



Financial Literacy & SSHG

**Integrated lessons that connect to the
Revised (2013) Ontario Curriculum**

Social Studies · History · Geography - Grade 8 Lesson 1

**Development Team: Astrid DeCairos, Louise Robitaille, Byron Stevenson, Marci Becker
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Lesson 1 Overview:

In this lesson students will use the Geographic inquiry process to explore how we can measure the development of communities and countries around the world. Using part of the Geographic Definition – “What is Where?” they will begin by locating and investigating the relationship between *Spatial Significance* and the quality of life of people in countries on the UN Human Development Index. Through this investigation students will begin to understand how the quality of life in countries around the world is measured. Students will also develop an understanding of the connection between our actions and quality of life (our own and that of people around the world).
Focus On: *Spatial Significance*

How does this lesson target Financial Literacy?

The Financial Literacy focus is exploring the consequences of financial decisions. In this lesson students begin to develop an understanding of the connection between our actions and quality of life (our own and those of people around the world).

Geography Lesson with a focus on Financial Literacy

Lesson 1: Impacting Quality of Life

Learning Goals:

We are learning to:

- determine the significance of several indicators that are commonly used to measure the quality of life on a global scale using a variety of resources;
- compare and analyze findings with respect to selected quality of life indicators in some developing and more developed countries;
- apply Geographical Thinking - Spatial Significance.

Success Criteria:

- I can identify and describe the significance of indicators that are commonly used to measure quality of life on a global scale.
- I can compare findings with respect to selected quality of life indicators in some developing and more developed countries.
- I can use Spatial Significance while analyzing data related to quality of life.

Framing Question: How do we measure the development of a country or a community?

Guiding Question: How does Spatial Significance relate to quality of life?

Curriculum Expectations: Grade 8

Geography – B. Global Inequalities: Economic Development and Quality of Life

Specific Expectations

B3.1 Identify and describe the significance of several indicators that are commonly used to measure quality of life on a global scale.

B3.2 Compare and analyze findings with respect to selected quality of life indicators in some developing and more developed.

Prior Knowledge and Terminology

Students will have an understanding of:

- “quality of life”;
- Geographic Thinking - Spatial Significance
- Geographic Definition -- What is where? Why there? Why care?
- HDI and its four criteria:
 - Life expectancy at birth,
 - mean years of schooling,
 - expected years of schooling; and,
 - gross national income per capita;

Students will have prior experience:

- gathering and organizing data from a variety of resource (internet, books, newspapers, etc.)
- using and creating graphic organizers to gather and organize data from investigations

Relevant Terminology: Quality of Life, Indicators, Spatial Significance, Gross National Income, Life expectancy

Materials

- images of people and situations around the world that show different aspects of quality of life (i.e. poverty, rich, healthy, war etc.
- chart paper
- Concepts of Geographic Thinking:
https://docs.google.com/document/d/1jtEObLby-MknuanNKBMHufWKdxHllsiz-C_v6AbQIEU/edit?usp=sharing
- Think Aloud Approach: <http://www.adlit.org/strategies/22735/>
- Blank Map of the World: <https://brocku.ca/maplibrary/digital/in-house.php>
- Google: My Maps - <https://www.google.com/maps/d/>

BLM

BLM 1.1: UN-HDI Quality of Life Indicators/Factors

BLM 1.2: UN-HDI World Development map

BLM 1.3: See, Think, Wonder Graphic Organizer

Minds On

• Display a series of images showing people or situations around the world that are different, i.e. poverty, rich, healthy, war, etc. Ask students to consider the meaning of the phrase “Quality of Life.” What do these images say about “quality of life” around the world?

• Together, begin to generate a list of factors that affect quality of life. Co-create the characteristics for “Quality of Life” with your students. Post this anchor chart in the classroom.

Assessment for Learning opportunity:

- Can students make inferences using images?
- Are students able to identify and describe several factors that are commonly used to measure quality of life on a global scale?

Action

Part A

What (learning about the issue) is where?

• Students compare the class list of quality of life indicators to the list of UN HDI factors used to rank quality of life. (BLM 1.1 UN HDI Quality of Life factors). Discuss the UN and consider why they would create these indicators. Ask students to consider which indicators could be added to the class “Quality of Life” anchor chart based on the evidence in the images or which factors from the class list do they think should be on the UN HDI Quality of Life list. What kinds of images would we need to add to represent these indicators? Using sticky notes students record their ideas and share with the whole class by posting these on the class Quality of Life anchor chart.

