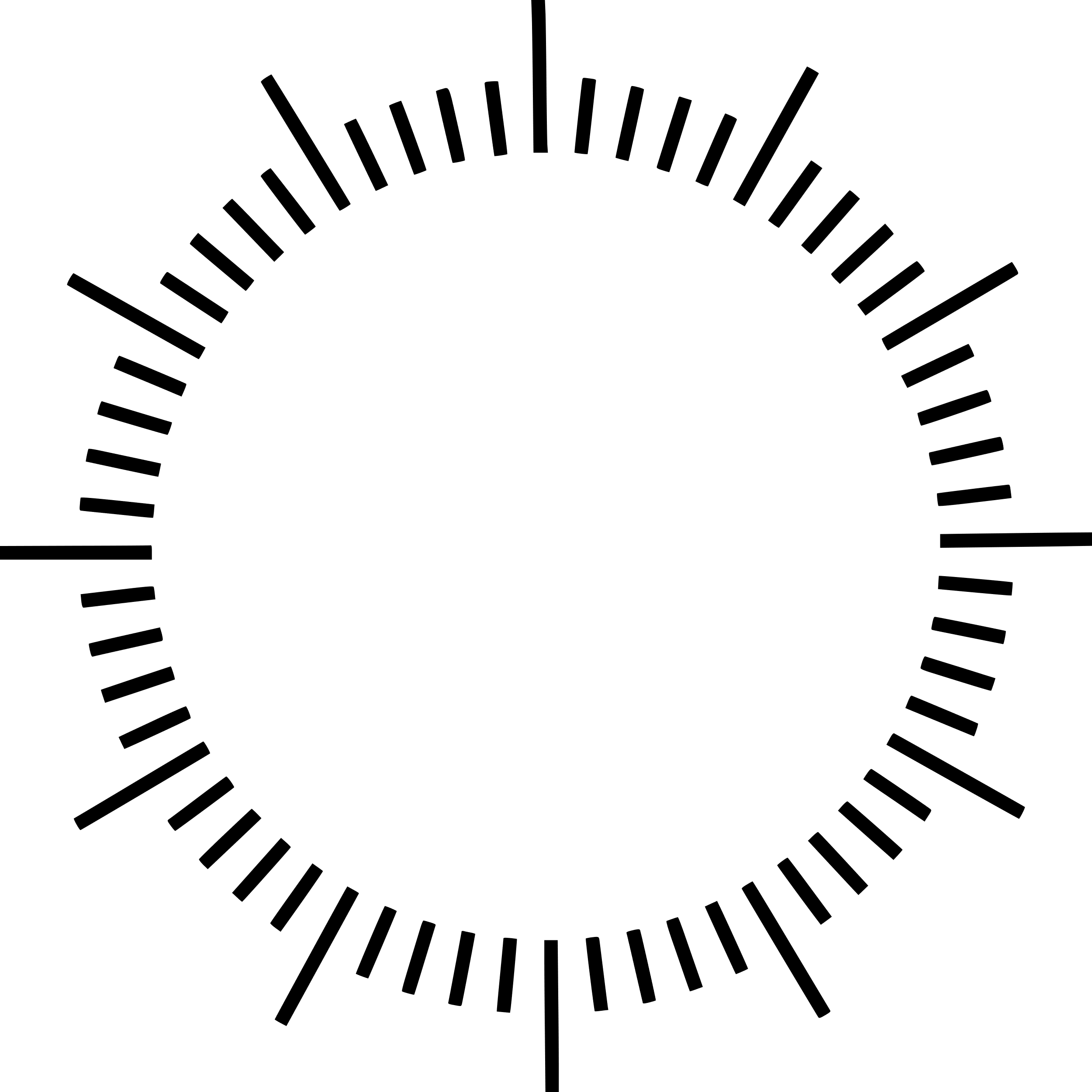
**Materials:** Worksheets (annexed), access to countryeconomy.com

**Procedure:** The teacher is an informant and a moderator. Most of the activity is done by the students themselves.

1. Divide students into groups (2 to 4, 3 being optimal)
2. Have every group select a country of their choice.
3. Hand out the first sheet to both teams and help them fill the gauges with the help of the internet (countryeconomy.com)
4. With the help of the second sheet, the groups are expected to come up with a political platform that would be “beneficial” to their selected country taking in account the gauges from the first sheet. Any answer is correct as long as they can back up their ideas with reason.
5. Afterwards, the groups are to share their ideas with the rest of the class. Other groups may ask questions, challenge their ideas, or acquiesce. The teacher is encouraged to play devil’s advocate.
6. If time permits, have groups research the current political situations in selected countries.

