


## Quality of Life and Consumerism Social Studies

Please note, all support materials are after the lesson plan template beginning on page 4. Each support page is linked in the lesson plan. Click on the red push pin (  ) in each support page to return to the lesson plan template.

<b>Grade Level</b>	9	<b>General Outcome</b>	9.2 Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity	
<b>Time Frame</b>	4 – 5 classes	<b>Enduring Understanding (purpose of the lesson)</b>	Familiarize students with factors of quality of life their relation to quality of life.	
<b>Developed By</b>	Susan Lee, Kristi Paukstat, Allan Whitehead			
<b>Big Idea</b>	<b>How do factors define quality of life differently for different people? How does consumerism affect quality of life?</b>			
<b>Values and Attitudes Outcomes</b>	<b>Knowledge and Understanding Outcomes</b>		<b>Skills and Processes Outcomes</b>	
9.2.2 Appreciate the relationship between consumerism and quality of life.	9.2.5 critically assess the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon: 9.2.5.1 What are the indicators of quality of life? 9.2.5.2 How does individual consumer behaviour impact quality of life?		<b>Develop skills of critical thinking and creative thinking</b> 9.S.1.2 critically evaluate ideas, information and positions from multiple perspectives  <b>Demonstrate skills of oral, written and visual literacy</b> 9.S.8.1 Communicate in a persuasive and engaging manner through speeches, multimedia presentations, written and oral reports, taking particular audiences and purposes into consideration	

<b>Summative Assessment Strategies:</b>	<b>Quality of Life Booklet</b>
<b>Introductory Activity/ The Hook</b>	<p>Cartoon that deals with quality of life. Some good cartoons can be found at <a href="http://www.cartoonstock.com/directory/q/quality_of_life.asp">http://www.cartoonstock.com/directory/q/quality_of_life.asp</a></p> <p>Have students look at details of the cartoon. Explain that cartoons have to convey messages very economically as they have little time or space to send their complete message and convey their full meaning. Discuss the details of the cartoon and the effectiveness of the caption.</p>
<b>Teaching/ Learning Strategies and Activities</b>	<p><b>Activity 1: Quality of Life</b></p> <ol style="list-style-type: none"> <li>1. Ask students what the term “quality of life” means.</li> <li>2. Quality of life factors. (Scaffolding options are included)       <ol style="list-style-type: none"> <li>a. Have students brainstorm as a class characteristics that they would use to determine quality of life. Record on board. (Since students may not have the experiential background to come up with factors, you may want to create two case studies, one of someone with a poor quality of life and another with an excellent quality of life and ask them to pick out the characteristics and illustrating the difference in quality of life). Learn Alberta has a “Modelling the Tools” challenge on “Judging the Quality of Life” that may help with this activity, including scenarios already created. <a href="http://www.learnalberta.ca/content/ssmt/html/judgingqualityoflife_mt.html">http://www.learnalberta.ca/content/ssmt/html/judgingqualityoflife_mt.html</a>.</li> <li>b. Once a list of characteristics for quality of life has been established, ask students if they can find groupings in the list, i.e., What factors seem to go together?           <p>If students struggle with this, the teacher can categorize half of the factors, without revealing the categories, into economic, social, psychological, physical, and political and ask students to come up with labels for the categories. Students can then categorize the rest.</p> </li> <li>c. Distribute <a href="#"><i>Indicators of Quality of Life</i></a> handout. Discuss characteristics that students came up with that are not on the list. Should they be added or are they similar to ones already there? Do they agree that all of those factors should be indicators of quality of life? Have students, in partner groups, categorize the remaining characteristics on the handout.</li> </ol> </li> <li>3. Using a think-pair-share model, ask students to decide on the most important characteristic in each of the categories for them personally and give reasons for their choice.</li> <li>4. Have students draw a role out of a “hat”. Have students decide what their most important characteristics would likely be for each category if they live that person’s life and why. Some sample roles could be: a Wall Street executive, a stay at home mom, the owner of a professional sports team, a new immigrant to the country, a homeless person, a political refugee, etc.</li> </ol>

