

# LESSON PLAN

Canadian and World Studies: Geography of Canada (CGC1D)

## Financial Literacy in Grade 9 Geography **Global Connections**

### Connections to Financial Literacy

Students are developing their understanding of the interrelationships between various Canadian and world issues. Students will make connections between personal investments and global issues, considering a variety of ethical, environmental, and economic links.

### Curriculum Expectations

[Click here](#) to access expectations in full, with examples.

#### **Global Connections**

- describe how Canada's diverse geography affects its economic, cultural, and environmental links to other countries;
- analyse connections between Canada and other countries;
- report on global issues that affect Canadians.

#### **Building Knowledge and Understanding**

- summarize significant contributions Canada makes to the world;

#### **Developing and Practising Skills**

- evaluate Canada's participation in organizations that deal with global issues;
- summarize ways in which the economies of Canada and the rest of the world are interdependent;

#### **Learning Through Application**

- produce a set of guidelines for developing a solution to a global geographic or environmental issue.

#### **Human-Environment Interactions**

##### **Learning Through Application**

- recommend ways in which individuals can contribute to the quality of life in their home, local ecozone, province, nation, and the world.

### Learning Goals

#### **By the end of this lesson, students will be able to:**

- analyze how Canada's economies and those of the rest of the world are interdependent
- develop a set of personal ethical guidelines for buying products

#### **Sample success criteria** for

developing a set of personal guidelines for buying products:

- includes ethical, environmental and economic criteria in buying guidelines
- makes connections between your criteria and global issues, (e.g., by ensuring no child labour is used in a product/ service, human rights are protected; renewable resources are used to be environmentally sustainable)

**Instructional Components and Context**

**Readiness**

- Some previous knowledge of current issues such as the sustainability of the environment, corporate responsibility, fair trade/free trade, globalization
- Working knowledge of different types of industries and current issues associated with them
- An awareness of the connection between resource extraction, exports and potential exploitation of people and the natural environment. In this video, students have already watched a documentary of how the demand for rare earth elements has fueled the conflict in Congo
- Knowledge of what a mutual fund is and some familiarity with reading a mutual fund portfolio

**Terminology**

- Mutual funds (open/closed)
- Fair trade
- Free trade
- Industry
- Rare earth elements
- Human rights
- Global warming

**Materials and Resources**

- Computers and online access for teacher and students
- Data projector to demonstrate online research sites to students

**Articles**

- Information about mutual funds
- Selection of recent articles which show examples of corporations that have found themselves in an ethical conflict, resulting in a negative public profile

**Reference**

- **United Nations Millennium Development Goals**
- **Globe and Mail Fund Investor**
- **Globe and Mail Mutual Fund Portfolios**
- **The Voluntary Principles on Security and Human Rights**
- **United Nations MDG Voices of Youth**
- **Corporate Social Responsibility**
- **Corporate Social Responsibility in the Extraction Sector**

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**Financial Literacy in Grade 9 Geography Global Connections**