Part B

• Using a UN Human Development Indicators (HDI) map (BLM 1.2), student complete a See, Think, Wonder Chart (BLM 1.3). Record the first part of the Geographic Definition on chart paper- What is where? What is (the issue)? and where (location around the world)? What do the different rankings mean?

Part C

What is where (location, physical characteristics)?

• Provide students with world atlases or access to computers to explore the land and environment of countries around the world. Ask pairs or small groups of students to choose one country from the UN HDI map (BLM 1.2) to investigate and to note if this country is high or low on the HDI index. (Ideally, both high and low HDI countries will be investigated.)

- Review the concept of Spatial Significance and its characteristics. Ask students to gather and organize information about countries using Spatial Significance. Ask groups to share with peers (in small groups or with the whole class) what they discovered.
- After this discussion refer to See, Think, Wonder chart (BLM 1.3) and ask student to note any wonders or questions that were generated during the discussions.

Part D

• Discuss some of the wonders or questions from from See, Think, Wonder chart (BLM 1.3). As a class create a few questions that relate to quality of life. The teacher can model this investigation using a Think Aloud Approach. Students may select one of the inquiry questions developed by the class or one of their own to build knowledge about quality of life. The students will continue to the organizer that focuses on Spatial Significance. Ideally, students may investigate this question by focusing on two countries (one new country) from the map (one high on the HDI and one low on the HDI), or, students may choose countries from different geographic regions of the world (north, south, east, west). It would be ideal for a variety Hi/Low HDI countries to be investigated by different groups in the class.

• Students will create Spatial Journals (annotated map) noting key information relating to Spatial Significance and data including HDI number or descriptions related to their quality of life inquiry. These journals can be done on paper or online using Google My Maps.

• Hold a Gallery Walk of small group research (annotated maps, graphic organizers, any graphs/tables representing quality of life factors that the group created; questions, interesting findings).

• As they analyze the results they can apply Geographic Thinking. What connections exist between the geographical location and physical characteristics (spatial significance) of a country/region and their place on the UN - HDI index? Students develop their own graphic organizer to gather and organize their data. This might include graphs, maps, venn diagrams, lists, etc. (see Resources above to help guide students to the United Nations HDI website as they conduct their investigation.)

Assessment for Learning opportunity:

- Provide descriptive feedback for students as they develop their inquiry focus and throughout their inquiry.
- Are students able to compare findings with respect to selected quality of life indicators in some developing and more developed countries?

Assessment for Learning opportunity:

- Conference with students and provide descriptive feedback as they analyze the results of their inquiry.
- Are students able to use Spatial Significance while analyzing data related to quality of life?
- Can students find evidence to support their reasoning?

Consolidation and Debrief

In their social studies journals students reflect on one of the following questions:

- How does where I live influence how I live? (Use a sample of evidence from the lesson.)
- How and why does quality of life differ around the world?
- What patterns do you see?
- What are the factors that affect the quality of life for people around the world?
- How does the concept of Spatial Significance relate to Quality of Life?
- What impact might financial decisions have on the quality of life of people around the world?

Extensions

Scatter Plot Graph

Students create a scatter plot graph. For example, choose two variables on the HDI scale and compare these for four countries, such as the relationship between education and income or education and health in Canada, Argentina, Ethiopia and Papua New Guinea.

References

- Lessons and supports related to Geographical Thinking through the following Google Drive
<http://tinyurl.com/geo-thinking>
- English linked with Geography
<http://oessta-teachers.ca/language-arts/>
- Math Linked with Geography
<http://oessta-teachers.ca/math/>
- Resources to support Inquiry
<http://oessta-teachers.ca/primary-secondary/>
- Spatial Skills Lessons
<http://oessta-teachers.ca/spatial-skills/>
- Spatial Skills Strategies – Using The Geographic Definition
<http://oessta-teachers.ca/geographic-definition/>
- Spatial Skills Templates and Organizers
<http://oessta-teachers.ca/spatial-skills-templates-and-organizers/>

