

## Human Development Index

### Lesson Overview

An analysis of the Human Development Index (HDI) and its importance in assessing international development using a multifactor tool.

### Grade Level

Grades 9–12 (secondary school), but the lesson can be modified for middle school

### Time Required

65–85 minutes

### Curriculum Connection

*Newfoundland and Labrador—World Geography 3202*

- SCO 5.8.5 Explain why it is beneficial to use more than one indicator when assessing a country's level of economic development
- SCO 5.8.6 Relate selected social and economic indicators to level of economic development
- SCO 7.7.1 Examine quality of life indicators in a city in the developing world
- SCO 7.7.2 Examine quality of life indicators in a city in the developed world
- SCO 7.7.3 Develop strategies to improve quality of life in a city
- SCO 7.7.4 Assess one's personal quality of life preferences

### Link to Canadian National Geography Standards

*Essential Elements #1 (Grades 9–12): The World in Spatial Terms*

- Map, globe, and atlas use
- Map projections for specific applications

*Essential Elements #2 (Grades 9–12): Places and Regions*

- Changes in places and regions over time
- Critical issues and problems of places and regions
- Regional analysis of geographic issues and questions

*Essential Elements #4 (Grades 9–12): Human Systems*

- Population characteristics by world regions, country, and regions within countries
- Demographic transition
- Economic development by world regions, country, and regions within countries

*Essential Elements #6 (Grades 9–12): The Uses of Geography*

- Local, regional, and world policies and problems with spatial dimensions

*Geographic Skills #1 (Grades 9–12): Asking Geographic Questions*

- Plan and organize a geographic research project (e.g. specify a problem, pose a research question or hypothesis, and identify data sources)

*Geographic Skills #2 (Grades 9–12): Acquiring Geographic Information*

- Systematically locate and gather geographic information from a variety of primary and secondary sources
- Systematically assess the value and use of geographic information

*Geographic Skills #3 (Grades 9–12): Organizing Geographic Information*

- Select and design appropriate forms of maps to organize geographic information
- Select and design appropriate forms of graphs, diagrams, tables, and charts to organize geographic information

*Geographic Skills #4 (Grades 9–12): Analysing Geographic Information*

- Use quantitative methods of analysis to interpret geographic information
- Make inferences and draw conclusions from maps and other geographic representations
- Use the processes of analysis, synthesis, evaluation, and explanation to interpret geographic information from a variety of sources

*Geographic Skills #5 (Grades 9–12): Answering Geographic Questions*

- Formulate valid generalizations from the results of various kinds of geographic inquiry
- Evaluate the answers to geographic questions

**CIDA Map**

The Canadian Geographic–CIDA map *A Developing World* will form an integral part of the lesson. Particular emphasis will be placed on the HDI which is explained and used on this map. The on-line version of the map can be found at [www.canadiangeographic.ca/worldmap](http://www.canadiangeographic.ca/worldmap). Classroom sets of the printed map are available. [Click here](#).

**Additional Resources, Materials, and Equipment Required**

- Student Activity Sheets (provided)
- Evaluation rubrics (provided)
- (Optional) Go to [www.undp.org](http://www.undp.org) for more information on the HDI

**Main Objective**

Students will develop an overall understanding of international development on a global scale by analysing clear and recognizable patterns using the HDI.

## Learning Outcomes

Students will:

- refine their knowledge of the concept of industrial development;
- appreciate the importance of measurable indicators in assessing global data;
- use the map as a visual organizer in analysing patterns of international development;
- be able to understand and utilize the HDI and its colour-coded system.

## The Lesson

	Teacher Activity	Student Activity
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Introduce the HDI.</li> <li>• Discuss with students the complex and sometimes controversial nature of international development.</li> <li>• Inform students that we now have a very valuable resource to aid us in this difficult task.</li> <li>• Distribute copies of the CG-CIDA map or direct them to the on-line version at <a href="http://www.canadiangeographic.ca/worldmap">www.canadiangeographic.ca/worldmap</a></li> <li>• Review with students the major features and layout of the map.</li> <li>• Guide students to the box that describes how the HDI works.</li> <li>• Ask the question: How does this index help us when assessing the development levels of countries in our world?</li> </ul>	<ul style="list-style-type: none"> <li>• As a large group, students should be guided through a discussion of their prior knowledge of international development in general.</li> <li>• Students should then be asked why it is important for us to have large amounts of data on the different countries that make up our world.</li> <li>• Students will provide a variety of responses.</li> </ul>