	<p>5. Have students complete a <a href="#">Quality of Life Booklet</a>. This booklet will contain images and captions of the categories of quality of life. The images must capture the essence of the category for the role the student chose in the previous activity. Each of captions must meet the following criteria: catchy, concise, and comprehensive. Discuss the meaning of the criterial words with students. (See assignment sheet and rubric below.)</p> <p><b>Activity 2: Consumerism</b></p> <p>6. Discuss the idea of Consumerism (See page 238 and 239 in <a href="#">Issues for Canadians</a> text). How does consumer behaviour affect quality of life for individuals and groups in Canada and the US? Read pages 242 and 243.</p> <p>7. Watch clip "Jibjab – Big Box Mart" (See "Resources" below). How much do we buy because it will improve our quality of life, and how much do we buy because of mass consumerism? Look at the five factors that influence your behaviour as a consumer. Read pages 244 – 245, 247 to 254. Use handout "Consumerism Affecting Quality of Life" below.</p> <p>8. Create the <i>Consumerism Rap</i>. In groups of 2 to 4, students create their own rap that reviews the five consumer factors. Can show YouTube clip "Consumerism Rap" (see "Resources" below) to give students some ideas.. Students can discuss strengths and challenges in video prior to creating their own.</p>
<p><b>Resources</b></p>	<p>Learn Alberta. (2008). <i>Modelling the tools: judging quality of life</i>. Retrieved March 25, 2010 from <a href="http://www.learnalberta.ca/content/ssmt/html/judgingqualityoflife_mt.html">http://www.learnalberta.ca/content/ssmt/html/judgingqualityoflife_mt.html</a></p> <p>Lychak, P., D. Gerrits, A. Nogue, J. Parsons. (2008). <i>Issues for Canadians</i>. Nelson Education Ltd., Toronto, Ont.</p> <p>YouTube videos:</p> <ul style="list-style-type: none"> <li>□ <i>Consumerism Rap</i>. Retrieved March 26, 2010 from <a href="http://www.youtube.com/watch?v=3OjKyYodjw">http://www.youtube.com/watch?v=3OjKyYodjw</a></li> <li>□ <i>Jib Jab. Big Box Mart</i>. Retrieved March 26,2010 from <a href="http://www.youtube.com/watch?v=pKv6RcXa2UI">http://www.youtube.com/watch?v=pKv6RcXa2UI</a></li> </ul>
<p><b>Formative Assessment Strategies</b></p>	<p>Categorizing Factors Consumerism Rap Assignment</p>

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)

## Indicators of Quality of Life 🍷

Quality of life depends on a number of factors including:

1. **Economic Factors:** standard of living, house, food, clothing
2. **Social Factors:** free from discrimination, having a happy family life, having friends, entertainment
3. **Psychological Factors:** your mental state, feeling happy, free from stress, feeling good about yourself, good self-esteem
4. **Physical Factors:** being healthy, free from physical illness, clean environment, clean drinking water, clean air, etc.
5. **Political Factors:** freedom of speech, movement, religion, association

All of these help you to enjoy a long, happy, and rewarding life.

An acronym to help you remember the factors is: **ESPPP**

Some quality of life characteristics:

- Freedom from hunger
- Good health
- Literacy
- Good friends
- Right to work
- Access to aesthetic activities (e.g. theatre, movies, music)
- Access to recreation
- Freedom from discrimination
- Access to open spaces
- Preservation of wildlife
- Access to higher education
- Economic freedom
- Freedom from poverty
- Access to clean water
- Safety from personal attack (physical/emotional)
- Good family life
- Freedom of religion
- Freedom of expression
- Clean environment
- Intellectual freedom
- Freedom from overcrowding
- World peace
- Political freedom
- Social programs (healthcare, etc.)

What three characteristics would you consider the *least important or relevant* to your life?

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Rank the *five most important* quality of life characteristics to you, personally, and give a brief explanation for each.

## Social Studies 9

### Quality of Life Assignment

There are five factors to consider when evaluating quality of life (ESPPP). Create a booklet that effectively displays these factors for the perspective you chose. Using pictures cut out of magazines or from the internet, create one page for each of the factors (five pages in all). You must have three images for each factor and your images must capture the essence of each quality of life factor for the perspective you chose.

Add captions to each of the pictures that explain the relation of that image to the quality of life of the perspective you chose. Your captions must meet the criteria of catchy (have some type of interesting sound, wording, attention grabber), concise (brief), and comprehensive (include all necessary information).

### Assessing the Quality of life Booklet

Level Criteria	Excellent	Proficient	Adequate	Limited
<b>Portrays perspective</b> (9.S.1.1)	Conveys perspective in an <b>astute</b> manner	Conveys perspective in an <b>probable</b> manner	Conveys perspective in an <b>plausible</b> manner	Conveys perspective in an <b>inaccurate</b> manner
<b>Communicates through visuals</b> (9.S.8.1)	Communicates using <b>compelling</b> visuals.	Communicates using <b>persuasive</b> visuals.	Communicates using <b>straightforward</b> visuals.	Communicates using <b>ineffective</b> visuals.
<b>Communicates through Captions</b> (9.S.8.1)	Supports visual by using an <b>engaging</b> and <b>concise</b> caption that utilizes <b>comprehensive</b> information.	Supports visual by using an <b>appealing</b> and <b>direct</b> caption that utilizes <b>relevant</b> information.	Supports visual by using a <b>simplistic</b> and <b>generally appropriate</b> caption that utilizes <b>general</b> information.	Supports visual by using an <b>ineffective</b> , and <b>over or under detailed</b> caption that utilizes <b>superficial</b> information.

Name \_\_\_\_\_

## Consumerism Affecting Quality of Life

There are factors that influence your behavior as a consumer. Some of them include:

- **Identity** - your beliefs and values
- **Health and safety** - warnings and information (i.e. ingredient lists)
- **Jobs** - buying a product connects to a chain of people and their jobs
- **Environment** - how your purchasing choices can affect the environment
- **Marketing** - how advertising affects what you buy

Rank these 5 factors based on how much they've influenced your purchasing decisions and give a brief explanation for each.