

## What has changed?

2

### Critical Challenges

- A. *What aspects of quality of life have changed and what aspects have remained constant for the people depicted in the pre- and post-development images?*
- B. *Offer a report card on the extent of improved quality of life if developments efforts are successful*

### Overview

In this challenge, students investigate changes in the quality of life of people as a result of involvement in development efforts. Students examine photographs looking for evidence of the quality of life of those struggling with an assigned development challenge and for evidence of the quality of life for those who are participating in development projects. Students summarize the similarities and differences in quality of life between the two situations. After sharing their findings with the rest of the class, students offer an overall assessment of the progress made in each aspects of quality of life as a result of the kinds of development efforts examined.

### Pre-planning

- **Ensure background knowledge:** This lesson presupposes that students have completed Critical Challenge #1: *Profile on quality of life* where they have explored the quality of life of people confronting various development challenges. If not completed, provide a copy of the briefing sheets related to the development challenges on which students will focus. Invite students to explore the difficulties presented by these challenges using the images referred to as “challenges.”
- **Select the challenges to focus upon.** This activity can be completed with any or all of the development challenges featured in the picture collection and briefing sheets. Decide which of the following to address:
  - A. agriculture and rural development
  - B. child labour
  - C. children of war
  - D. disaster relief
  - E. education for all
  - F. pollution
  - G. health and nutrition
  - H. humanitarian aid for refugees
  - I. water and sanitation.

### Session One

- **Review understanding of quality of life.** As a class, review the term “quality of life” and identify elements of a quality of life. If not done within the context of Critical Challenge #1, agree as a class on six very important aspects of quality of life that are realistic possibilities for people living in countries that aren’t especially wealthy. You may wish to invite students to explore more (or fewer) aspects of quality of life.

- **Introduce the task.** Explain that the class will now use images to get glimpses of a range of “snapshots” of development efforts supported by Canada. The objective is to determine whether or not the quality of life of these people is different because of these kinds of development efforts. In making assessments of this kind it is important to avoid accentuating either the differences or the similarities. Encourage students to attend to both what has changed and what has remained the same when making their comparisons.
- **Organize student groups.** Organize students into groups according to the development challenges you wish them to consider. Distribute a copy of the appropriate briefing sheet if they don’t already have it.
- **Review evidence of quality of life.** Refer students to the conclusions reached in Critical Challenge #1 about the quality of life for people struggling with the featured development challenges. Direct students to consult their notes particularly on the completed copies of Blackline Masters #1.1 and #1.3.
- **Explain the procedure.** Distribute a copy of both sheets of *Evidence of continuity and change* (Blackline Master #2.1a and 2.1b) and *Assessing continuity and change* (Blackline Master #2.2). Explain that students will be given images showing people participating in development projects addressing their assigned development challenge. Students are to record information from these images and from their briefing sheet on Blackline Master #1.1, and then review the information they have already assembled (from Critical Challenge #1) about the quality of life when confronted with the identified challenge. After student have accumulated several pieces of evidence for each aspects of quality of life they will be asked to rate the overall difference (if there is one) on a scale from “much improved (++) to much worse (--). Review the criteria for this assignment using the rubric on Blackline Master #2.2.
- **Analyze the briefing sheets.** Each group should have a briefing sheet on its assigned development issue. Direct students within each group to use this sheet to look for several pieces of evidence of each of the six identified aspects of quality of life associated with involvement in the specified development efforts. Encourage students to go beyond the information on the sheets and conduct their own research on the internet for additional evidence of quality of life related to the featured challenge.

## Session Two

- **Collect evidence from images.** When students have compiled information from the appropriate briefing sheet, arrange for each group to access the “efforts” photographs from the picture collection for their assigned development issue (<http://www.tc2.ca/wp/electronicsourcebook/worldthroughpictures/world-through-pictures>). Invite students to analyze the images as they did their briefing sheet, looking for evidence of each of the six aspects of quality of life associated with involvement in development efforts. Direct students to add this evidence to their copies of Blackline Master #2.1 and to look for parallel evidence accumulated when examining the quality of life when of people confronting the challenge.
- **Develop a deeper understanding of the images.** To help each group probe more deeply into the information available from the six images depicting people supported by development efforts, encourage student to work in pairs to share the task of undertaking three kinds of image analysis:

