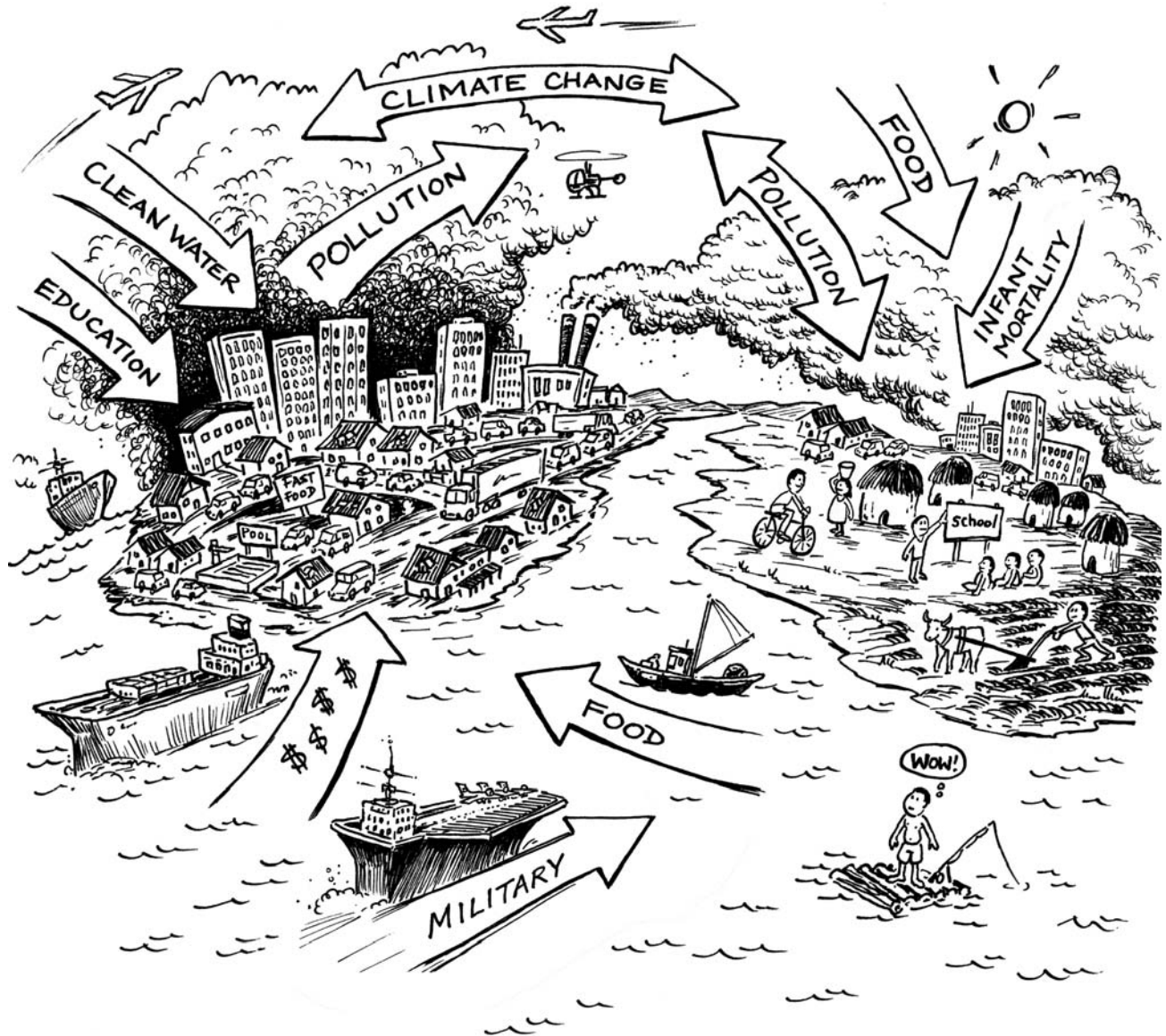


# The World of 100:

*A global simulation activity  
for classroom or larger groups*



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Visit: [www.geoec.org](http://www.geoec.org) for more ideas!

## A Peek at the Program

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<b>Activity</b>	This is a simulation activity demonstrating the differences and inequalities in the use of and control over global resources. In effect, the activity is a scripted play, with the action taking place in a global setting.	
<b>Topic</b>	Social Studies 10	Perspectives on Globalization Living in a Globalizing World
	Social Studies 20	Perspectives on Nationalism Nationalism in Canada and the World
	Social Studies 30	Perspectives on Citizenship in the 21 <sup>st</sup> Century Issues in Contemporary Citizenship
	Please note that the Alberta social studies curriculum is currently being revised, and new curriculum will be in place beginning late 2005. For more information please visit <a href="http://www.education.gov.ab.ca/k_12/curriculum/bySubject/social/default.asp">www.education.gov.ab.ca/k_12/curriculum/bySubject/social/default.asp</a>	
<b>Time Required</b>	The simulation lasts approximately 90 minutes. It is recommended that further time be spent on covering the materials in the related lessons that are included with the simulation.	
<b>Adults Required</b>	This activity requires at least one teacher and five volunteers as well as the participants.	

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## Acknowledgements

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**“We are at the service of the world’s peoples, and we must listen to them. They are telling us that our past achievements are not enough. They are telling us we must do more, and do it better.”**

*Kofi A. Annan, Secretary-General of the United Nations, 2000*

## Program Rationale and Approach

### Significance of Global Education

According to Alberta Learning, the role of social studies is to provide students with the "...key values and attitudes, knowledge and understanding and skills and processes to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and the world." (Alberta Learning, Social Studies, 2003) Thus, education plays an important role in the development of young citizens who have an understanding of global issues and trends.

The largest group of world leaders to ever assemble at the Rio de Janeiro summit determined that the greatest challenges for educators is to help citizens prepare for a future of sustainable development. (Sitatz, D. (ed.) 1993. *Agenda 21: the Earth summit strategy to save our planet*. Boulder, CO: EarthPress.) Obviously, this is a great challenge for many reasons. The magnitude and complexity alone are unprecedented. The concept of the 'Tragedy of the Commons' has created a world where it makes little sense to act out of collective benefit instead of looking out for number one. There are no easy answers. The greatest mistake though, is for educators to continue teaching as if status quo were a solution. Educators in the field of social studies have an opportunity to explore complex global issues with interdisciplinary approaches that provide themes to integrate context and through the use of real-world, cross-discipline examples, help students understand the challenges and opportunities that lie on the path to a sustainable future.

Global education encapsulates two threads of educational thinking: *world mindedness* and *child-centeredness*. The first of these two themes refers to the "commitment to the principle of 'one world', in which the interests of individual nations must be viewed in light of the overall needs of the planet" *Child-centeredness* is the idea that children learn best when encouraged to explore and discover for themselves (Pike, Graham and Selby, David. 1999. *In the Global Classroom*. Toronto, Pippin Publishing, p. 11). The **World of 100 Simulation** serves as a vehicle in which students can explore these two strands of global education - vital components at the core of relevant education.

## Program Goals

- To develop an understanding of global control over and use of resources.
- To increase our understanding of our relationship with developing countries.
- To examine the complex global issues of wealth, health, resources, education and pollution.

## Curriculum Connections

Understanding the roles, rights and responsibilities of citizens of a democratic society and a global community is a fundamental component of Alberta's Social Studies Senior High curriculum. In an age of globalization, international development themes are intricately interconnected, making them complex to teach, and challenging for students to understand.

The Alberta Learning Program of Studies (currently undergoing revisions) gives general outcomes and specific learner outcomes for each unit in its 2003 *Social Studies Kindergarten to Grade 12* document, available at: <http://www.learning.gov.ab.ca/k12curriculum/bySubject/social/>. Specifically, some of the key understandings addressed in this simulation for Senior High Social Studies students as they relate to the curriculum are:

### Social Studies 10

#### 10-1 *Perspectives on Globalization* Overview:

- Origins of globalization;
- Implications of economic globalization;
- Impact of globalization internationally on cultures, human rights and quality of life.