Resources

Print

- Adams, Simon. *The Role of the United Nations*. London: Franklin Watts, 2004. ISBN: 978-0749654184
- Connolly, Sean. *The United Nations*. Mankato, Minn. : Black Rabbit Books, 2009. 9781599203010
- Cline, Beverly Fink. *Canada and the United Nations*. Calgary : Weigl, 2010. 9781553889663
- A collection of world atlases such as, National Geographic Society (U.S.). *National Geographic Kids World Atlas*. 2013. ISBN 9781426314056

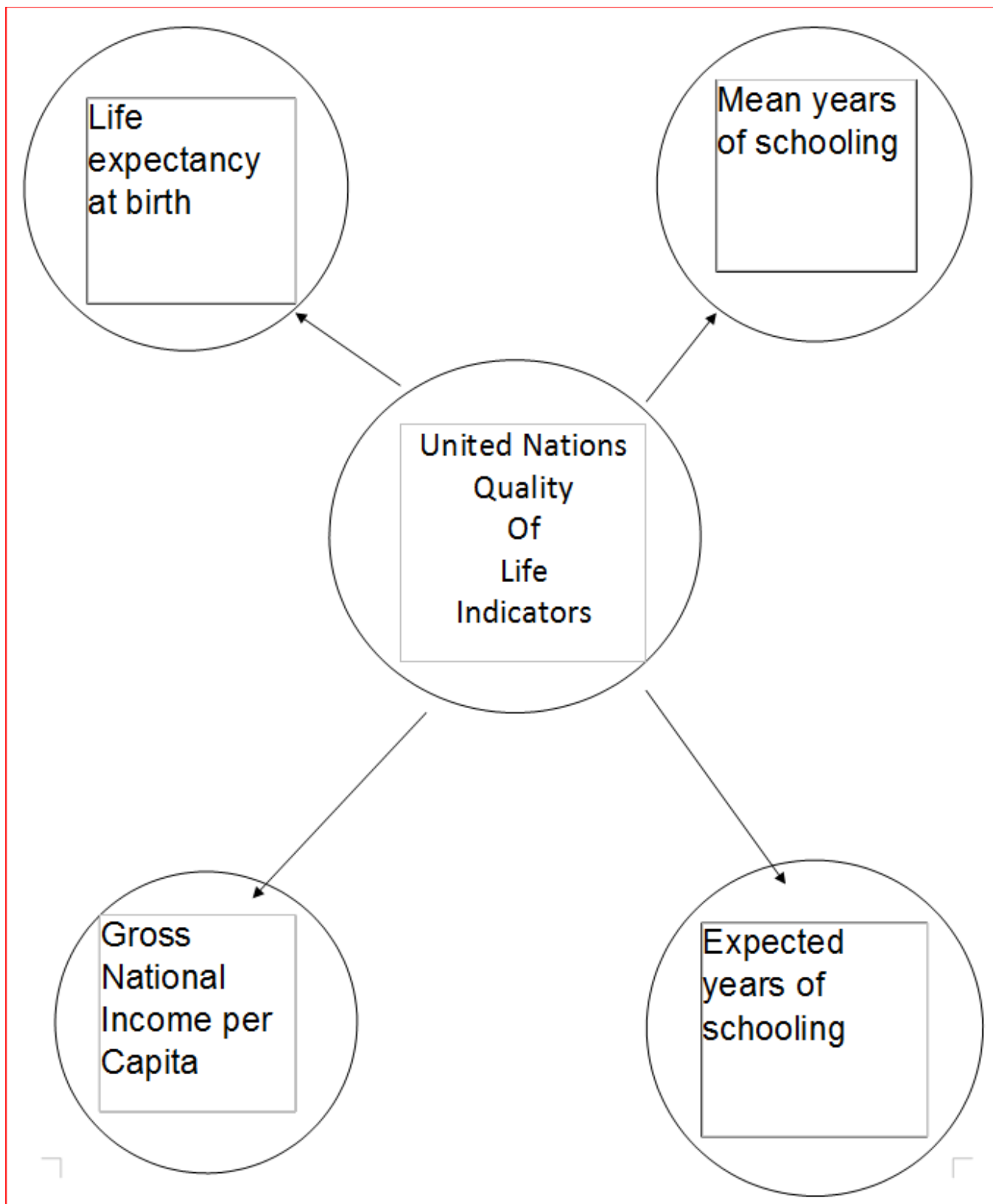
Digital

- United Nations - Human Development Reports
<http://hdr.undp.org/en/content/human-development-index-hdi>
- United Nations - Human Development Index and Its Components
<http://hdr.undp.org/en/composite/HDI>

