

Inspiring Global Citizens

A Pan-Canadian Educators' Guide

Grades 9 to 12



Theme 2:

Quality of Life



AGA KHAN FOUNDATION
CANADA



In partnership with

Canada



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

Inspiring Global Citizens

A Pan-Canadian Educators' Guide





Grades 9 to 12

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

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

Table of Contents

 Click titles to jump to page

Acknowledgements.....	2
Contributors.....	3
Who We Are.....	4
How to Use this Resource and Contact Us.....	6
Using Videos for Teaching and Learning.....	8
Protecting the Safety, Belonging, and Dignity of Students	9
Theme 2: Quality of Life	12
 Activity 1: The Game, Understanding Privilege, Equality, and Equity (40 minutes +).....	13
 Activity 2: The Story of 200 Years of the World’s Health and Wealth in 4 Minutes (50 minutes +)	16
 Activity 3: Visualizing Helps and Hurdles to Health Care (90 minutes +).....	21
Activity 4: Exploring Quality of Life and Canada’s Framework (60 minutes +)	31
Activity 5: Exploring the OECD Better Life Index (50 minutes +)	38
Activity 6: Exploring the Human Development Index (90 minutes +)	41
 Activity 7: Global Development: True or False? (40 minutes +)	47
Continue Your Teaching and Learning Journey with <i>Theme 3: Sustainable Development</i>	55
Glossary	56
Resources	58
Appendix: Curriculum Connections Across Canada + International Baccalaureate (IB)	62
Sources	77

High-level activity: 

Learning styles:



Verbal-Linguistic



Logical-Mathematical



Visual-Spatial



Bodily-Kinesthetic



Musical



Interpersonal



Intrapersonal



Naturalist

Acknowledgements



Statement on Reconciliation

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

Funding

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Cover Page Photo

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

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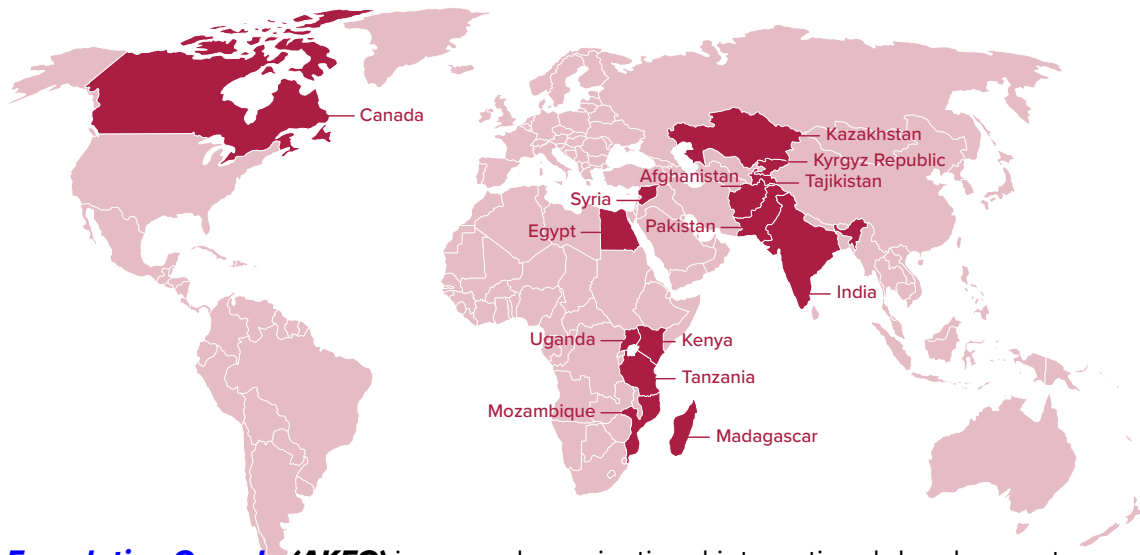
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Who We Are



AGA KHAN FOUNDATION
CANADA



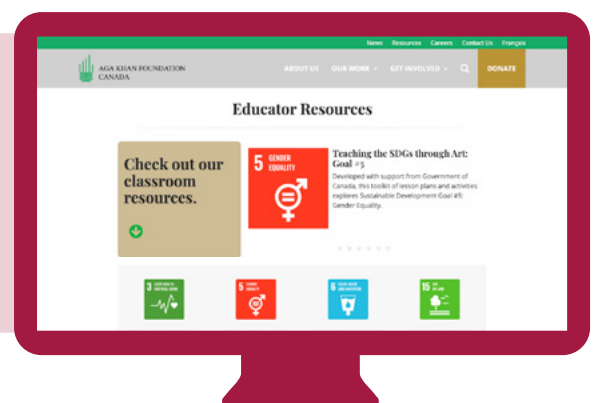
[Aga Khan Foundation Canada \(AKFC\)](#) is a non-denominational international development organization and registered Canadian charity. Aga Khan Foundation Canada works in over a dozen countries in Africa and Asia, tackling the root causes of poverty through a holistic, sustainable, and interconnected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