#### 10-1 *Living in a Globalizing World* Overview:

- Implications of globalization on Canada;
- Preserving cultural and linguistic diversity in a globalized world;
- Effects of imperialism and responsibility of government to make amends in Canada;
- Impact of economic globalization on quality of life in Canada and the world;
- Effects of globalization on human rights.

### Social Studies 10 Connections to The World of 100 Simulation:

- The consequences of foreign policy can result in conflict or cooperation with other nations
- There are basic human rights that need to be protected
- Rights and responsibilities are associated with citizenship

### Social Studies 20

#### 20-1 *Perspectives on Nationalism* Overview:

- Historically, nationalism has a variety of manifestations;
- Nationalism and ultra nationalism have shaped the current world;
- The relationship between the citizen and the state has challenges;
- Nationalism shapes international relations;
- Individuals and NGOs can address global problems.

#### 20-2 *Nationalism in Canada and the World* Overview:

- Nationalism can cause conflict between citizens and governments

- Nationalism shapes international relations
- Do nations have a responsibility to the international community?

**Social Studies 20 Connections to The World of 100 Simulation:**

- Understand the pursuit of national interests at the expense of other nations may result in international conflict
- Diversity and disparity exist in the modern worlds
- Nations are interdependent.
- National interactions affect international relationships
- There are factors that affect economic development
- Economic growth and interactions have increased global interdependence
- Quality of life is increasingly affected by issues of global concern
- There are issues of common global concern
- Individuals and NGOs can address global problems

**Social Studies 30**

30-1 *Perspectives on Citizenship in the 21<sup>st</sup> Century Overview:*

- To what extent should citizens be involved in the governing of society?
- Various economic systems have different merits.
- How effective are current economic systems at meeting the needs of citizens globally?
- How do citizens in a democracy meet the challenges of the 21<sup>st</sup> century?

30-2 *Issues in Contemporary Citizenship*

- How should citizens be involved in making political decisions?
- How responsible are citizens for their own economic well-being?
- How effective are global economic systems at meeting the needs of citizens?
- Should democratic rights and freedoms be expanded?

**Social Studies 30 Connections to The World of 100 Simulation:**

- International confrontations may arise from a variety of motives and result in different types of interest.
- Development of nuclear weapons has been viewed as both a stabilizing and destabilizing influence on international relations.
- Concern for global peace, human rights and the environment has emphasized the need for international cooperation and understanding.

**Activity Description**

Students participate in a simulation activity demonstrating the differences and inequalities in the use of and control over global resources. In effect, the activity is a scripted play, with the action taking place in a global setting. The main objective is to stimulate the raw emotion of experiencing some of the issues brought on by global inequity, and thus to stimulate post-game discussion and exploration of the issues in further detail. As students participate in the game, they experience first-hand the global disparities that exist in the world.

Included in this document are summarized statistics that suggest how the world's land area, wealth and food are distributed amongst the populations of different countries, and also shed some light on global health, education and pollution issues. These are only a few simple examples of the complex issues faced by the global community, leaving room for further self-directed exploration by the students. The sources of these statistics are as current as possible and are referenced at the end of this document.

As students enter the gym, or play area, they are given a birth certificate, and as the script is read, the group experiences the various inequities of the globe today.

## Game Requirements

### Time

Preparation for this activity takes a few hours (remember to get some help from recruited students!). The scripted simulation and a minimal debrief takes about 90 minutes to complete. Further discussion and research ideas are left to the teacher's discretion.

### Game Participants

Participant ratios are provided for groups of 100 and groups of 30. Groups of 100 have much greater success in illustrating global issues, such as population density, etc. It is well worth the effort to combine a few classes and run the simulation in a gym or community hall.

What to do if you have slightly less than 100 students? Just print fewer birth certificates and re-allocate numbers appropriately, including editing the numbers that are listed in the script below.

What to do if you have slightly more than 100 students? They can still participate – either print more birth certificates and allocate them appropriately, or ask students to share roles (i.e. two students assume a single birth certificate and identity).

### Organizers

In a classroom, a single teacher can facilitate this activity – please see the sidebar below for suggested adaptations.

With a group of 100 students, at least four teachers or adult volunteers are needed to read the following roles in the World of 100 script:

- **Games Master** is in charge of everything in the world. This character has a neutral and benevolent tone, and explains the meaning and purpose for the world as the game progresses.
- **2 Helpers**, who manage the game in a variety of roles. These characters (literally!) wear many different hats!
- **Trouble-shooter**: this teacher or adult volunteer should roam, to help trouble shoot or help answer questions

## Game Materials

Please note:

1. for specific amounts of materials and resources (chairs, water, etc.) to be used in the game, please refer to the Table 1 below: "Game Statistics & World Development Indicators."
2. The following numbers assume 100 participants
3. Teachers are encouraged to laminate the appropriate materials listed below, so you can readily repeat this activity

### Materials to be assembled prior to the activity:

- Microphone, to compete with 100 excited students!
- A podium and lectern to help students see the Games Master
- A riser to help with visibility
- A world map (put this on display near the entrance)
- Metric measuring tape
- Several roles of masking tape. Tape this to the floor to create 6 regions of the world (see figure)
- six large signs, labelled Group A, Group B, Group C, Group D, Group E, Group F. These signs are to be displayed prominently (e.g. taped onto a chair) so that students can find their group area when they arrive
- 100 birth certificates, already filled out. Blank birth certificate forms are included as an Appendix One. You can either simply assign each student to a group (e.g. '*Group A - per capita GNI = \$214/year, etc.*') according to the numbers of students per group given in Table One - or, if time permits, use the detailed database in Appendix Two to come up with a specific country and per capita GNI value for each student. (e.g. *Group A; Malawi - per capita GNI = \$116/year*)
- 100 chairs, in six different stacks. These will represent money, and be distributed to the regions as shown in the graphic above and in Table One
- 10 copies of **Table 2: Countries Included in Each Category** handout
- 20-30 donuts in several plastic bowls or cardboard containers
- 6 trays
- 6 water jugs, each half-filled with water
- 70 plastic or paper cups
- 3 one litre Tetrapacks of juice
- single blank sheet of paper
- eight reams (4000 sheets) of 8.5x11" paper, reinforced with tape so they don't open
- 100 crackers
- 50 hard candies

### OPTIONAL

#### **Adapting 'World of 100' for a single class...**

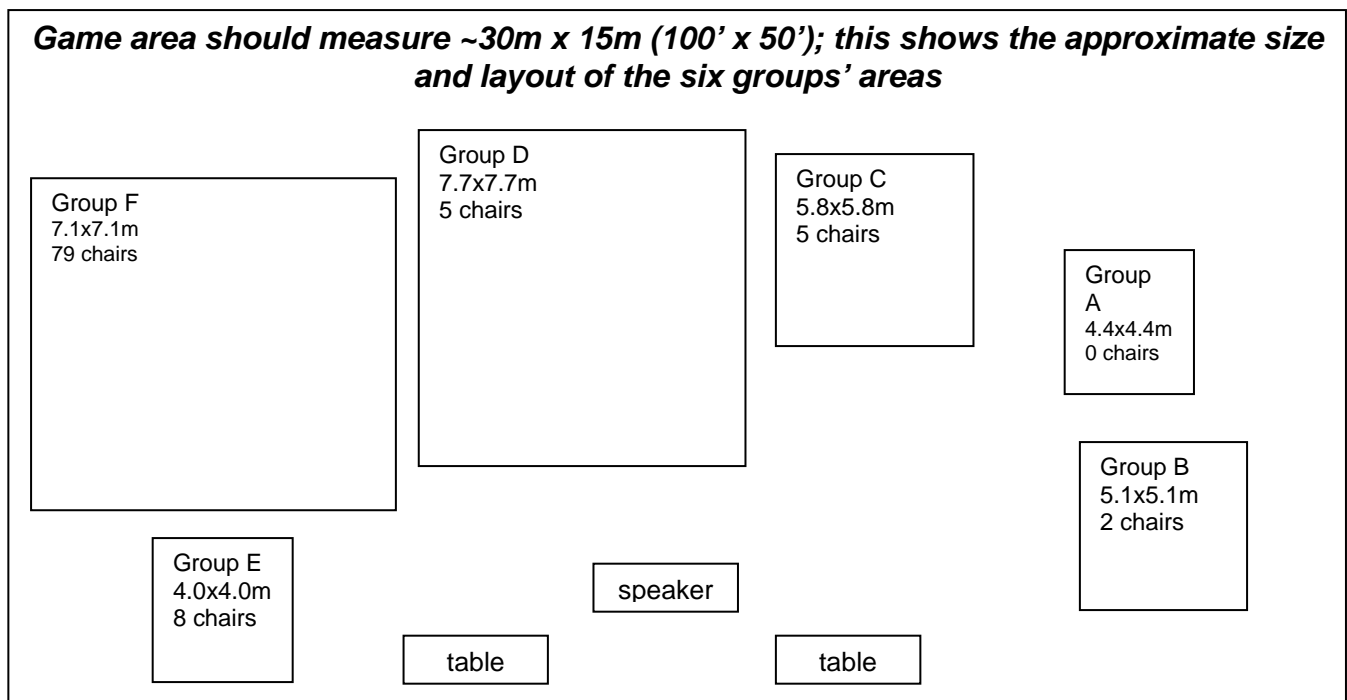
Table One gives numbers for groups of both 100 and 30 students. In general, divide all the numbers listed in 'Materials' by three! If your classroom is too limited (awkward desks, etc.) consider using an open space in your school.