BLM 1.1: UN HDI - Quality of Life Indicators

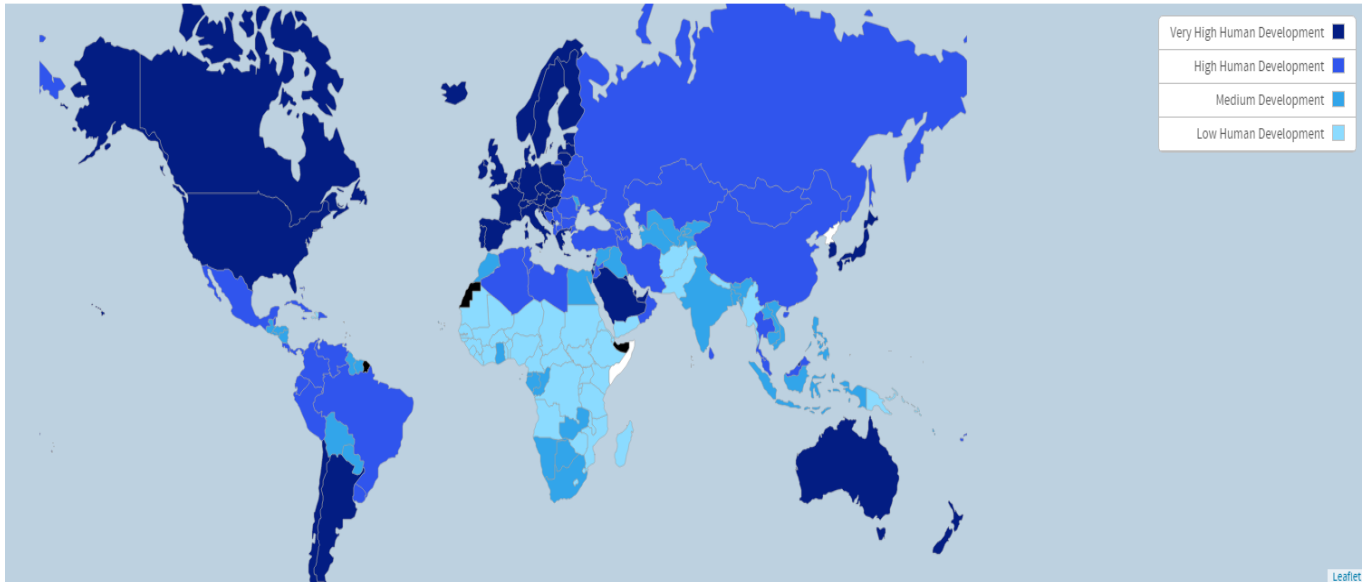
Name: _____

Date: _____



BLM 1.2: Human Dev. Indicators Map

<http://hdr.undp.org/en/countries>





Financial Literacy & SSHG

**Integrated lessons that connect to the
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Social Studies · History · Geography - Grade 8 Lesson 2

**Development Team: Astrid DeCairos, Louise Robitaille, Byron Stevenson, Marci Becker
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Lesson 2 Overview:

In this lesson students use the social studies inquiry process and apply Geographic Thinking Concepts – Interrelationships - as they investigate fair trade commodities and quality of life. They explore the question: “How do fair trade practices impact living conditions for people around the world (quality of life)?” They gather and organize information related to a fair trade product and consider how our needs and wants affect the quality of life of people around the world.
Focus On: Geographic Perspective

How does this lesson target **Financial Literacy**?

The Financial Literacy focus is exploring how our needs and wants can affect the quality of life of people around the world. In this lesson students reflect on how our future financial decisions, regarding purchasing fair trade products, might have consequences on the quality of life for people in developing countries.

Geography Lesson with a focus on Financial Literacy

Lesson 2: Impacting Quality of Life

Learning Goals:

We are learning to:

- gather and organize data and information from a variety of sources and use various technologies to conduct our investigations;
- conduct an investigation into the interrelationship between fair trade commodities and quality of life. (Geographic Thinking- Interrelationships).

Success Criteria:

- I can gather and organize data and information from a variety of sources and use various technologies to conduct my investigation.
- I can investigate the interrelationship between fair trade commodities and quality of life.

Framing Questions:

What causes global inequities? Why there? Why should we care?