- If students will not readily recognize what is going on in the images, suggest that they use the 5Ws questions (Who? What? Where? When? and Why?) to help them better understand the situation depicted in the each image. Consult the *Investigating Images* resource, **Explain the image** for details on how to support students in this task. Go to YouTube for a Tc2 video that explain this strategy to students ([http://www.youtube.com/watch?v=lz\\_Tqu1Uup1](http://www.youtube.com/watch?v=lz_Tqu1Uup1)).
- Invite students to look for details in the image from which they might draw inferences about the people's lifestyle, practices and conditions. Consult the *Investigating Images* resource, **Explore daily life** for details on how to support students in this task.
- To assist student in going beyond the obvious clues about various aspects of quality of life, invite them to try to extend or speculate on the ideas related to quality of life raised by each image. Consult the *Investigating Images* resource, **Reflect on the image** for details on how to support students in this task.

### Session Three

- **Assemble group evidence.** Provide class time for each group of students to compile the evidence they have accumulated. Invite students to discuss whether or not there has been a change in each aspect of quality of life. If a change has occurred, invite student to rate and explain the nature change as suggested in the third column of Blackline Master #2.1. Encourage students to consider various pieces of evidence to corroborate or refine their conclusions Finally, ask each group to summarize the two most important examples of change and continuity they have found for each aspects of quality of life.
- **Present findings to the class.** Arrange for each group to share its findings with other class members through an informal presentation. Suggest that each presentation:
  - take about five minutes to present;
  - describe only the two most important examples of change and continuity in the quality of life for each aspects of quality of life
  - be clearly presented at a reasonable pace so other students can record information during the presentation.
- **Record notes on key evidence.** Direct students to make notes on examples of continuity and change for each of the featured development challenge as they listen to all the presentations. Distribute a copy of *Summary of continuity and change* (Blackline Master #2.3a and 2.3b) to each student for this purpose.
- **Rate the levels of progress.** As a culminating task, perhaps for homework, ask students to create a report card on the progress made for each aspect of quality of life. Distribute a copy of *Progress in quality of life* (Blackline Master #2.4). Direct students to use the information recorded on Blackline Master #2.3a and 2.3b to assist them in rating the extent, if any, of increased quality of life for each of the six aspects. Direct students to use the rating scale to assign their letter grades: a high grade (A) would indicate a great improvement, while a low grade (D) would suggest no improvement or even a worsening of quality of life. Ask students to justify their assigned grades in the space provided. Encourage students to provide specific evidence and examples in their rationale. Review the second and third criteria on the rubric found on Blackline Master #2.5 prior to completing the task.

## Session Four

**Draw out lessons learned.** Ask various students to share their findings from Backline Master #2.4 with the rest of the class. Determine whether or not there is consensus about the progress made across various aspects of quality of life. Discuss three questions:

- What aspects of quality of life seem to benefit most from developments efforts and which seem to benefit least from these efforts?
- Do some kinds of developments efforts seem to bring greater rewards in quality of life than other kinds of efforts?
- What priorities should Canadian individuals and agencies set for themselves if they are to enhance the quality of life of people in developing countries?

## Evaluation

- **Assess knowledge of the impact on quality of life.** Assess students' knowledge of changes and continuity in the quality of life associated with involvement in development efforts as recorded in *Evidence of continuity and change* (Blackline Master #2.1a and 2.1b) using the rubric found on *Assessing continuity and change* (Blackline Master #2.2). According to the rubric, students are assessed on three criteria:
  - accurately identifies important evidence of quality of life associated with development challenges and development efforts;
  - correctly classifies indicators of continuity and change in quality of life;
  - offers plausible explanations for the rating the extent of changes in quality of life.
- **Assess understanding of progress.** Assess students' ability to identify examples of continuity and change and to assess the degree of progress for all of the featured challenges as recorded on the *Summary of continuity and change* (Blackline Master #2.3a and 2.3b) and *Progress in quality of life* (Blackline Master #2,4) using the rubric found on *Assessing the progress* (Blackline Master #2.5). According to the rubric, the first assignment is assessed on students' ability to accurately identify key examples of continuity and change in quality of life for each kind of development effort. The second assignment is assessed on two criteria:
  - provides plausible ratings on progress for each aspect of quality of life;
  - supports the rating of progress for each aspect with specific evidence and examples.

