

# Profile on quality of life

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## Critical Challenges

- A. *Find evidence (explicit and implicit) from the print and visual sources suggesting the presence of selected aspects of the quality of life of people confronting a specified development challenge.*
- B. *Assess the level to which each of the selected aspects of quality of life are likely to be present among people confronting your assigned development challenge.*

## Overview

In this challenge, students explore the quality of life of people who confront various development challenges. Students begin by identifying a range of aspects of quality of life and selecting six aspects that are important, but realistic possibilities for people living in developing countries. Students are assigned a particular development challenge to focus upon as they gather evidence from a supplied briefing sheet and a set of images. Students are encouraged to look for explicit pieces of evidence as well as less obvious indications of the extent to which people positively or negatively experience each of the selected aspects of quality of life. Students offer an overall assessment of the extent to which each aspect is present for people confronting their assigned development challenge. Each group shares information about the two most negatively experienced aspects and the two most positively experienced aspects to share with the rest of the class. The class then looks for trends in terms of the aspects of quality of life that are positively and negatively experienced by people confronting a range of development challenges.

## Pre-planning

- **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  
<http://www.tc2.ca/wp/electronicsourcebook/worldthroughpictures>:
  - 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

- **Introduce the idea of quality of life.** Begin by asking students if they have a good life and what their reasons are for holding this opinion. Record their answers. Encourage students to go beyond superficial indicators (e.g., lots of money, nice clothes) to consider other important factors such as those suggested below:
  - comfortable and sturdy place to live
  - parents or other adults who care

- food and nutrition
- opportunity to be alone
- freedom to act on one’s beliefs and wishes
- sense of purpose in life
- access to education
- feeling safe
- affordable health care
- treated with respect with and fairness
- clean water and reasonable sanitation
- meaningful leisure time
- caring family and friends

If students need more help to understand quality of life, consult the lesson *Judging quality of life* published in *Caring for Young People’s Rights* and available free to download at:  
<http://tc2.ca/pdf/samplecriticalchallenges/Caring1.pdf>

- **Select six core aspects of quality of life.** As a class, invite students to agree 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 even fewer) aspects of quality of life.
- **Introduce the task.** Explain to students that they are going to examine a briefing sheet and six images looking for information about the quality of life experienced by people confronted with various development challenges. The goal is to determine which of the selected aspects are most negatively impacted by these challenges and to consider whether some aspects of quality of life are possible even in the face of these challenges.
- **Create student groups:** Create as many as nine groups of students—one group for each of the nine development challenges featured in the image collection and briefing sheets.
- **Introduce the need for evidence.** Explain to students that they will need to find as much evidence as they can about people living in the face of their assigned development challenge. Suggest that students begin by finding evidence from the briefing sheets. Distribute a copy of the appropriate briefing sheet to each student, and copies of both sheets of *Evidence of quality of life* (Blackline Master #1.1) to each student or pair of students. As illustrated below, create a chart on the board that identifies one aspect of quality of life (e.g., being healthy). Ask students to suggest how they might be able to tell whether or not someone actually experienced this aspect of quality of life: What evidence would suggest that it is positively or negatively experienced? Instruct students to look for possible evidence in the briefing sheets. Record their answers in the appropriate columns. Suggest to students that evidence is not always explicit or obvious, it may be implicit or less obvious. Encourage students to “read between the lines” when drawing inferences from the material imagining how a given statement might have an impact of the identified aspects of quality of life.

### Evidence of quality of life —being healthy

Possible evidence of a <i>positive</i> quality of life	Possible evidence of a <i>negative</i> quality of life
<i>people can move freely;</i>	<i>their diet seems very modest</i>

*they look like they may be healthy because they are able to work;  
many seem to have lots of energy;  
families sometimes have money for treats,  
so perhaps they have money for medicine*

*their houses may not keep them dry  
when it rains;  
there are bugs crawling all over;  
the family is poor so they may not have  
money for doctors;*

- **Introduce criteria for the assignment:** Review two criteria that students should use in compiling their evidence:
  - includes as much evidence as possible given the information available including (less obvious) but still plausible evidence;
  - offers both positive and negative evidence that each aspect of quality of life may be present in the people's lives.

Before students begin, you may want to share with them the rubric for assessing this activity found in *Assessing the evidence of quality of life* (Blackline Master #1.2).