How do fair trade practices contribute to quality of life for people around the world?

How effective are fair trade initiatives in improving the quality of life in various countries?

Curriculum Expectations: Grade 8

Geography – B. Global Inequalities: Economic Development and Quality of Life

Overall Expectations

B2. Inquiry: Use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective (FOCUS ON: *Geographic Perspective*).

Specific Expectations

B2.2 Gather and organize data and information from a variety of sources and using various technologies to investigate issues related to global development and quality of life from a geographic perspective.

B1.1 Analyse some interrelationships among factors that can contribute to quality of life.

Prior Knowledge and Terminology

Students will have an understanding of:

- “Quality of life”;
- Geographical Thinking - Interrelationships.

Relevant Terminology: fair trade, free market, commodities, products

Materials and Preparation

- a variety of products with the “Fairtrade” or similar label
- chart paper with title - What is fair trade?
- Post-it notes
- access to computer/projector to share fair trade videos with the class

BLM

- BLM 2.1: Video Viewing Guide
- BLM 2.2: Fair Trade Products

- BLM 2.3A: Inquiry - Gathering and Organizing Information Graphic Organizer
- BLM 2.3B: Geographic Thinking - Gathering and Organizing Information
- BLM 2.4: Four Corners Thinking Strategy Response
- BLM 2.5: Exit Card -- SIT Strategy

Minds On

• Provide each pair of students with a product that has the “fairtrade” (or similar) label/wording. With a partner students think about and discuss the following questions:

- What similarities do you notice in the products?
- How would you describe this group of products?

Give student post-it notes and ask them brainstorm ideas, wonders and questions about fair trade. Students will post these on a large chart titled – What is fair trade?

Action

Is fair trade fair? How do fair trade practices help improve living conditions for people around the world (quality of life)?

Part 1

Viewing videos

- Introduce the concept of fair trade practices. Refer to the products in the minds on. Indicate that the class will view resources or read about the topic to build knowledge. Before viewing, refer to the Geographic Definition. Focus on: What is where? Why there?. Generate questions related to these parts of the definition on chart paper for future reference. Organize students so they are focusing on one question to guide their video watching.
- Show the students the following two videos.* Provide students with 2 copies of BLM 2-1 Video Viewing Guide to organize their notes during the viewing.
 1. Fair trade Canada – What is fair trade? (Time: 3:56)
<http://fairtrade.ca/en-ca/what-is-fair-trade/what-is-fair-trade>
 2. CTV News Winnipeg - Report - fair trade Not Helping the Poor (Time: 3.28)
<http://winnipeg.ctvnews.ca/video?clipId=371361>

*Note: The first video is from fair trade Canada and explains the purpose, focus and goals of fair trade. In the second video, a representative of fair trade Canada is interviewed on CTV after a report was released that poor workers in Ethiopia and Uganda do not really benefit from fair trade practices (fair trade, Employment and Poverty Reduction in Ethiopia and Uganda April 2014 FTEPR, University of London). (This video has a CTV advertisement before the viewing) You can use alternate videos (see the Resources section above for a list of videos). As well, you can search the web for “fair trade vs Free Trade” or “Is fair trade Fair?” to research current resources related to the topic. Alternatively, a guest from the community could be invited to speak with the students about fair trade indicatives (for example, someone from [Ten Thousand Villages](#) or a fair trade coffee/tea shop in the community).

Part 2:

Four Corners Activity/Strategy

- Read or post this statement: **Fair trade can significantly improve the quality of life for people in developing countries (Geographic Perspective).**

Place/post the following words in four areas of the classroom:

- strongly agree
- agree
- strongly disagree
- disagree

Students use **BLM 2-4: Four Corners Thinking Strategy -- Response & Reflection** to record their thoughts about the statement that best reflects their opinion. Then, they choose a corner with the statement that they most strongly agree with. Give each group time to share their ideas, opinions and questions.

- Students complete an organizer with new ideas from their corner groups. Corner groups then present a summary of their discussion to the class. As groups share, record their ideas and questions onto a chart (see example, below) and post in the classroom.