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

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

how you can get involved:

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



This resource explores the second of four themes:



Theme 1: Connected World

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

[Download](#)



Theme 2:

Quality of Life

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

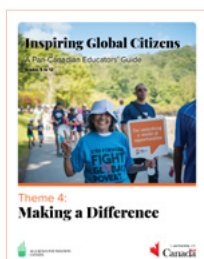
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Theme 3: Sustainable Development

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

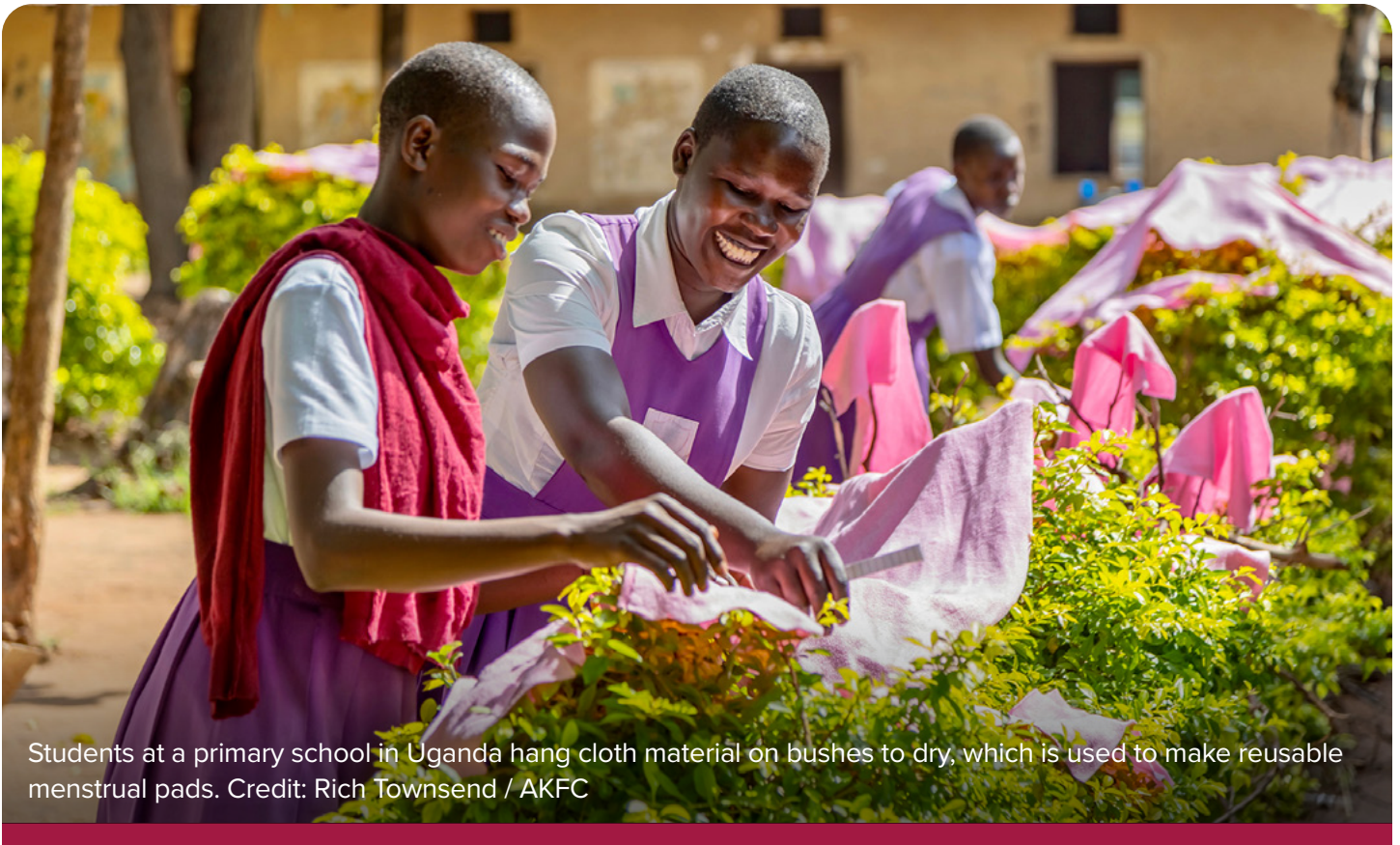
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Theme 4: Making a Difference


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

[Download](#)



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

How to Use this Resource and Contact Us

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

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



Verbal-Linguistic



Logical-Mathematical



Visual-Spatial



Bodily-Kinesthetic



Musical



Interpersonal



Intrapersonal



Naturalist

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

Using Videos for Teaching and Learning

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

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

Demonstrate Understanding – Students may summarize and explain key concepts.