**The Lesson** (cont'd)

	<b>Teacher Activity</b>	<b>Student Activity</b>
<b>Introduction</b> (cont'd)	<ul style="list-style-type: none"> <li>• Provide an overview and instructions of how the lesson will proceed.               <ul style="list-style-type: none"> <li>- Assign groups</li> <li>- Refer students to the map</li> <li>- Assist students in locating information in the map</li> <li>- Distribute and explain Student Activity Sheet #1.</li> </ul> </li> <li>• Now that students are familiar with the map and the multifactored colour-coded HDI, it is time to look more closely at the variables that make up the index.</li> <li>• Student groups can be assigned a list of countries or may be given the option of choosing their own, with the idea that all of the colours be represented in their selections.</li> <li>• Instruct students to complete the organizer sheet (Student Activity Sheet #1) to become comfortable with the index.</li> </ul>	<ul style="list-style-type: none"> <li>• They will likely link the idea of development with that of progress. The importance of the data lies not in the numbers themselves, but in how they are interpreted. "Knowledge is power." The data will enable us to better understand the challenges faced by developing countries. Students find their groups on the list.</li> <li>• Students examine the CG-CIDA map and the description of the HDI.</li> <li>• Students complete Student Activity Sheet #1.</li> </ul>
<b>Lesson Development</b>	<ul style="list-style-type: none"> <li>• Review the concept of quality of life/standard of living.</li> <li>• Review the factors that are taken into account when measuring these terms.</li> <li>• Discuss with students that improving standards and quality requires quantifiable data. Companies and schools use similar data by breaking down the information gained from research into component parts and doing an analysis of each item. Those working in international development can use the CG-CIDA map and the HDI in a similar way.</li> </ul>	

**The Lesson** (cont'd)

	<b>Teacher Activity</b>	<b>Student Activity</b>
<b>Lesson Development</b> (cont'd)	<ul style="list-style-type: none"> <li>• The key is to identify areas that clearly need attention and improvement, and focus resources in those areas in order to maximize results.</li> <li>• Explain to students that the HDI provides us with the data. It is now time for us to use our geographic skills to draw some meaningful conclusions.</li> <li>• Distribute Student Activity Sheet #2.</li> <li>• Assist students who may need help reading the map.</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in the discussion.</li> <li>• Students analyse the map for the presence of any patterns in the distribution of countries shaded in yellow, orange, red, grey, etc.</li> <li>• Each group will then transfer this information to Student Activity Sheet #2. They are also to include some reasons why each pattern may exist.</li> <li>• Students will likely see that yellow countries are found mostly in North America and Europe. They may cite reasons such as education systems, health care, stable governments, temperate climates, etc. They may suggest that the grey countries are not reporting their information because of war, turmoil, or unstable governments, which may be embarrassed by or not want to disclose the level of health care, education, and so on that they are providing.</li> <li>• Students are then to use Student Activity Sheet #2 to organize these colour patterns.</li> <li>• Complete Student Activity Sheet #2.</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• The main purpose of the presentation is to allow students to share their work.</li> <li>• Teachers may decide to assign each group a particular country or continent for the presentation. Students can indicate the continent or country to the class on the wall-size map, and proceed to discuss the HDI ranking, as well as the reasons that may account for this level of development.</li> </ul>	

**The Lesson** (cont'd)

	<b>Teacher Activity</b>	<b>Student Activity</b>
<b>Conclusion</b> (cont'd)	<ul style="list-style-type: none"> <li>• If time permits, an extension (<i>see below</i>) of this idea may be made, whereby the student groups present or debate what we as Canadians, or the countries themselves, could do to improve their ranking. Students should then be encouraged to bring economic theory, scientific principles, and moral obligations into the discussion/debate.</li> <li>• Arrange a “jigsaw” for presentations, in which one student from each group will first meet in a master group to discuss their individual group’s thoughts.</li> <li>• Distribute the enclosed evaluation sheets (optional).</li> <li>• At the end, the teacher will lead a debriefing, summarizing the material in the students’ presentation and filling in any points missed.</li> <li>• It is important to stress to students that common data which can be analysed and interpreted are valuable tools for those working in the field of international development.</li> <li>• The teacher should stress that the CG-CIDA map and the HDI are very effective in that they not only provide data, but also present that data in a very useful and effective form.</li> </ul>	<ul style="list-style-type: none"> <li>• Student groups make presentations.</li> <li>• Students complete evaluation sheets (optional).</li> </ul>

**Lesson Extension**

An extension of the presentations or a follow-up lesson could examine what kinds of things we as individuals or governments can do to improve the quality of life for those people living in developing and developed countries. This idea is discussed above.