If you cannot find a volunteer to read the script with you, simply adapt the script so that you - as 'Games Master' - read all parts. Don't forget to recruit the more dramatic students as helpers!

- Hats, appropriate clothing, and/or signs to represent the several characters that the GAMES MASTER introduces: Grain Trader, Minister of Water Resources, General, Oil Executive.
- 100 Feedback forms or six sheets of poster-sized paper, PLUS 100 pencils, for evaluation

### Preparations

All teachers and adult volunteers should meet prior to running this activity: it is important for all of the helpers to understand their roles and review their scripts. You'll also need a hall, gym, or other large space where land areas can be marked out and identified with the colour code of the 6 areas- red, blue, green, white, orange and yellow. Coloured masking tape, ropes or flagging tape is useful to mark boundaries.



**Table 1: Game Statistics & World Development Indicators**

CATEGORIES	These columns group countries accordingly to GNI per capita. The first number listed is the 'GNI per capita per year' (Gross National Income, in U.S. dollars, divided by the country's population); the second (in brackets) is the average GNI/capita/year figure for this group.						Totals
	Group A	Group B	Group C	Group D	Group E	Group F	
<b>Group Name</b>	Group A	Group B	Group C	Group D	Group E	Group F	
<b>GNI per capita per year, U.S. dollars (Average). See also Table 2</b>	80 to 290 (213)	291-580 (436)	581 to 1530 (1,017)	1650 to 3260 (2,312)	3330 to 11430 (6,210)	13250 to 38330 (24,872)	
<b>Number of countries</b>	23	23	23	23	23	23	138
<b>Global Surface Area</b> (World Bank 2001) (Thousand sq. km)	12188	15883	20822	37218	10194	31412	124129
% of global SA	9.8%	12.8%	17%	30%	8.2%	25%	100%
<b>GROUP OF 100: Game playing area in sq. metres</b>	4.4x4.4m (20 sq. m.)	5.1 x 5.1 (26 sq. m)	5.8x5.8 m (34 sq.m)	7.7x7.7m (60 sq.m.)	4.0x4.0m (16 sq.m)	7.1x7.1m (50 sq.m.)	200 sq. m
<b>GROUP OF 30: Game playing area in sq. metres</b>	7 sq. m.	8	11	20	5	17	68
<b>Population of Category</b> (Millions) -2001	367	1713	1858	739	380	853	5928
% of world	6.3%	30%	32%	12.8%	6.6%	14.8%	100%
<b>GROUP OF 100: number of students</b>	6	30	32	12	6	14	100
<b>GROUP OF 30: number of students</b>	2	8	10	4	2	4	30
<b>Total GNI** of Category</b> \$ Billions -2001	68.8	809	2435	3357	4177	27147	30730
% of world GNI	0.2%	2.4%	5.4%	5.4%	7.8%	79%	100%
<b>GROUP OF 100: Game currency units (= # of chairs)</b>	0	2	5	5	8	79	100
<b>GROUP OF 30: Game currency units (= # of chairs)</b>	0	1	2	2	3	26	34

<b>Average Expected Number of Years of Formal Schooling</b> -Latest available info	5.6	8.3	10.4	13.7	13	15	
<b>Mean Infant Mortality Rate</b> Deaths/thousand births 2000-2005	105	74	42	32	12	5.1	
<b>GROUP OF 100: # of students that 'die'</b>	1	2	1	1	0	0	
<b>GROUP OF 30: # of students that 'die'</b>	1	1	1	0	0	0	
<b>Mean Estimated % of Population with Access to Improved Drinking Water</b>	57	65	82	87	95	100	
<b>Number of individuals with water access (= glasses of water)</b> <i>(groups of 100)</i>	3	20	26	10	5	14	
<b>Number of individuals with water access (= glasses of water)</b> <i>(groups of 30)</i>	1	7	9	3	2	5	
<b>Total Carbon Dioxide Emissions/category</b> Thousand metric tons 2000	11372	407316	1107244	799029	685136	3016607	5945218
% of Global Emissions	<1%	7%	18 %	13%	11%	50%	100%
<b>Game pollution units (hard candy) (groups of 100)</b>	1	4	9	6	5	25	50
<b>Game pollution units (hard candy) (groups of 30)</b>	0	1	3	2	3	8	17

# WORLD OF 100 SCRIPT FOR 100 PARTICIPANTS

**Please note: This activity is formatted for 100 people. Game numbers for 30 participants are included in Table 1, above.**

## ACT I: DISTRIBUTING THE WORLD'S WEALTH

Before beginning, hand out copies of the **Table 2: Countries Included in Each Category** handout to a person in each region to post for all to see.

THE GAMES MASTER (Reads slowly and loudly – a microphone might be required):

Welcome, everyone. I am the Games Master, and will play the part of the Master of Ceremonies during this activity. This is the WORLD of 100. When you entered the door we gave you a birth certificate – in a way, you have been reborn in this activity to become one of the hundred. The United Nations has provided us with reliable statistics for about 150 countries of the world... for each country we have taken the amount of money that is made in that country (GNI) and divided that by the number of people in the country to get an estimate of how wealthy – on average – the people of each country are. We then listed these countries from richest to poorest (according to this GNI per capita calculation) and put the countries into six groups of 25 people each....

...So now it's time to meet Group F! 14% of you have been born in one of the highest income nations of the world, in Group F. Please raise your hands, Group F. On average, every man, woman, and child in this group makes almost \$25,000 U.S. dollars per year. *(As a (somewhat long-winded!) option, you might ask someone from this group to read the list of these nations aloud for all to hear.)*

6% others have been born into Group E. Please raise your hands, Group E. On average you make over \$6000 U.S. dollars per year.

12% of you have been born into Group D. Please raise your hands, Group D. On average you make \$2300 U.S. dollars per year.

32% of you have been born into Group C. Please raise your hands, Group C. On average you make just over \$1000 U.S. dollars per year.

30% of you have been born into Group B. Please raise your hands, Group B. On average you make just over \$400 U.S. dollars per year.

6% of you have been born into Group A. Please raise your hands, Group A. On average you make a whopping \$213 U.S. dollars per year.

The size of the rectangles within which you're sitting are proportional to the size of your region in the real world; some of you may be feeling a little crowded, but it's inevitable. Some countries simply have higher population densities than others. In spite of this small imperfection, I - THE GAMES MASTER - hope to provide enough resources in each region so that everyone can be comfortable and reasonably happy. It's my purpose to show you how the real world works.

In the real world, money is most highly revered, and those who control the affairs of money are always obeyed and respected. I will now give the real world's money to the WORLD of 100, and I will ask my HELPERS to act as bankers, who are respected by everyone, to see that the money is properly distributed according to proper banking procedure.