	Fair Trade and Quality of Life (interrelationships)	
Our ideas/thoughts	Evidence	Our ideas/thoughts

Part 3:

Small Group Inquiry: Fair Trade Products – Gathering and Organizing Information

- Pairs/small groups choose or are assigned a fair trade commodity/product. See product list on **BLM 2-2: Fair Trade Products**. This list is from the fair trade Canada website. Together with the students you can add additional products to the list. Students use websites from the resource list and books/articles gathered by the teacher).
- Ask students to use **BLM 2-3A or BLM 2-3B Inquiry – Gathering & Organizing Information Graphic Organizer** to choose questions from Part 1, or questions they recorded on their four-corners reflection or from the class list developed above. The teacher will model this process of selecting questions and conducting research including referring to the Spatial Journals from lesson one. As you model, demonstrate how the geographic definition (What is where? Why there? Why care?) can be used to gather information related to their inquiry.
- Gather and record information related to the fair trade commodity/product. Students also build knowledge about the countries where the products are situated. As students read, they may refer to the maps created in lesson 1. They may add new information about the countries where the product comes from and general information about the quality of life if it has not been included. Students will return to maps created in lesson one and add new information. In this way we are adding another component to the spatial journal.
- Students share the results of their inquiry through a gallery walk or small group presentations. As students observe the content ask them to apply Geographic Thinking - Interrelationships and consider how economics can relate quality of life factors. As a group look at the spatial journals and refer to the original guiding question: How effective are fair trade initiatives in improving quality of life in various countries? Look at the HDI numbers and consider how Fair Trade can have an impact.

Assessment for Learning opportunity:

- Are students able to gather and organize information from a variety of sources?
- Are they able to use various technologies to conduct their investigation?

Part 4

Creating an Anchor Chart -- Fair Trade Products Criteria

- Bring the class together to create a whole class anchor chart titled *Criteria for fair trade Products*. Post the anchor chart in the classroom.

Consolidation and Debrief

Assessment for Learning opportunity:

- Are students able to describe the interrelationship between fair trade commodities and quality of life?

Exit Card: SIT Strategy (BLM 2-5: SIT Exit Card)

- Students reflect on the lesson using the SIT strategy -- What surprised you? What was interesting? What troubled you as we conducted the inquiry? In their social studies journals students reflect on how successful fair trade has been in helping people in developing countries. (Apply Interrelationships)

References

- Lessons and supports related to Geographical Thinking through the following Google Drive
<http://tinyurl.com/geo-thinking>
- English linked with Geography
<http://oessta-teachers.ca/language-arts/>
- Math Linked with Geography
<http://oessta-teachers.ca/math/>
- Resources to support Inquiry
<http://oessta-teachers.ca/primary-secondary/>
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Resources

Digital

Fair Trade PSA examples:

Before this lesson, you may want to view these PSA examples. Consider how you might want to have your students present their PSAs before you co-create criteria for their PSA projects.

- <https://www.youtube.com/watch?v=g0EcRep64mg>
- <https://www.youtube.com/watch?v=JsPvrA7d728>

BLM 2.1: Video Viewing Guide

Name: _____

Video Viewing Guide - Movie Title/Topic:	
Things that were interesting:	Information and vocabulary that I already know:
I am wondering about...	Information and vocabulary that I would like to know more about:

BLM 2.2 Fairtrade Products

Source: Fairtrade Canada - <http://fairtrade.ca/en-ca/buying-fairtrade>

PRODUCTS

SELECT A PRODUCT



FRUITS AND VEGETABLES

Fairtrade-certified avocados, grapefruit and pineapple are starting to be seen in Canadian supermarkets while the Fairtrade banana takes the lead as Canada's fastest



COCOA

Buying Fairtrade chocolate makes a huge difference to the lives of cocoa farmers and their families around the world.



COFFEE

Choosing Fairtrade coffee means helping coffee farmers around the world to get a fair deal.



TEA

Buying Fairtrade can help improve wages and puts investment into tea-growing communities.



SUGAR

Canadian consumers and companies choosing Fairtrade sugar sent more than \$115,000 in Fairtrade Premium back to sugar cane smallholders last year.



FLOWERS

Whatever the occasion, you can say it with Fairtrade flowers – and it helps thousands of farmers and workers get a better deal.