I believe that if this activity is changed into a bigger unit project, it could be used by the teacher as a great assessment tool. Students would have to be engaged in lessons in order to better their projects. Future lessons could be used to contrast realities between countries, explore their societal issues, and look into solutions to them as a group. I sincerely think this project could open doors to many avenues. They are yours to discover.





HDI

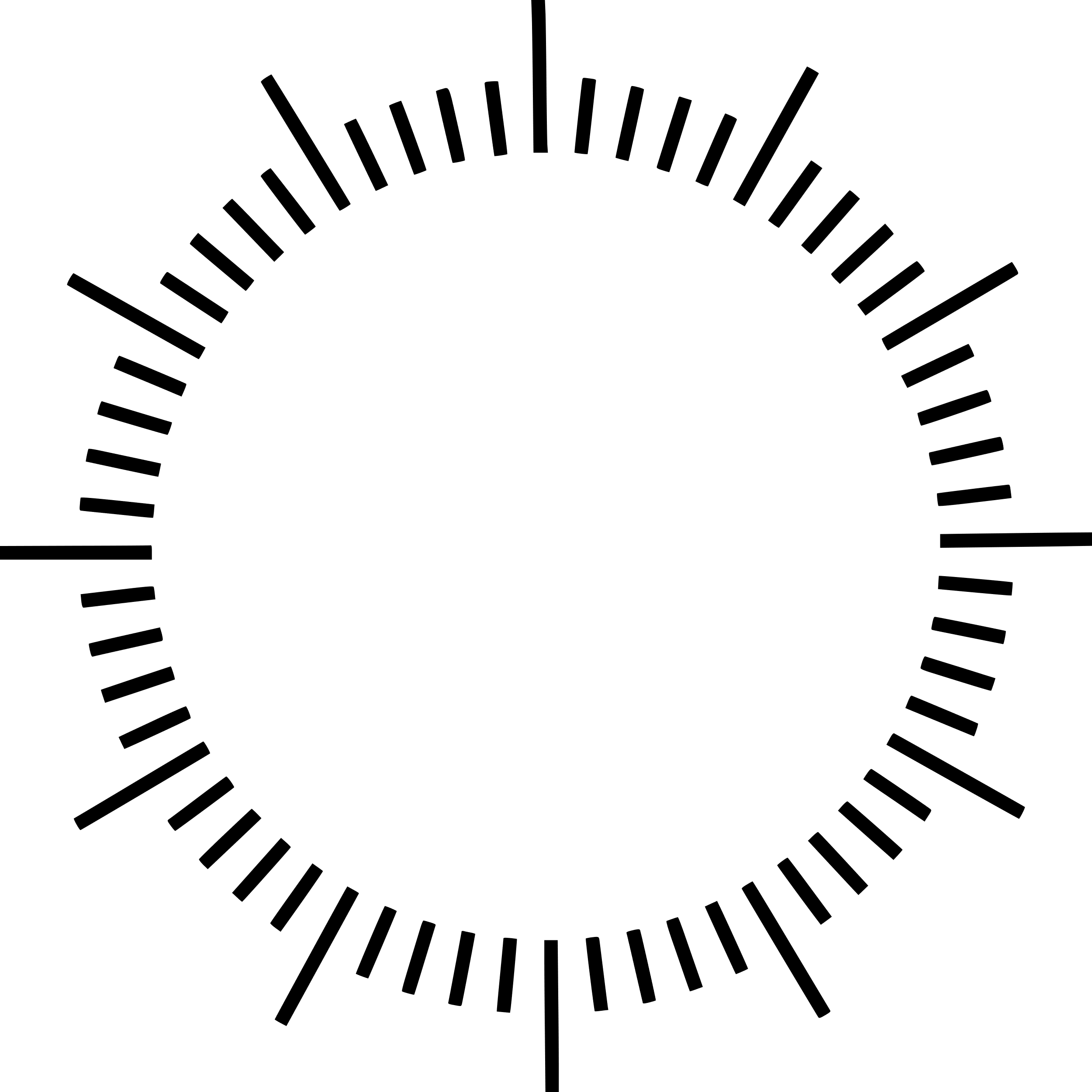
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GDP per capita

