Development Assistance Simulation

Students participate in a simulation to decide on the types of development assistance that are most needed and the countries most in need of help.

Grade Level
Grades 6-8

Time Required
120 minutes

Curriculum Connection
Saskatchewan – Grade 6 Social Studies – Unit 4, Interdependence: Human Rights and Responsibilities

- Content/Concepts: Poverty, disease, famine, chronic hunger, lack of clean water, infant mortality, illiteracy and homelessness. Should Canada increase development assistance? What kind of aid? Aid to whom?
- Knowledge: Major world issues arise out of an inequitable distribution of wealth and resources, inappropriate use of renewable and non-renewable resources, and political decisions that affect the welfare of peoples.
- Skills/Abilities: Participate in simulation activities.

Link to Canadian National Geography Standards

**Essential Element #1 (Grades 6-8) - The World in Spatial Terms**
- Major countries of the world

**Essential Element #4 (Grades 6-8) - Human Systems**
- Regional development in Canada and the world

**Essential Element #6 (Grades 6-8) - The Uses of Geography**
- Role of multiple points of view in contemporary geographic policies and issues

**Geographic Skill #2 (Grades 6-8) - Acquiring Geographic Information**
- Use maps to collect and/or compile geographic information

**Geographic Skill #4 (Grades 6-8) - Analyzing Geographic Information**
- Interpret and synthesize information obtained from a variety of sources

**Geographic Skill #6 (Grades 6-8) - Answering Geographic Questions**
- Develop and present combinations of geographic information to answer geographic questions
Canadian Geographic–CIDA Map
This lesson uses the Canadian Geographic–CIDA map *A Developing World*. Copies of the map have been distributed to schools across Canada. To view an on-line version of the map, please go to [www.canadiangeographic.ca/worldmap](http://www.canadiangeographic.ca/worldmap).

Additional Resources, Materials and Equipment Required
- copies of the printed map. Have your students assemble their maps as part of the lesson
- Internet access (to conduct research using the interactive map)
- copies of the Simulation Instruction Sheet
- copies of the Development Status Organizer
- copies of the Decision-making Sheet
- copies of the Voting Organizer

Main Objective
Students gain information and build awareness and empathy concerning these development issues. The simulation provides students with an opportunity to become involved in these issues and empowered by the decision-making process.

Learning Outcomes
By the end of the lesson, students will be able to:
- identify major regions and countries in the world;
- gather and organize geographic information from a variety of sources;
- work collaboratively to organize and present information; and
- make decisions about the types of development assistance most needed in their region and the countries most in need.

Lesson

| Introduction | • Introduce the concept of development assistance. CIDA’s definition of the goal of development assistance is to “help people help themselves.”
|             | • Brainstorm with students to create a list of development assistance projects they have heard about.
|             | • Open the printed version of the map. Point out the different sections of the poster. Highlight the Millennium Development Goals (MDGs).
| Lesson Development | • Distribute the Development Assistance Simulation Student Activity Sheet to students. Explain the instructions and criteria.
|             | • Assign students to branches and groups or allow for student choice.
|             | • Distribute copies of the other handouts for students to use as they work through the simulation. |
Conclusion

- After the presentations, ask students to vote on the regions that deserve the highest priority for development assistance funding.
- Record the results on the board.
- Conclude by thanking students for their participation and encouraging them to learn more about local development projects.
- Collect simulation organizers and worksheets for assessment. (optional)

Lesson Extension

- Have the students research the terms “development assistance,” “humanitarian assistance,” and “emergency assistance,” and compare the differences between them and give examples. All this information can be found on the Definitions Page of the Canadian Geographic-CIDA map website at www.canadiangeographic.ca/worldmap.
- Invite a guest speaker from a local development agency to come and speak to students.
- Organize a class volunteer project to assist with a local development project.

Assessment of Student Learning

Teachers can assess the oral presentation or collect the written preparation work.
Student Activity Sheet: Development Assistance Simulation

Instructions
The Canadian International Development Agency (CIDA) reports to the Minister of International Cooperation. The minister has asked each branch within CIDA to identify the type of development assistance currently most needed and the countries most in need.

There are four geographic branches within CIDA:
1. Africa Branch
2. Americas Branch
3. Asia Branch
4. Europe, Middle East and Maghreb Branch

Your team must conduct research and present your findings to the minister in the form of an oral presentation. After each branch has presented its opinion, you will all vote to decide which branch's development assistance needs should be given the highest priority for funding.

In your presentation you must include:
• your team’s choice of the most important type of development assistance needed;
• your team’s choice of the countries in your region that are most in need;
• the Millennium Development Goal (MDG) that is connected to your choice of development assistance; and
• five to ten facts from the printed or interactive map A Developing World that support your choice.

Follow the steps below to help you prepare for this important presentation.

Part A: Research
1. Choose a team to work with and the branch that you will represent. Write the name of the branch in the space below.

   Branch: ___________________________________________________________________

2. Use the poster A Developing World and the on-line map at http://www.canadiangeographic.ca/worldmap to complete the Development Status Organizer on the next page for your branch. This will help you identify the countries most in need and the types of aid that are most needed.
## Development Status Organizer

Branch: __________________________________________________________________________
List one or two facts about how your region is developing in each of these categories and the names of countries that are most in need. Completing this organizer will help you decide what type of development assistance is most needed and the countries that are most in need. (Hint: Assign each team member one category to research to save time!)

<table>
<thead>
<tr>
<th>Category</th>
<th>Development Facts</th>
<th>Countries in Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poverty and Hunger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health (child mortality)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIV/ AIDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part B: Decision Making

Branch: _________________________________________________________

Now that you have the facts, you must choose one type of development assistance that is most needed and the countries most in need. Record your decisions below.

1. Type of development assistance that is most needed (for example, health care programs, education projects, etc. Try to be specific!):

_______________________________________________________________________________
_______________________________________________________________________________

2. Why? (Record five to ten facts from your Status Table):

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

3. What MDG is this connected to? (Hint: Look at the bottom of the printed poster map.)

_______________________________________________________________________________

4. Which countries in your region are most in need?

_______________________________________________________________________________
Part C: Prepare for the Presentation

1. Review the criteria for the presentation from the instructions.
2. Assign each team member a section to present.
3. Find or create any visual aids to help with the presentation. (Hint: You can refer to the poster, A Developing World, throughout the presentation.)
4. Practise your presentation so you are organized and can speak confidently to the other teams.
   Remember, you want to convince them that your region of the world is a high priority for development assistance from Canada.

Part D: The Vote!!

Use the organizer on the next page to record facts, comments and questions about the presentations. After you have heard all the presentations, rank the branches from 1-4 (1 = highest priority for aid, 4 = lowest priority for aid).
### Voting Organizer

<table>
<thead>
<tr>
<th>Branch</th>
<th>Facts</th>
<th>Comments</th>
<th>Questions</th>
<th>Rank (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Americas</td>
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<td></td>
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<tr>
<td>Asia</td>
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<td></td>
</tr>
<tr>
<td>Europe, Middle East and Maghreb</td>
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