The unit of currency, the money, in the WORLD of 100 is not the dollar, the yen, or the ruble; it is called the 'chair'. The bankers and I will now take charge to see that the chairs- the money- are distributed as they should be.

(Adults distribute 100 chairs): 79 to Group F, 8 to group E, 5 to Group D, 5 to Group C, 2 to Group B, and non for Group A.

THE GAMES MASTER: What you see now is how the real world's wealth is divided, according to the rules of the Bank.

In the highest income nations - Group F - 14 people have 79 chairs. And of course that is the way it is in the real world - one fifth of the world's people have over four-fifths of the worlds wealth. Group F, please take a moment to get comfortable and put your feet up. Let us know if we can get you anything...

Turning to Group A now... these six people have 0.2% of the worlds wealth, so of course they don't get a chair. In Group B, 30% people share just two chairs. In Group C, 32% people share 5 chairs. . In Group D, 12% people share 5 chairs. And in Group E, 6% people share 8 chairs.

Now, this isn't all of the world's wealth; it's what's called the per capita Gross National Income (GNI). If in North America you wash the dishes, cook a meal, look after a baby, or volunteer for Save the Children, it's productive work, but no one pays for it, so it's not counted as wealth. Or in Africa, when you walk 3 kilometres to a stream to fetch the daily water supply, or grow your family's food, which most women do, that's wealth that also isn't counted. All that's counted is what's bought and sold with money - with chairs- and this is how the real world's international economic system divides the money. In the real world, many dollars - chairs- in the developed world have actually come from the developing world, from trade and investment, much more than is given back in aid.

*At this point the GAMES MASTER shuffles his/her notes and proceeds, sounding a little uncomfortable.*

Oh, ah, excuse me, I've forgotten one other important change. Helpers, please ensure that the most **important** people are a little more comfortable than everyone else.

*The HELPERS to go to each region where there are more people than chairs, and - where possible - take chairs away from females and give them to males.*

GAMES MASTER: The bank has found this one more additional adjustment necessary. In all regions of the world some have gained more wealth than others. Those who have the most are usually men and usually white. In the WORLD of 100, the BANK has seen to it that this distribution of wealth is maintained. Some of the men have been given the right to high levels of comfort, and of course, some of the women have been forced to get along with less. Such is the way of the world. Indeed, even in Canada women make only 70 cents for every dollar that men make – even when the work they do is identical.

## ACT II: DISTRIBUTING THE WORLD'S FOOD

THE GAMES MASTER: The basic and primary needs for all people are food and water. I will now give the real world's food to the WORLD of 100, and to make sure that this is done in an efficient and business-like manner, I will give the task of distribution to those who handle this task in the real world.

GRAIN TRADER: I know you all understand that the reason people grow food is to earn money. And, of course, the more money we can earn from food the better it is for everyone because that increases the GNI, and everyone benefits from an expanding economy. My company is the world's largest grain trader, and we control more than half the world's grain trade. Our business is to make money from food. Since we have so much experience in the food industry, THE GAMES MASTER has assigned me to see that the food supply in the WORLD of 100 is distributed properly. I have to distribute the food so that we can earn the most money from it before it's eaten. You see, that's the way to get maximum benefit for the world's economy from food and, I'm sure you'll agree that's what's best for everyone in the long run.

We will start by distributing a kind of food that represents the cereal that people eat in the world.

*HELPER distribute the crackers to all of the groups.*

Now folks, let's keep in mind that every child has the right to nutritious food. It turns out that it is mainly the richer countries that have what it takes to provide their children with proper food: food like meat or vegetables that contain essential things like protein and vitamins. Would those citizens in a group where you have extra chairs please raise your hand?

*Wait for response.*

In this activity, it is only these countries that are rich enough to have **extra** chairs that can afford more luxurious food items. Please give us a second while we distribute the donuts. Any group with extra chairs can have as many donuts as you can eat, while quantities last... *(hand out donuts)*

THE GAMES MASTER: Now people, The GRAIN TRADER is very knowledgeable and it must be best this way...maybe next year it will rain and you people without quite enough food will have a good crop, perhaps even a food surplus that you can sell...

This is how it is in the real world. In the regions of the developed world there is far more than enough food for most people. In the developing world, a few have far more than enough, some have barely enough, most never have enough. The reason why many don't have enough is that people with money are willing to pay high prices for donuts or steak, or for coffee or bananas. Those who control the trade of food sell the grain to the makers of donuts and steaks, and turn farmland into the production of cash crops to sell to those who have money. Poor people can't compete with donut and steak makers when buying grain, and they don't have sufficient control over their affairs to convert their land back into production of basic, nutritious food. Facts such as these are the reason why half the world's children are malnourished.

### **ACT III: WHO GETS CLEAN WATER?**

THE GAMES MASTER: Those who own chairs, please sit down. Everyone needs clean water for drinking and for washing away dirt to prevent disease. I will now give the World of 100 to the politicians whose task it is to spend the proper amount of money on making water resources available to people. Let me introduce the Minister of Water Resources of Peru with his Councillors in Peru.

MINISTER OF WATER RESOURCES: Just before I begin, I have here a request for the government to drill a water well in a small town called Jose Olaya.

THE GAMES MASTER: Oh yes, their Mayor came to talk to me just yesterday, actually. Apparently there are 40,000 people living in this shantytown and they have no health clinic, no school, no sewers and no access to cheap safe water. The water truck comes every day, but they charge so much...

MINISTER OF WATER RESOURCES (*interrupting*): Yes, yes. Well, they do have a problem. Let me see, I will examine the budget. First we have to pay back our governments' loans; one third of our money goes to the International Monetary Fund; one quarter goes to the banks in the USA, Canada and Europe. The army needs new uniforms, and some of these new French guns and Brazilian tanks. Not only that, the hospital in our President's home town needs a new doctor and a new x-ray machine... We have a problem here. We don't have enough money to pay for everything. You'll have to explain to those people that they will have to wait. Perhaps we'll do better next year?

THE GAMES MASTER: Yes, whatever, Mr. Minister! Now, where were we? Ah yes, it is time to hand out the water. Here are the rules: It turns out that everyone in Group F has access to safe water, so everyone in that group gets a cup. Only about a half of the people in Group A have water that is safe to drink, so only half of them get a cup... and so on, and so forth. I'll also ask that males get cups before females, for the same reason we talked about earlier; please don't share cups, to prevent sharing germs; and please drink immediately, to prevent spills.

(*Pause*).

OH yes, and of course, water isn't the only thing in the world to drink now is it. I'm pleased to announce to our rich trading countries in the North that any group with extra chairs can have juice instead of water if they prefer - again, while quantities last...

*Distribute water and juice.*

GAMES MASTER: I apologize that some in our World of 100 may still be thirsty; however, apparently life is like that! In the very poorest countries, less than 30% of the people have access to clean water – and the clean water they can access is carried in buckets by women and children as far as three or more kilometres. In Africa, on average, 60% have no clean water supply; in Asia, it's 50% and in Latin America and the Caribbean, it's 40%. The World Health Organization tells us that 80% of the world's disease is related to lack of safe water and sanitation. Meanwhile, in the richest of nations such as Canada, we have so much water that we take it for granted.

## **ACT IV: INFANT MORTALITY**

THE GAMES MASTER: We're going to talk about human health now. As we've seen, lack of safe water and sanitation creates most of the disease in the world – and we've also learned that half of the world's children are malnourished. In many countries, this leads to high mortality rates among kids, which we're about to see happen in the World of 100...

Group A, out of every 1000 children born in your group, 105 of them die. This means over 10% of you don't survive. In a moment I'll tell you how we'll represent that.

Group B, out of every 1000 children born in your group, 74 of them die. This means that around one in thirteen babies born don't survive.

Group C, out of every 1000 children born in your group, 42 of them die. This means that around one in twenty babies born don't survive.

Group D, out of every 1000 children born in your group, 32 of them die.

Group E, out of every 1000 children born in your group, 12 of them die.