NUTS, OILSEEDS AND COCONUT

From cosmetics made with shea butter to soya sauce or rich coconut milk, Canadians are seeing an increased variety of Fairtrade products in their local health



COTTON

Many of us care about how we look – and buying clothes made with Fairtrade cotton means we can be a follower of fashion and at the same time help low paid cotton



SPORTS BALLS

Soccer, Volleyball, Basketball, Football, Rugby... all beloved games played by Canadians yet the work involved in the making of these balls is far removed from



HERBS & SPICES

Globally, herbs and spices are cultivated by thousands of small-scale farmers, often dispersed in remote areas of the world. They face challenges that include

BLM 2.3A: Inquiry – Gathering and Organizing Information

BLM 2.3A Inquiry - Gathering and Organizing Information Graphic Organizer

Student Name(s):

Fairtrade Product:

BLM 2.3B: Geographic Thinking - Gathering and Organizing Information

BLM 2.3B Geographic Thinking - Gathering and Organizing Information

Student Name(s):

<p>What is where?</p>	<p>Why there?</p>
<p>Why care?</p>	
<p>Fairtrade Product:</p>	

BLM 2.4: Four Corners Thinking Strategy

Name _____ Date _____

Statement: Fair Trade can significantly improve the quality of life for people in developing countries.

Circle the response that you think best describes your opinion:

Strongly Agree

Agree

Disagree

Strongly Disagree

Reasons:

List three reasons that you feel support your opinion and write them below.

1. _____

2. _____

3. _____

New Ideas from my corner group:

After you have discussed the statement and your opinion with your corner group, list 2 new reasons that you think support your opinion.

1. _____

2. _____

Reflection:

What questions do you have? What do you wonder about the interrelationship between Fair Trade products/commodities and the quality of life for people in developing countries?

BLM 2.5: Exit Card SIT Strategy

SIT Strategy		
What Surprised You?	What was Interesting?	What troubled you as you tried to answer your inquiry question?



Financial Literacy & SSHG

**Integrated lessons that connect to the
Revised (2013) Ontario Curriculum**

Social Studies · History · Geography - Grade 8 Lesson 3

**Development Team: Astrid DeCairos, Louise Robitaille, Byron Stevenson, Marci Becker
Ontario Elementary Social Studies Teachers Association (OESSTA)**

Lesson 3 Overview:

In this lesson students will use the Geographic inquiry process and the geographic definition as a guide to explore a fair trade product. This inquiry will allow students to draw conclusions about how human needs and wants lead to the consequences of financial decisions (quality of life). Students will create a PSA either in poster or video format. Students will present their ideas using Geographic Perspective and maps and data (geographic resources) gathered during their inquiry.

FOCUS ON: Geographic Perspective

How does this lesson target **Financial Literacy**?

The financial literacy focus is “needs and wants” and the consequences of financial decisions. Using a financial literacy focus, students will investigate a fair trade product and draw conclusions about how human needs and wants may lead to the consequences of financial decisions (quality of life).

Geography Lesson with a focus on Financial Literacy

Lesson 3: Impacting Quality of Life

Learning Goals:

We are learning to:

- interpret and analyse data and information relevant to their investigations, using various tools , spatial technologies and Geographic Thinking- Geographic Perspective;
- evaluate evidence and draw conclusions about issues related to global development and quality of life.

Success Criteria:

- I can interpret and analyse data and information relevant to my investigations, using various tools and spatial technologies and I can apply Geographic Perspective.
- I can evaluate evidence and draw conclusions about issues related to global development and quality of life.

Guiding Questions:

How can/do fair trade initiatives help to improve the quality of life for people in developing countries?

Curriculum Expectations: Grade 8

Geography – B. Global Inequalities: Economic Development and Quality of Life

Specific Expectations

B2.4 Interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies.

B2.5 Evaluate evidence and draw conclusions about issues related to global development and quality of life.

Language: Media Literacy

Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

Prior Knowledge and Terminology

Students will have understanding of:

- “quality of life”;
- fair trade and fair trade products;
- Geographic Definition -- What is where? Why there? Why care?;
- Geographic Thinking - Spatial Significance, Interrelationships.

Students will have experience:

- gathering and organizing data from a variety of resources (internet, books, newspapers, etc.);
- using and creating graphic organizers to gather and organize data from investigations.