**Assessment of Student Learning**

- Carry out peer, self-, and/or teacher evaluation of group participation and contribution using the attached rubric.
- Carry out peer, self-, and/or teacher evaluation of student group presentations using the rubrics provided.
- Assign a journal entry for homework.

## Student Activity Sheet # 1: The Components of the Human Development Index

After discussing the CG-CIDA map and the Human Development Index (HDI) with your teacher and small group, turn to the HDI description on the map to complete the following visual organizers, which highlight the important components of the index:

<b>Yellow</b>	High Development
<b>Orange</b>	Medium Development
<b>Red</b>	Low Development
<b>Grey</b>	Classification not available

1. Choose five countries (from different continents) and complete the chart.

Country	Surface Area	Population	Life Expectancy	Primary School Enrolment	GDP	Colour on Map

2. How does the HDI measure each of the following for a country?

Longevity	Knowledge	Standard of Living

## Student Activity Sheet # 2: Human Development Index Patterns

Turn to the CG-CIDA map to complete the following visual organizer, which looks for patterns that may exist among the index colours:

<b>Yellow</b>	High Development
<b>Orange</b>	Medium Development
<b>Red</b>	Low Development
<b>Grey</b>	Classification not available

1. Where can you find most of each colour?

Colour	Found Mostly in.....	Suggested Reasons Why...
<b>Yellow</b>		
<b>Orange</b>		
<b>Red</b>		
<b>Grey</b>		

## Self-Evaluation of Presentation: How well did you do?

For each item in the table below, score your group's efforts using the following scale:

5 = Excellent

4 = Superior

3 = Good

2 = Fair

1 = Poor

	Description	5	4	3	2	1
1.	We were well prepared for this presentation					
2.	We were well organized for this presentation					
3.	We knew the material well					
4.	We chose a topic that interested the class					
5.	Our presentation was well supported with information					
6.	We were clear in our explanations					
7.	Our presentation was well paced					
8.	We were enthusiastic and confident					
9.	We interacted well with the audience					
10	We used audio/visual aids or handouts					

- My favourite part was:

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- Next time, we should:

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- I would like to have had time to:

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## Peer Evaluation of Presentation: How well did they do?

For each item below, indicate your reaction to the presentation. Use the following rating scale:

5 = Excellent

4 = Superior

3 = Good

2 = Fair

1 = Poor

	Description	5	4	3	2	1
1.	How well was the presentation prepared?					
2.	Was the presentation well organized?					
3.	Did the presenters know the material well?					
4.	Did they choose an interesting topic to present?					
5.	Was the presentation well supported by the information?					
6.	Were the presenters' explanations clear?					
7.	Was the presentation well paced?					
8.	Were the presenters enthusiastic and confident?					
9.	Did the presenters interact well with the audience?					
10	Did the presenters make good use of audio/visual aids or handouts?					

- My favourite part was:

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- Next time, the presentation should:

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- I would like to learn more about:

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## Teacher Evaluation of Presentation

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

For each item below, rate the student's presentation using the following rating scale:

5 = Excellent

4 = Superior

3 = Good

2 = Fair

1 = Poor

	Description	5	4	3	2	1
1.	Evidence of sufficient preparation					
	Comment:					
2.	Effective use of class time in planning					
	Comment:					
3.	Organization of presentation					
	Comment:					
4.	Knowledge of material					
	Comment:					
5.	Choice of topic					
	Comment:					
6.	Valid supporting information					
	Comment:					
7.	Creativity and suitability of presentation method					
	Comment:					
8.	Enthusiasm and confidence					
	Comment:					
9.	Interaction with audience					
	Comment:					
10.	Effective use of audio/visual aids or handouts					
	Comment:					