Group F, out of every 1000 children born in your group, 5 of them die.

People of the World, we will represent this by asking you to choose one or more of your members who has to lie down at the front of your area, closest to me and facing in my direction, and stay still – and silent - for the remainder of the game. You will still be responsible for listening to what is going on.

Here are the numbers of you who have to die in each group: Group A, please choose one student; Group B, two students; Group C, one student; and Group D, one student. Please do that now.

*HELPERS facilitate this. A book or sweater under the head of each expired student to help them see will help prevent unruly behaviour!*

## ACT V: ARMS TO KEEP THE WORLD SECURE

THE GAMES MASTER: This next scene is humiliating and offensive for me, as it will no doubt be for everyone in the WORLD of 100. But it's inevitable. I will now give the WORLD of 100 to those who control the real world's expenditure on its military machine.

GENERAL (holding a single piece of paper): I'm a general and I represent the people who are in all of your countries who insist on spending your country's hard-earned cash on weapons. In our WORLD of 100 we're going to represent weapons by pieces of paper. A single piece of paper (hold it up) represents enough firepower to destroy over 60 million people, or 1% of the World's population. In other words, since each one of you in the World of 100 represents 1% of the World's population - this sheet could kill you. And of course, the 100 sheets I am now holding (*hold up 100 sheets*) could kill everyone in this room.

I'll now ask the GAMES MASTER to bring out here enough paper to represent all the weapons we have in the world. Silence, please.

*GAMES MASTER carries out 4000 pieces of paper. Paper usually comes in bundles of 500 that stand around two inches thick, called a 'ream;' so you'll need to carry 8 reams, or a stack of paper 16" high. For a very worthwhile and dramatic effect, you could slam them one by one onto a table or onto the gym floor one by one (make sure you have reinforced them with extra tape!)*

GENERAL: In 1990 there were enough arms in the world to destroy every person about 40 times over. That year, the world spent \$900 billion on its military. Some of us Generals, of course, have more arms than others. It all depends on who makes the weapons, and who has the money to buy them. The weapons are mostly manufactured in North America, Europe and the former Soviet Union, and since they have the most chairs, they have bought the most weapons. However, in recent years, the fastest growing market for armaments has been in the developing world, Groups A, B, C, and D. Canada's arms sales to developing countries has tripled since 1970.

GAMES MASTER: we will now distribute the arms to the World of 100. This large volume of arms and massive military expenditure are to ensure national and global security. This is one reason why there isn't enough money for food or clean water supplies in many developing nations. As you represent the people of the world, these weapons represent nothing but death and terror to you. In terms of helping you meet your basic needs, they are useless. So PLEASE do not open the bundles of paper, or use it in any way. When you receive your weapons, just put them in a safe corner and please don't use them for the rest of the game. With only one exception: since military expenditures contribute to infant mortality, those students that are lying down may use these paper bundles as pillows.

*Distribute the paper: all groups get one ream, except for Groups E and F, who receive two.*

## ACT VI: CLIMATE CHANGE

THE GAMES MASTER: Well students, as you know the earth has lots of natural resources, and one really important resource is fossil fuels: coal, oil, and natural gas. Most scientists believe we've already used up over half of all the oil and gas. Oh, and of course when we humans burn fossil fuels we create carbon dioxide, which most scientists believe is causing the earth to warm up, and changing our climate. I'll ask the Oil Executive to address this.

OIL EXECUTIVE: hi there. Thanks to all of you for supporting our industry. Some people think that we are the bad guys here, but think about it - we only exist because you people demand oil and gas. I'll add a special thank you today to Canadians, who use up more fossil fuels per person than any other country in the world!

Of course, not all countries consume equal amounts of fossil fuels:

Group A, luckily you guys are so poor that you create less than 1% of the global emissions of Carbon Dioxide. Keep up the good work!

Group B, you create only 7% of the global emissions of carbon dioxide.

Group C, you create 18% of the global emissions of carbon dioxide.

Group D, you create 13% of the global emissions of carbon dioxide.

Group E, you create only 11% of the global emissions of carbon dioxide.

Group F, you are so rich and use so many resources that you are responsible for HALF of the total emissions of carbon dioxide in the world.

But here's the good news. Using up all of these resources means that some of us at least can live a pretty good life right now! I have here TWENTY candies (*hold up the container*) that represent all the great things that go along with carbon dioxide emissions, like Sport Utility Vehicles, vacations to warm countries, etc. Here's how the numbers work:

Group F, you get 7 - half of the candies! Congratulations, and good work!

Group E, you get 2 of the candies! Keep it up!  
!

Group D, you get 2 of the candies!

Group C, you get 3 of the candies

Group B, you get one of the candies - enjoy!

Group A, you get no candy - sorry about that!

GAMES MASTER: Well, humans have recognized that changing the climate of our home planet might mean that the deserts will grow, catastrophic storms will increase, and the sea level will rise to flood your low-lying areas – so much so that the people who live in the country of Tuvalu know that their entire country, which is a flat island in the Pacific Ocean, will completely disappear. That is why we have international agreements like the Kyoto Accord, and why some people promote energy conservation in their homes, in the hope of making a difference.

We'll distribute these candies now. Please distribute these among your group, and remember that males get top priority, please!

*Distribute candies.*

## **ACT VII: WHO IN THE WORLD CAN READ AND WRITE?**

THE GAMES MASTER: I am going to end the WORLD of 100 in a few minutes. But before I can do that, there are a few things you need to know about your literacy rates. You students in the richest countries in the world – Group F – get an average of fifteen years of education. Group A, sorry but on average you'll only get five years of education in your life. That would be like taking you out of school forever in Grade Four or Five, and expecting you to grow up, make money, and eventually raise a family.

This means that many of the adults in this World of 100 cannot read or write. There has been enough wealth set aside to destroy each other many times over, but not enough to provide them with the tools to write what they think about all of this. And this is the case even though it costs less to keep a teacher teaching than it does to keep a soldier soldiering.

*(At this point you may choose to have someone read the poem "If the world were a village of 100 people" (next page))*

I, THE GAMES MASTER wish to thank you all for participating in our WORLD of 100 activity. We have learned how the World is today – but I want to remind you that nobody knows how the world will work when you are adults. There are many things you can do to help improve the state of our world: if you think globally and act locally you'll not only be an active citizen, but together we'll invent a better future for our World. Your teachers all have a list of resources to help get started on this.

Please STAY in your area until we give you directions on how to leave, and I would ask and asks that all of us participate in ending with a handshake or embrace of PEACE.

THE END

*Option: if time permits, you could take ten minutes at the end of this activity to distribute a single poster to each group – complete with pens or pencils for each student – and have each student write down something they learned or something they felt during the World of 100 activity. These sheets might be useful for an informal evaluation of the activity, as a record of the event, and as useful material for followup work (see below for more suggestions.)*

## If the world were a village of 100 people....

- 52 would be women, 48 would be men
- 30 would be children, 70 would be adults.
- 90 would be heterosexual, 10 would be homosexual
- 70 would be nonwhite, 30 would be white
- 61 would be Asian, 13 African, 13 from North and South America, 12 Europeans, and the remaining one from the South Pacific.
- 33 would be Christians, 19 believers in Islam, 13 would be Hindus, and 6 would follow Buddhist teachings. 5 would believe that there are spirits in the trees and rocks and in all of nature. 24 would believe in other religions, or would believe in no religion.
- 17 would speak Chinese, 9 English, 8 Hindi and Urdu, 6 Spanish, 6 Russian, and 4 would speak Arabic. That would account for half the village. The other half would speak Bengali, Portuguese, Indonesian, Japanese, German, French, or some other language.
- In such a village with so many sorts of folks, it would be very important to learn to understand people different from yourself and to accept others as they are. But consider this. Of the 100 people in this village,
  - 20 are undernourished, 1 is dying of starvation, while 15 are overweight.
  - Of the wealth in this village, 6 people own 59% (all of them from the United States), 74 people own 39%, and 20 people share the remaining 2%.
  - Of the energy of this village, 20 people consume 80%, and 80 people share the remaining 20%.
  - 75 people have some supply of food and a place to shelter them from the wind and the rain, but 25 do not. 17 have no clean, safe water to drink.
  - If you have money in the bank, money in your wallet and spare change somewhere around the house, then you are among the richest 8.
  - If you have a car, you are among the richest 7.
  - Among the villages, 1 has a college education. 2 have computers. 14 cannot read.
  - If you can speak and act according to your faith and your conscience without harassment, imprisonment, torture or death, then you are more fortunate than 48, who can not.