**Evidence of continuity and change**

Development issue \_\_\_\_\_

Use this scale to rate any changes in quality of life you notice

++	+	+/-	-	--
much improved	some improvement	mixed impact	some worsening	much worse

Quality of life factor	Examples/evidence of quality of life associated with development challenges	Examples/evidence of quality of life associated with development efforts	Implications and explanation for continuity or change
			<input type="checkbox"/> indicates continuity <input type="checkbox"/> indicates change ++ + +/- - --
			<input type="checkbox"/> indicates continuity <input type="checkbox"/> indicates change ++ + +/- - --
			<input type="checkbox"/> indicates continuity <input type="checkbox"/> indicates change ++ + +/- - --

# 2.1b

Quality of life factor	Examples/evidence of quality of life associated with development challenges	Examples/evidence of quality of life associated with development efforts	Implications and explanation for continuity or change
			<input type="checkbox"/> indicates continuity <input type="checkbox"/> indicates change ++ + +/- - --
			<input type="checkbox"/> indicates continuity <input type="checkbox"/> indicates change ++ + +/- - --
			<input type="checkbox"/> indicates continuity <input type="checkbox"/> indicates change ++ + +/- - --

## Assessing continuity and change

2.2

Names: \_\_\_\_\_

	<b>Outstanding</b>	<b>Well developed</b>	<b>Competent</b>	<b>Underdeveloped</b>
<b>Identifies important examples associated with development challenges and efforts</b>	Accurately identifies the important examples of quality life associated with development challenges and efforts.	Accurately identifies some of the important examples of quality life associated with development challenges and efforts.	Accurately identifies some examples of quality life associated with development challenges and efforts, but important examples are missing or inaccurate.	Identifies very few accurate and important examples of quality life associated with development challenges and efforts.
<b>Correctly classifies indicators of continuity and change</b>	Correctly classifies examples/ evidence as indicators of continuity or change between the two situations.	Correctly classifies most examples/ evidence as indicators of continuity or change between the two situations.	Correctly classifies many examples/ evidence as indicators of continuity or change between the two situations, but important errors are evident.	Incorrectly classifies most examples/ evidence as indicators of continuity or change between the two situations.
<b>Offers plausible explanations for the ratings</b>	Offers very plausible explanations for all of the assigned ratings on the extent of change.	Offers plausible explanations for most of the assigned ratings on the extent of change.	Offers plausible explanations for many of the assigned ratings on the extent of change.	Offers no plausible explanations for most of the assigned ratings on the extent of change.
<b>Comments/explanation for rating</b>				

Summary of continuity and change

Name: \_\_\_\_\_

	Examples of change in quality of life	Examples of continuity in quality of life
agriculture rural development		
child labour		
children of war		
disaster relief		



2.3b

	Examples of change in quality of life	Examples of continuity in quality of life
education for all		
pollution		
health and nutrition		
humanitarian aid for refugees		
water and sanitation		

## Progress in quality of life

**Use this scale to rate the overall progress for each aspect**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Very significant advances in quality of life	Some important advances in quality of life	Modest advances in quality of life	No advance or reduced quality of life

<b>Aspects of quality of life</b>	<b>Justify your rating of the overall progress made in each aspect of quality of life</b>
A B C D	
A B C D	
A B C D	
A B C D	
A B C D	
A B C D	

## Assessing progress

2.5

Names: \_\_\_\_\_

	<b>Outstanding</b>	<b>Well-developed</b>	<b>Competent</b>	<b>Underdeveloped</b>
<b>Identifies examples of continuity and change</b>	For each development issue, identifies several key examples of continuity and change in quality of life.	For most development issues, identifies a few key examples of continuity and change in quality of life.	For most development issues, identifies only obvious examples of continuity and change in quality of life.	For most development issues, identifies very few examples of continuity and change in quality of life.
<b>Provides plausible ratings of progress</b>	All the ratings are provided and each rating is highly plausible.	Almost all the ratings are provided, and each rating is plausible.	Most ratings are provided and are somewhat plausible.	Many ratings are missing or implausible.
<b>Justifies ratings</b>	Provides several convincing examples to support the ratings of progress for each aspect of quality of life.	Provides a few generally convincing examples to support the ratings of progress for most aspects of quality of life.	Provides one or two relevant, but not always convincing examples to support the rating of progress for each aspect of quality of life.	Provides almost no relevant examples to support the rating of progress for each aspect of quality of life.
<b>Comments/explanation for rating</b>				