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

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

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

Protecting the Safety, Belonging, and Dignity of Students

Introduction

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

Conversations around global connections, the Sustainable Development Goals (SDGs), and global citizenship touch on many topics, including poverty, food security, health, education, gender inequality, politics, conflict, displacement, migration, and more.

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

Let Students Choose Alternatives

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

Hold Space for Difficult Emotions

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

Offer Hope and Optimism

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

Signs and Symptoms of Trauma

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

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

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

Facilitation Principles

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

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

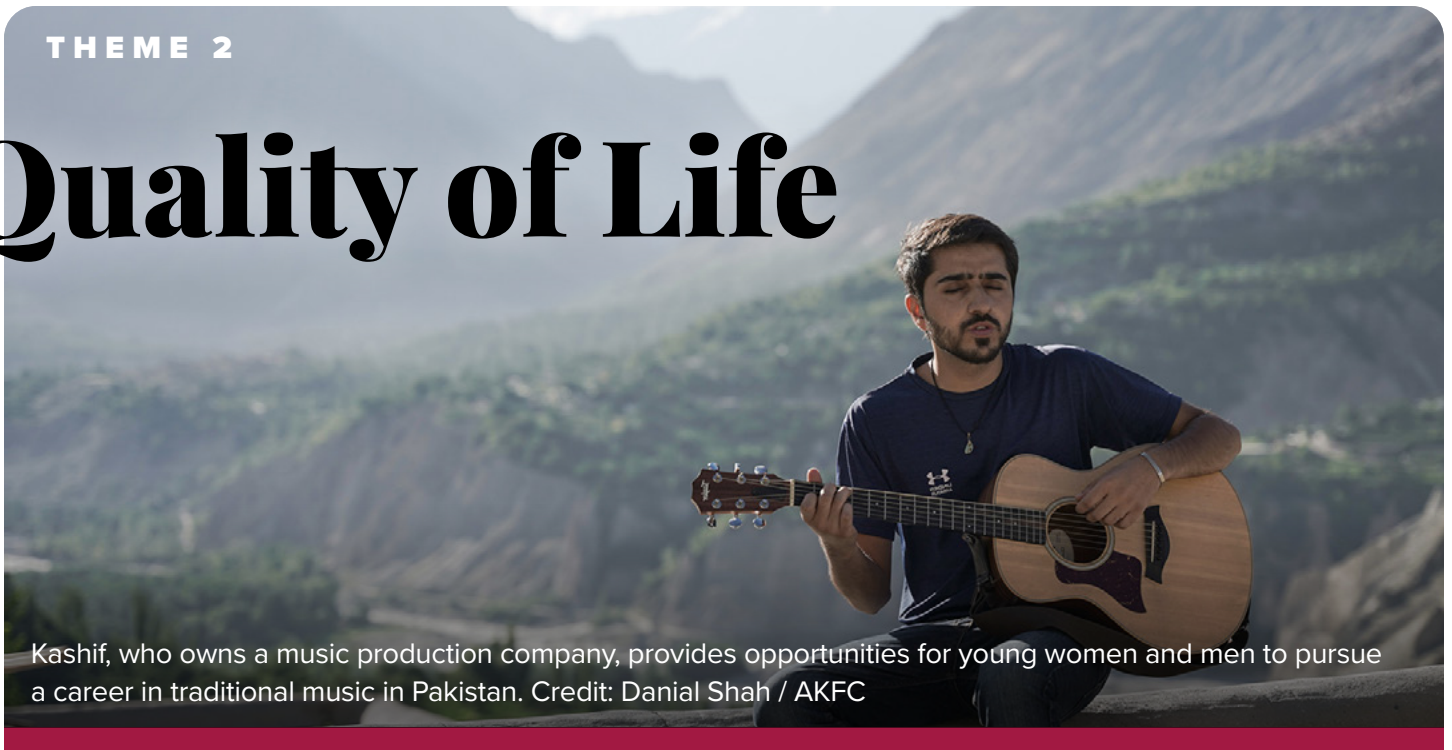
¹ "Trauma-Informed Pedagogy." *Barnard College, Columbia University*. Accessed 8 August 2023.

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

Seek Extra Support if Necessary

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

Quality of Life



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

Overview

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

Learning Outcomes

Learners will:

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

Key Concepts

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

ACTIVITY 1



The Game, Understanding Privilege, Equality, and Equity²



Bodily-Kinesthetic



Intrapersonal



Interpersonal

Length: 40+ minutes

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

Procedure:

Do

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

2 Adapted from: "This Teacher Taught His Class a Powerful Lesson About Privilege." [BuzzFeed](#). Accessed 10 July 2023.

ACTIVITY 1

Connect

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

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

Think

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

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

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

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

ACTIVITY 1



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

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

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

Do

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

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