- If you do not live in fear of death by bombardment, armed attack, landmines, or of rape or kidnapping by armed groups, then you are more fortunate than 20, who do.
- In one year, 1 person in the village will die, but in the same year, 2 babies will be born, so that at the year's end the number of villagers will be 101.

## Source of Statistics:

United Nations Food and Agricultural Organization Statistics

[http://www.fao.org/waicent/portal/statistics\\_en.asp](http://www.fao.org/waicent/portal/statistics_en.asp)

The United Nations Population Information Network <http://www.un.org/popin/>

The World Bank, World Development Indicators <http://www.worldbank.org/data/wdi2001/> and

<http://www.worldbank.org/data/>

Carbon Dioxide Information Analysis Centre; Carbon Dioxide Emissions <http://cdiac.esd.ornl.gov/> and

[http://cdiac.esd.ornl.gov/trends/emis/tre\\_coun.htm](http://cdiac.esd.ornl.gov/trends/emis/tre_coun.htm) and [http://cdiac.esd.ornl.gov/trends/emis/em\\_cont.htm](http://cdiac.esd.ornl.gov/trends/emis/em_cont.htm)

## Background Information on Gross National Income (GNI)

Following current statistical practice, the World Bank has recently adopted the new terminology in line with the 1993 System of National Accounts (SNA). The changes in terms are listed below.

Previous terminology	New terminology
Gross national product, GNP	Gross national income, GNI
GNP per capita	GNI per capita
Private consumption	Household final consumption expenditure
General government consumption	General government final consumption expenditure
Gross domestic investment	Gross capital formation

Many countries continue to compile their national accounts according to the 1968 SNA, but more and more are adopting the 1993 SNA. A few low-income countries still use concepts from older SNA guidelines, including valuations such as factor cost, in describing major economic aggregates. In general, the definitions under the 1993 SNA guidelines for these indicators remain as before, and only the terminology has changed. Exceptions are: GNI in constant prices, which differs from GNP in that it also includes a terms of trade adjustment; and gross capital formation which now includes a third category of capital formation: net acquisition of valuables. Included in gross capital formation under the 1993 SNA are capital outlays on defence establishments that may be used by the general public, such as schools, airfields, and hospitals. These expenses were treated as consumption in the earlier version of the SNA.

## Background Information on Cereal

The data here give estimates of total and per capita food supplies available for human consumption during the reference period in terms of quantity and, by applying appropriate food composition factors for all primary and processed products, also in terms of caloric value and protein and fat content. Calorie supplies are reported in kilocalories. The traditional unit of calories is being retained for the time being until the proposed kilojoule gains wider acceptance and understanding (1 calorie = 4.19 kilojoules). Per capita supplies in terms of product weight are derived from the total supplies available for human consumption (i.e. Food) by dividing the quantities of Food by the total population actually partaking of the food supplies during the reference period, i.e. the present in-area (de facto) population within the present geographical boundaries of the country. In other words, nationals living abroad during the reference period are excluded, but foreigners living in the country are included. Adjustments are made wherever possible for part-time presence or absence, such as temporary migrants, tourists and refugees supported by special schemes (if it has not been possible to allow for the amounts provided by such schemes under imports). In almost all cases, the population figures used are the mid-year estimates published by the United Nations Population Division. Per capita supply figures shown in the commodity balances therefore represent only the average supply available for the population as a whole and do not necessarily indicate what is actually consumed by individuals. Even if they are taken as approximation to per capita consumption, it is important to bear in mind that there could be considerable variation in consumption between individuals. In many cases commodities are not consumed in the primary form in which they are presented, e.g. cereals enter the household mainly in processed form like flour, meal, and husked or milled rice. To take this fact into account, the caloric value and the protein and fat content shown against primary commodities have been derived by applying the appropriate food composition factors to the quantities of the processed commodities and not by multiplying the quantities shown in the commodity balance with the food composition factors relating to primary commodities.

**Table 2: Countries Included In Each Category**

The following columns group the countries used in World of 100 accordingly to the 'GNI per capita' (Gross National Income divided by the country's population)					
Group A	Group B	Group C	Group D	Group E	Group F
80 to 290 \$ per capita	\$291-580 per capita	\$581 to 1530 per capita	\$1650 to 3260 per capita	\$3330 to 11430 per capita	\$13250 to 38330 per capita
Dem. Rep of the Congo Burundi Ethiopia Liberia Sierra Leone Guinea...Bissau Eritrea Malawi Tajikistan Niger Chad Mozambique Rwanda Burkina Faso Mali Nepal Central African Rep. Madagascar Uganda Togo Cambodia Tanzania Kyrgyzstan Ghana	Nigeria Lao Peoples Dem Rep Gambia Zambia Sudan Kenya Mauritania Bangladesh Benin Mongolia Guinea Viet Nam Pakistan Yemen India Haiti Zimbabwe Senegal Angola Lesotho Uzbekistan Armenia Papua New Guinea	Cameroon Georgia Cote d'Ivoire Congo Azerbaijan Indonesia Ukraine Sri Lanka China Honduras Turkmenistan Bolivia Phillippines Syrian Arab Republic Ecuador Morocco Bosnia and Herzogevina Belarus Swaziland Albania Paraguay Kazakstan Egypt	Bulgaria Algeria Guatemala Iran Macedonia Romania Jordan Russian Federation Colombia Thailand Namibia Peru El Salvador Tunisia Dominican Republic Turkey Jamaica South Africa Brazil Botswana Gabon Latvia Panama	Malaysia Lithuania Slovakia Mauritius Estonia Lebanon Costa Rica Poland Croatia Chile Venezuela Hungary Czech Republic Mexico Uruguay Trinidad and Tobago Argentina Saudi Arabia Korea, Republic of Slovenia Portugal Puerto Rico Greece	New Zealand Spain Israel Kuwait Italy Australia Singapore Canada France Ireland Germany Finland Belgium Austria Netherlands United Kingdom Hong Kong Sweden Denmark United States Japan Norway Switzerland

Please note tha the following countries were not used in the World of 100 analysis, due to difficulties in obtaining reliable information about them:

Afghanistan	Fiji Islands	Martinique	Serbia and Montenegro
American Samoa	French Polynesia	Montserrat	Seychelles
Antigua and Barbuda	Gibraltar	Myanmar	Seychelles
Aruba	Greenland	Nauru	Solomon Islands
Bahamas	Grenada	Netherlands Antilles	Solomon Islands
Bahrain	Guadeloupe	New Caledonia	Somalia
Barbados	Guam	Nicaragua	Somalia
Belize	Guyana	Niue	St. Helena
Bermuda	Hong Kong	Oman	St. Lucia
Bhutan	Iceland	Palau	St. Pierre & Miquelon
British Virgin Islands	Iraq	Qatar	Suriname
Brunei Darussalam	Kiribati	Republic of Cameroon	Taiwan
Cape Verde	Korea, Dem. People's Rep.	Republic of Moldova	Turks & Cayucos
Cayman Islands	Libyan Arab Jamahiriya	Reunion	United Arab Emirates
Comoros	Luxembourg	Saint Kitts & Nevis	US Virgin Islands
Cook Islands	Macao	Saint Lucia	Vanuatu
Cuba	Maldives	Saint Vincent/Grenadine	Wake Island
Cyprus	Malta	Samoa	Western Sahara
Djibouti		Sao Tome and Principe	Zaire
Dominica			

## Questions for Further Student Study

The specific way that each teacher will get the most out of the **World of 100 Simulation** depends upon the specific learner outcomes required by each grade and unit of study. The curriculum document has specific questions for each unit.