170K$

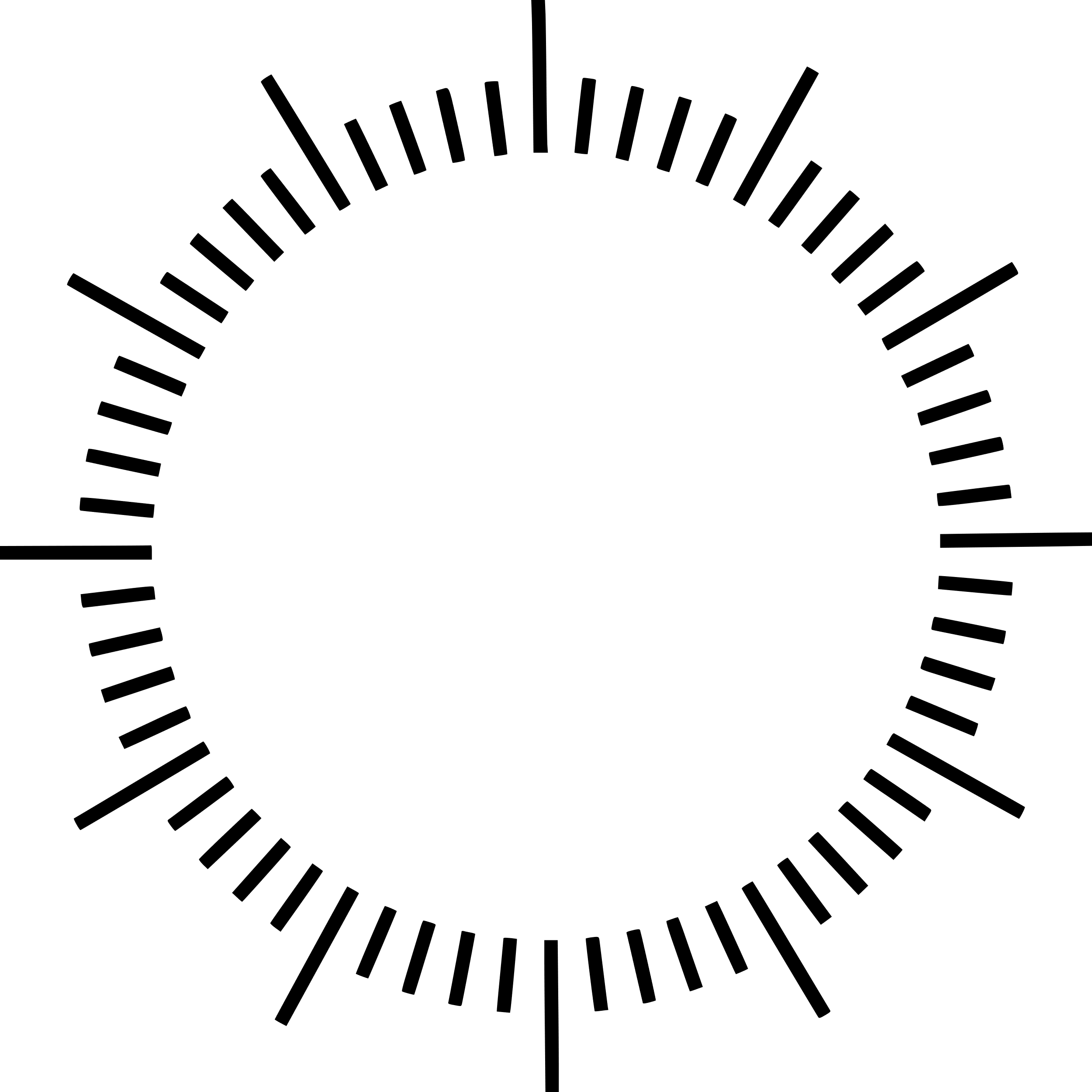
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Unemployment rate