Minds On	Connections
<p><b>Whole Class → Discussion</b></p> <ul style="list-style-type: none"> <li>• Introduce lesson – beginning of a unit of learning related to global issues.</li> <li>• Related terminology: globalization, ethics, social and corporate responsibility</li> <li>• Introduce the <b>Millennium Development Goals</b>, noting in particular the goal related to anti-poverty and resources available specifically for youth to learn about the Millennium Development Goals.</li> </ul> <p>If time:</p> <ul style="list-style-type: none"> <li>• Individually, students develop their own global ethical goal.</li> <li>• In small groups, students choose one goal that they believe is the most important for the future.</li> <li>• Each group presents their goal and explains why they choose this goal.</li> </ul>	<p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• What are ethics?</li> <li>• What are some of the monetary products or units used in international exchange, (e.g., mutual funds)?</li> <li>• What makes something a valuable commodity?</li> </ul>
Action!	Connections
<p><b>Whole Class → Discussion</b></p> <ul style="list-style-type: none"> <li>• Briefly discuss the different types of consumer power (...buying fair trade goods versus free trade goods, buying organic products, buying local....) then proceed into the types of investments they can make as adults when they are looking to save and make money. Provide explanation of what a mutual fund is.</li> <li>• Share examples of Canadian mining corporations and their connections to ethically controversial mining areas.</li> <li>• Examine the <b>Globe and Mail investment site</b> – sample mutual fund profile. Check the Fund Objectives section near the bottom of the listing for any information regarding ethical considerations.</li> <li>• As a class, brainstorm what it would mean for a company to be “ethical.”</li> </ul> <p><b>Small Group → Analysis of Companies</b></p> <ul style="list-style-type: none"> <li>• In small groups, examine sample mutual funds. As a group, determine which funds claim to be ethical. Determine which would be the most ethical investment and provide reasons.</li> <li>• In groups, students analyse articles which show examples of corporations that have found themselves in an ethical conflict, resulting in a negative public profile. Summarize and determine the significance of the negative publicity.</li> </ul> <p> Small group investigation of mutual funds. Students use a variety of tools (Internet, printed resources). They work individually or in small groups.</p>	<p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• How do our choices as individual consumers and investors affect the lives of people from other regions around the world?</li> <li>• To what extent can a mutual fund be ethical?</li> </ul> <p><b>A<sup>for</sup>L</b> Observation of students’ understanding of key ideas during small and large group discussion</p> <p><b>A<sup>es</sup>L</b> (in subsequent lessons)</p> <ul style="list-style-type: none"> <li>• Student articulation of their own learning and understanding during a debate regarding ethical investing</li> </ul>

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### Consolidation

#### **Whole Class → Discussion**

- Discuss the **Voluntary Principles on Security and Human Rights**. Note that many companies (including one from the articles) have recently committed to these principles. Describe purpose of the Voluntary Principles.
- Possible discussion starters:
  - How financial choices can reflect personal values
  - How personal choices can impact corporate decision making
  - Think global, act local
  - Taking small steps that contribute to a larger goal
  - Possible outcomes of ethical investing

### Connections

#### **Guiding Questions**

- What ethical debates do informed citizens have when choosing a mutual fund to invest in?
  - What are the criteria used to determine the extent to which a fund is ethical?
- Assessment** Students develop personal guidelines for ethical investing

**Financial Literacy in Grade 9 Geography**

**Canadian and World Studies: Geography of Canada (CGC1D)  
Curriculum Expectations**

Overall Expectations	Specific Expectations
<b>Global Connections</b>	
<p><b>Building Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>describe how Canada's diverse geography affects its economic, cultural, and environmental links to other countries;</li> </ul>	<ul style="list-style-type: none"> <li>summarize significant contributions Canada makes to the world (e.g., in peacekeeping, telecommunications technology, humanitarian aid, sports, arts);</li> </ul>
<p><b>Developing and Practising Skills</b></p> <ul style="list-style-type: none"> <li>analyse connections between Canada and other countries;</li> </ul>	<ul style="list-style-type: none"> <li>evaluate Canada's participation in organizations that deal with global issues (e.g., global warming, biodiversity, human rights);</li> <li>summarize ways in which the economies of Canada and the rest of the world are interdependent;</li> </ul>
<p><b>Learning Through Application</b></p> <ul style="list-style-type: none"> <li>report on global issues that affect Canadians.</li> </ul>	<ul style="list-style-type: none"> <li>produce a set of guidelines for developing a solution to a global geographic or environmental issue.</li> </ul>
<b>Human-Environment Interactions</b>	
<p><b>Learning Through Applications</b></p>	<ul style="list-style-type: none"> <li>recommend ways in which individuals can contribute to the quality of life in their home, local ecozone, province, nation, and the world.</li> </ul>