### Questions for All Participants

- How did this simulation make you feel?
- Was it fair? What is fair?
- Record five questions you have about the state of the world.
- Where does Canada sit with regards to income category?
- Why do 97% of persons in the GNI category of between 150-400 billion have access to improved drinking water when only 87% have access in the richest of categories?
- Within the various categories, what are the anomalies? For instance, if China were examined without the economy of Hong Kong, would the numbers look different?
- If the countries are divided into different categories, such as continents or 'developed/developing' divisions, how does it affect your perspective of each country?
- Use the attached database to find the specific indicator values for Canada. Are all areas of Canada similar?
- What role do statistics play in how we view the world? What is the difference between average, mean and range? Does the way we represent a region change the way we interact with it globally, culturally? Where is the best place to live? What does quality of life mean?
- How do countries differ in terms of military expenditure? Explore the relationships between military budgets and food budgets.

### Questions from Alberta Program of Studies for Social Studies 10

The four topics of discussion are: globalization of culture, effects of economic globalization, effects of globalization on human rights, effects of imperialism on the world. Relevant questions include:

- What are the roles played by various forces in the creation of global culture? (media, Internet, transnational corporations, governments)
- What are the range of responses by various communities or societies to the challenges posed by acculturation and assimilation? (language laws, immersion programs, Nunavut government and laws, United Nations Educational Scientific and Cultural Organization (UNESCO), World Heritage sites)
- Should we pursue an integrated global economy?
- Identify and assess the challenges and opportunities created by economic globalization.
- What geographic representations depict the impact of economic globalization? (demographics, economic indicators, trade patterns)
- Describe various perspectives on quality of life. (economic expansion, sustainability, triple bottom line accounting, environmental and social considerations, Gross National Happiness, Human Development Index), traditional values)
- How are statistics different for males and females in each of the categories? (income, education/illiteracy, child mortality rate). Identify and assess the changing role of women in a globalizing world. Identify and assess the changing role of youth and children in a globalizing world. (child labour, exploitation)
- What are the motives driving economic globalization?

- What are the differing views on the benefits and drawbacks of economic globalization?
- What are the roles of the individual in a global consumer society?
- What are human rights?
- To what extent should human rights be promoted in an increasingly globalized world?
- Is there a relationship between globalization and changes to human rights?
- What are the effects of the policies and actions of various contemporary organizations on human rights? (United Nations (UN), World Trade Organization (WTO), APEC, North American Free Trade Agreement (NAFTA), European Union (EU), Group of Eight (G8), International Monetary Fund (IMF), World Bank, trading blocks, Amnesty International, Human Rights Watch, Médecins sans frontières)
- Analyze the benefits and drawbacks of continued trade and interactions with nations that violate human rights.
- Does globalization promote or subvert human rights in contemporary societies?
- What are the challenges and/or opportunities for people in Canada in an increasingly shared and interrelated global culture?
- To what extent does society have a responsibility to address the consequences of actions taken and policies pursued during the era of imperialism?
- How did imperialism change the political and cultural geography of the world?

### **Questions from Alberta Program of Studies for Social Studies 20**

The main topics of discussion are: nationalism and international relations. Relevant questions include:

- What is nationalism? How does the pursuit of national interests at the expense of other nations result in international conflict? What are some contemporary examples?
- What is the difference between nationalism and ultranationalism? What are potential implications of nationalist self-determination?
- Explain what this sentence means, with examples: "Diversity and disparity exist in the modern worlds."
- Nations are interdependent. Analyze attempts at ending international discord and promoting internationalism in the modern world.
- "National interactions affect international relationships." Explain what this means.
- Economic growth and interactions have increased global interdependence. What responsibilities do individual countries have to the international community?
- "Quality of life is increasingly affected by issues of global concern." Explain what this means with regard to global environmental issues.
- There are issues of common global concern. Explain how individuals and NGOs can address global problems.
- How effective is the United Nations at promoting international cooperation?
- Does the international community benefit when nations act in their own interest?

### **Questions from Alberta Program of Studies for Social Studies 30**

The main topics of discussion are:

- To what extent should citizens be involved in the political decision-making process?
- International confrontations may arise from a variety of motives and result in different types of interest.
- Development of nuclear weapons has been viewed as both a stabilizing and destabilizing influence on international relations.
- Concern for global peace, human rights and the environment has emphasized the need for international cooperation and understanding.

Relevant questions include:

- Why can citizens become excluded from democratic processes? (structures of power, alienation, economic

status, language barriers, education, location)

- Historically, how have citizens responded to disenfranchisement? (self-government, apathy, anarchism, peaceful noncooperation)
- Assess the success of economic systems established as alternatives to free market capitalism. (China, Cuba)
- Assess the impact of supply-side economics on industrialized nations.
- In a democracy, how do citizens participate in economic decision-making?
- Assess the degree to which the needs of citizens can be met in authoritarian states.
- Assess the appropriateness of the responses of democratic states to nondemocratic states.
- Examine, critically, how political and social institutions can be adapted to better reflect the realities of citizens.
- What are some of the major challenges, and possible solutions for human rights violations in the 21<sup>st</sup> century?
- To what extent should individuals be responsible for their economic well being?
- Why have there been movements that challenge perceived Western dominance?

## World of 100 Simulation Activities Feedback Form for the Teachers

### What Do You Think?

Please take a few minutes to give us feedback so that we can improve the **World of 100 Simulation Activity**. We will also use your comments to help us develop other materials. Thanks for taking the time to give us your ideas.

### Rating the Sections

Ratings:      4= Great      3= Good      2= Average      1= Poor

- Alberta Learning curriculum connections
- Simulation Description
- Game Materials
- Game Requirements
- Game Set-up
- Ease of using the World Development Indicators and Statistics
- World of 100 Script
- Questions for Further Study
- Related Resources

How did you hear about the **World of 100 Simulation Activity**?

Did the format hold your students' attention? Please describe.

Did you seek out any of the additional resources suggested? If so, which ones, and were they useful?

Did you go to the GEOEC's website <http://www.geoec.org> for further ideas?

What recommendations do you have to improve this activity? Other comments:

Please submit via GEOEC website: [www.geoec.org](http://www.geoec.org)

## World of 100 Simulation Activities Feedback Form for Participants

Please take a few minutes to give us feedback so that we can improve the **World of 100 Simulation Activity**. We will also use your comments to help us develop other materials. Thanks for taking the time to give us your ideas.

### Rating the Sections

Ratings:      4= Great      3= Good      2= Average      1= Poor

- Ease of using the World Development Indicators and Statistics
- World of 100 Script
- Questions for Further Study
- Related Resources

How did the **World of 100 Simulation Activity** make you feel as you participated?

Do you think the simulation was a real representation of the world? How can statistics skew one's perspective of the world?

Did any of the information presented surprise or shock you? If so, please describe.

Did the format hold your attention? Please describe.

Did you seek out any of the additional resources suggested? If so, which ones, and were they useful?

What recommendations do you have to improve this activity?

Please submit to the GEOEC President via GEOEC website: [www.geoec.org](http://www.geoec.org)

## Resources Relevant to World of 100 Activities

Visit: [www.geoec.org](http://www.geoec.org) for more ideas!

### Websites

#### **Alberta Council for Global Cooperation (ACGC)**

Great resources. Among other things, they publish the *Non Government Organizations Directory for Alberta*. This includes information on organizations working for a sustainable world.

Email: [acgc@web.ca](mailto:acgc@web.ca) Web: <http://www.web.ca/acgc>

#### **Alberta Learning Program of Studies**

Download the new 2003 Social Studies Kindergarten to Grade 12 curriculum document.

Web: <http://www.learning.gov.ab.ca/k12curriculum/bySubject/social/>

#### **Alberta Social Studies Council**

A specialty council of the Alberta Teacher's Association, this council's web site has teacher resources, including sites with related lesson plans.