100 %

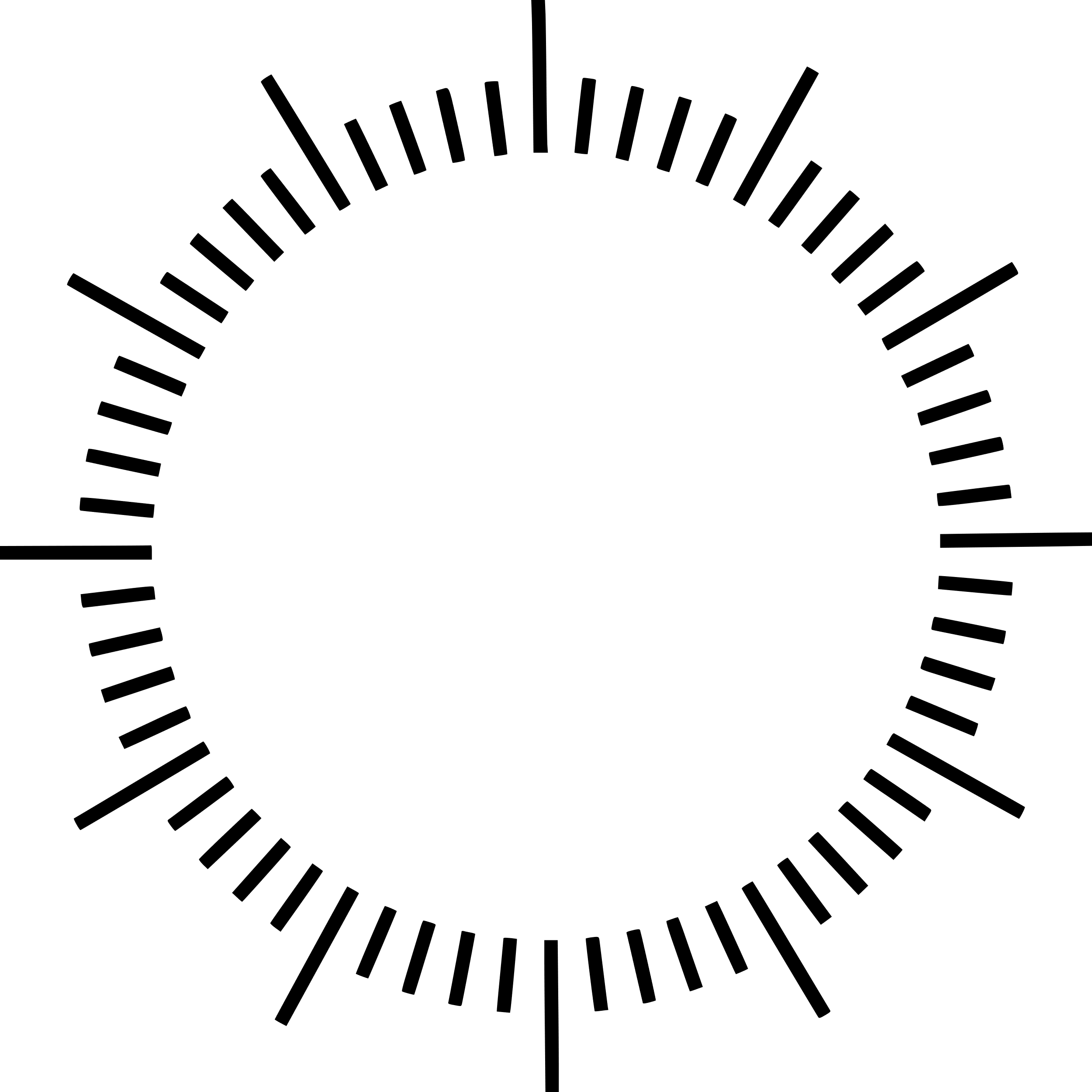
0 %



CO2 Tons per capita

60T

0T



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Create your own platform

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Department | Importance | | | | |
|  | Less | |  | More | |
| Environment | 1 | 2 | 3 | 4 | 5 |
| Education | 1 | 2 | 3 | 4 | 5 |
| Health | 1 | 2 | 3 | 4 | 5 |
| Global affairs | 1 | 2 | 3 | 4 | 5 |
| Taxes | 1  Low | 2 | 3 | 4 | 5  High |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1 | 2 | 3 | 4 | 5 |

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