Relevant Terminology: fair trade, free market, commodities, products, Quality of Life, Indicators, Spatial Significance, Geographic definition, PSA (public service announcements)

Materials and Preparation

- Spatial Journals
- BLM 2.1 - Video Viewing Guide
- BLM 3.1 - PSA Storyboard Template

Minds On

- Ask students to turn to a partner and discuss their response to the following question: How do the things you purchase affect the lives of people around the world? (Students may refer to the Spatial Journals completed in previous lessons.) Discuss the results as a class.
- Continue discussing the key guiding question. Ask students to monitor their responses after they watch the following video:
 - Playing Fair - The story of Fairtrade footballs (Fair Trade Foundation)
<https://www.youtube.com/watch?v=wTrFOLLvIGs>

After viewing the video ask the students to share possible responses to the inquiry question and wonders and ideas about how their purchases might affect the lives of others.

Action

- Present the following scenario:
You and your peers work for Fairtrade Canada. Your team has been assigned the task of developing a Public Service Announcements to help families understand how their purchases could make an impact on the quality of life for people in other parts of the world. Consider how needs and wants lead to the consequences of our financial decisions.
Students are guided by and expected to apply the inquiry process, Geographic Thinking Skills (Geographic Perspective), the geographic definition, maps and data gathered the lessons when creating their PSA.
- With the class, create criteria for creating a successful PSA (watch sample announcements). Students can create their own graphic organizer or the whole class can create one based on the criteria developed.
- In pairs/small groups, students explore a fair trade product, the community/country where it is made/grown and the quality of life of the people who work to create the product. Ensure students use the social studies inquiry process and the geographic definition as a guide. This inquiry will allow students to draw conclusions about how human needs and wants lead to the consequences of financial decisions (quality of life).
- Students organize key information and create a sketch of storyboard of the final product. Encourage students to reflect on the success criteria. The organization of ideas should reflect Geographic Perspective.
- Following feedback, students create a PSA in a poster or video format. PSAs are presented to the whole class, or as part of a whole-school initiative that shares the PSA projects with the school community.

Assessment as Learning opportunity:

- As students work, do they refer to the success criteria for creating PSAs?
- Can students use evidence to support their reasoning?

Assessment of Learning opportunity:

Conference with pairs/small groups of students as they work on their inquiry. Consider:

- Are students able to determine which data will be relevant to their investigation?
- Are they able to interpret and analyse this information?
- Do student demonstrate that they can evaluate the data gathered (evidence) and draw conclusions about the issues related to global development and quality of life?

Consolidation and Debrief

Students reflect upon and answer the following questions in their Social Studies Journals:

- What have you learned about how our personal needs and wants affect the quality of life of people around the world?
- How well did your PSA meet the success criteria? Why do you think this?

Assessment for Learning opportunity:

- Are students able to draw conclusions about the interrelationships between their needs/wants and global development/quality of life around the world?

Extensions

Further Investigations

- Students can investigate the impact of different fair trade organizations. How are they the same? How are they different? Why are there so many different organizations? Why not just one worldwide?
- Students can investigate and compare the “fair trade” and the “buy local” initiatives. How do their purchases of these products affect local and world economies?

References

- Lessons and supports related to Geographical Thinking through the following Google Drive <http://tinyurl.com/geo-thinking>
- English linked with Geography <http://oessta-teachers.ca/language-arts/>
- Math Linked with Geography <http://oessta-teachers.ca/math/>
- Resources to support Inquiry <http://oessta-teachers.ca/primary-secondary/>
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- Spatial Skills Templates and Organizers <http://oessta-teachers.ca/spatial-skills-templates-and-organizers/>

Resources

Digital

- Read/think/Write - creating a MyTube PSA <http://www.readwritethink.org/parent-afterschool-resources/activities-projects/mytube-make-video-public-30157.html>
- Edugains Planning a Public Service Announcement (grade 9) <http://www.edugains.ca/resourcesLIT/LearningMaterials/SubjectSpecific/Language-English/G9-PlanningPSA-Final.pdf>

BLM 2.1: Video Viewing Guide

Name: _____

Video Viewing Guide - Movie Title/Topic:	
Things that were interesting:	Information and vocabulary that I already know:
I am wondering about...	Information and vocabulary that I would like to know more about:

BLM 3.1: Storyboard Template

Topic/Title: _____

Group Members: _____

Scene #

Sketch your video shot in
the video box.

Video Action:

Scene #

Sketch your video shot in
the video box.

Video Action:

Scene #

Sketch your video shot in
the video box.

Video Action:

Write your script in the
audio box.

Dialogue:

Write your script in the
audio box.

Dialogue:

Write your script in the
audio box.

Dialogue:

Transition:

Timing:

Page: _____