Web: <http://socialstudies.ab.ca>

#### **Canadian International Development Agency (CIDA)**

As well as publications regarding CIDA's role in the world, CIDA has sponsored a new resource for secondary classrooms on global HIV/aids issues. It is part of a youth initiative called the *Butterfly Project*. It can be downloaded at: <http://www.bp208.ca/> Web: <http://www.acdi-cida.gc.ca/> 1 800 230-6349

#### **Canadian Red Cross**

*Even Wars Have Limits* campaign 1 800 565-4483; *What's Fair- The Geneva Conventions*

Email: [redcross@compusmart.ab.ca](mailto:redcross@compusmart.ab.ca) Web: <http://www.redcross.ca/>

#### **Canadian Organization for Development through Education (CODE)**

*Project Love* is a Global Education program of studies and teacher activity guide with ACTION built into the design. It can be accessed at: [projectlove@codecanada.org](mailto:projectlove@codecanada.org) 1 800 661-2633

Email: [codehq@codecan.org](mailto:codehq@codecan.org) Web: <http://www.codecan.org/>

#### **Carbon Dioxide Information Analysis Centre**

For information about current global carbon dioxide emissions, these sites are good.

Websites: <http://cdiac.esd.ornl.gov/>, [http://cdiac.esd.ornl.gov/trends/emis/tre\\_coun.htm](http://cdiac.esd.ornl.gov/trends/emis/tre_coun.htm) and [http://cdiac.esd.ornl.gov/trends/emis/em\\_cont.htm](http://cdiac.esd.ornl.gov/trends/emis/em_cont.htm)

#### **Central Intelligence Agency (CIA)**

*CIA World Book* has current facts about the global situation.

Web: <http://www.cia.gov/cia/publications/factbook>

### **Check Your Head (CYH)**

CYH is a youth driven organization that educates young people on global issues by looking at the connection between global events and issues and local realities.

Web: <http://www.checkyourhead.org/>

### **Desertification Information Network**

Web: <http://www.wcme.org.uk/dynamic/desert>

### **Global, Environmental and Outdoor Education Council (GEOEC)**

As well as producing this document, this specialty council of the Alberta Teacher's Association has a quarterly publication for educators, an annual conference, and links and resources on local and global issues.

Web: <http://www.geoec.org>

### **International Coalition on Aids and Development**

Web: <http://www.icad-cisd.com/>

### **International Development Research Centre (IDRC)**

This is a public corporation, created by the Canadian government to help communities in the developing world find solutions to social, economic, and environmental problems through research. Check out their publications, especially, the IDCR Reports

Web: <http://www.idrc.ca/>

### **Maps**

This site has maps of the world.

Web: <http://www.lib.utexas.edu/maps>

### **The Learning Network**

The Learning Network has an excellent website with downloadable lessons, great links and more. Check it out! 1 888 945-5500

Email: [learnnet@ualberta.ca](mailto:learnnet@ualberta.ca) Web: <http://www.learning-network.org/>

### **One World**

OneWorld is dedicated to promoting human rights and sustainable development by harnessing the democratic potential of the Internet.

Web: <http://OneWorld.net>

### **Population**

For a view of how other people live, check this site.

Web: <http://www.diversecity.org/photo>

### **Project Ploughshares**

They develop and implement peacemaking and peace-building programs, and have a variety of teacher resources.

Web: <http://www.ploughshares.ca/>

### **Pembina Institute**

The Pembina Institute for Appropriate Development is an independent, citizen-based think-tank and

activist organization that aims to catalyze change for an environmentally sustainable and socially just future. They are currently working on a model for Social 20 through their *Green Learning Program*. It will be available Spring 2004 at: <http://www.greenlearning.ca/>  
Web: <http://www.pembina.org/> (780) 485-9610

### **Real Lives**

*Real Lives* is an on-line simulation resource that puts students right into the lives of people around the globe. It is highly recommended as a tool to bring the world to the classroom. When students log on, they are assigned a birth certificate, and they make choices and experience the realities of lives lived elsewhere. A free 30-day download is available.

Web: <http://www.educationalsimulations.com/>

### **The Hungersite**

This is a concise site that deals with hunger and donation from people all over the world.

Web: <http://www.hungersite.com>

### **United Nations Environment Program (UNEP)**

Web: <http://www.unep.org/>

### **UNESCO**

For country reports on development indicators such as education, social and cultural information, this is a good site.

Web: <http://www2.unesco.org/wef/countryreports>

### **United Nations Development Report**

Web: <http://www.hdr.undp.org/>

### **United Nations Food and Agricultural Organization Statistics**

Web: [http://www.fao.org/waicent/portal/statistics\\_en.asp](http://www.fao.org/waicent/portal/statistics_en.asp)

### **United Nations Population Information Network**

Web: <http://www.un.org/popin/>

### **UNICEF**

They have a speakers' series and a video catalogue with items available free on loan.

Web: <http://www.unicef.ca/> Calgary: 403 270-2857 Edmonton: 780 433-8448

### **USC Canada**

The USC provides programs on global education topics, such as food security, population and environmental pressures and climate change.

Web: <http://www.usc-canada.org/>

### **The World Bank**

A website for researching world development indicators and descriptions of rationale for categories and lots more.

Web: <http://www.worldbank.org/data/wdi2001/> and <http://www.worldbank.org/data/>

### **World Resources Institute (WRI)**

Web: <http://www.wri.org/>

### **World Watch Institute**

The World Watch Institute is a non-profit research organization that analyzes global environmental development issues.

Email: [worldwatch@worldwatch.org](mailto:worldwatch@worldwatch.org)

### **Southern Alberta School Visits**

#### **Sombrilla Refuge Support Society**

This group offers global education by taking students on a journey to Central America and putting issues in Alberta in juxtaposition to the concerns faced by people living in the South.

Web: <http://www.sombrilla.ca/>

#### **Project Ploughshares**

This group provides speakers on a variety of development and peace issues.

Web: <http://www.ploughshares.ca/>

#### **UNICEF**

UNICEF Calgary offers speaker visits on numerous topics.

Web: <http://www.unicef.ca/> Calgary: 403 270-2857

### **Books**

*Aboriginal Education: Beyond Words, Creating Racism-free Schools for Aboriginal Learners.* This resource features comprehensive checklists for identifying the existence of stereotyping and bias in Learning resources as well as for use in determining the level of inclusiveness of Aboriginal students in our schools. In addition, there are eleven case studies to stimulate discussion. This is available through the British Columbia Teachers' Federation Website:

<http://www.bctf.ca/social/FirstNations/BeyondWords.html>

Goekler, Hibbard and Byington. 2000. *Population: Issues, Impacts and Solutions - The Curriculum Guide.* Lopez Island, WA, Facing the Future: People and Planet.

Hill, Pike and Selby, 1998. *Perspectives on Childhood: An Approach to Citizenship Education.* London, Cassell Education UNICEF-UK ISBN 0-304-33424-3

Kidron, Michael and Segal, Ronald. *The New State of the World Atlas.* Denver, CO. ISBN 0-617-64555-2 and *Activities for Using the New State of the World Atlas: Grades 7-12* obtain through the Centre for Teaching International Relations, University of Denver, Denver, CO 80208-0268 ISBN: 0-943804-56-6

National Film Board of Canada. 1993. *Face to Face: Video Resources for Race Relations Training and Education.* Montreal, PQ. ISBN 0-7722-0475-6

Pike, Graham and Selby, David. 1999. *In the Global Classroom.* Toronto: Pippin Publishing.

Smith, David. *If the World Were a Village.* 2002. Kids Can Press.

Switzer, Kenneth, Paul Mulloy and Karen Smith. 1987. *Global Issues: Activities and Resources for the High School Teacher.* Boulder: CO ISBN: 0-89994-312-8

The American Forum, Inc.1987. *Exploring the Third World: Development in Africa, Asia, and Latin America*.  
New York, NY: The American Forum.

## Birth Certificate

Hello, and welcome to the **World of 100!** This is your birth certificate. You are a newborn citizen of \_\_\_\_\_, which has a Gross National Income (GNI) of \_\_\_\_\_. Please go and sit with other citizens from similar countries, who you'll meet in Group \_\_\_\_\_ .

**Please help us;** this activity will only work if you listen carefully to all instructions and remain in your area.

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