- **Collect evidence from the briefing sheet.** Once students understand what is required of them, invite them to work individually or in pairs to locate possible evidence from their assigned briefing sheet to address the first part of the first critical challenge:

*Find evidence (explicit and implicit) from the print and visual sources suggesting the presence of selected aspects of the quality of life of people confronting a specified development challenge.*

Direct student to record their evidence on Blackline Master #1.1.

## Session Two

- **Collect evidence from images.** When students have compiled information from the briefing sheet, arrange for each group to access the “challenges” photographs from the picture collection for their assigned development issue. Direct them to analyze the images as they did their briefing sheet, looking for evidence of each selected aspect of quality of life. Direct students to add this evidence to their copies of Blackline Master #1.1.
- **Develop a deeper understanding of the images.** To help each group probe more deeply into the information available from the six images depicting people affected by the assigned development challenge, 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 explains this strategy to students (<http://tc2.ca/explainTheImage.html>).
  - 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 the evidence in groups.** Invite group members to share their finding with each other and to add relevant evidence to their individual copies of Blackline Master #1.1.
- **Assess the level of each aspect of quality of life.** After compiling multiple pieces of positive and negative evidence for each aspect of quality of life, invite students individually or in pairs to address the second critical challenge:

*Assess the level to which each of the selected aspects of quality of life are likely to be present among people confronting your assigned development challenge.*

Draw students' attention to Blackline Master #1.1 which offers three levels to consider: clearly exceeds minimum level; barely meets minimum level; clearly not meets minimum level. Depending on the difficulty students have with making these assessments, you may want to demonstrate the procedure using sample evidence for an aspect of quality of life assembled by one of the student groups.

### Session Four

- **Decide on the best and the worse.** Arrange for each group to decide on the two aspects of quality of life that seem to be most lacking and two aspects that seem to be most present for the people facing their assigned development challenge.
- **Present findings to the class.** Arrange for each group to share its findings on the worst and two best aspects of quality of life with other class members. Suggest that each group presentation:
  - takes about five minutes to present their findings;
  - introduces the development challenge they have investigated.
  - describes only the most important evidence for each of the top two and bottom aspects of quality of life;
  - delivers information clearly and at a reasonable pace so other students can record information during the presentation.
- **Take note of information.** Direct students to make notes as they listen to the other groups' presentations. Distribute a copy of *The best and the worse* (Blackline Master #1.3) to each student for this purpose. Explain that students are to record the name of each aspect of quality of life explored by the class across the top of the chart. As each group presents, students are to record the two aspects of quality of life that are negatively present (indicating this using minus signs “-“ or a particular colour) and the two most positively present aspects of quality of life (indicating this using plus signs “+“ or a different colour).
- **Debrief student findings:** When students have heard the evidence from all the groups about the quality of life for people facing their assigned development challenge, invite them, orally or in writing to respond to the following questions:
  - Which aspects of quality of life seem to be most frequently absent among people facing development challenges? Why might this be the case?

- Which aspects of quality of life seem to be most frequently present despite the development challenges people face? Why might this be the case?

## Evaluation

- **Assess the evidence.** Assess students' ability to gather explicit and implicit evidence as recorded on *Evidence of quality of life* (Blackline Master #1.1) using the rubric *Assessing the evidence of quality of life* (Blackline Master #1.2). According to this rubric, the assignment is assessed on three criteria:
  - includes relevant obvious and less obvious evidence;
  - offers evidence that each of the selected aspects of the quality of life may and may not be present;
  - offers concluding assessments of the presence of each aspect that are supported by the evidence.

## Evidence of quality of life

Name \_\_\_\_\_

Development challenge \_\_\_\_\_

<b>Aspect of quality of life:</b>	
<b>Possible evidence of a <i>positive</i> quality of life</b>	<b>Possible evidence of a <i>negative</i> quality of life</b>

*clearly exceeds minimum level*     *barely meets minimum level*     *clearly below minimum level*

<b>Aspect of quality of life:</b>	
<b>Possible evidence of a <i>positive</i> quality of life</b>	<b>Possible evidence of a <i>negative</i> quality of life</b>

*clearly exceeds minimum level*     *barely meets minimum level*     *clearly below minimum level*

<b>Aspect of quality of life:</b>	
<b>Possible evidence of a <i>positive</i> quality of life</b>	<b>Possible evidence of a <i>negative</i> quality of life</b>

*clearly exceeds minimum level*     *barely meets minimum level*     *clearly below minimum level*

Aspect of quality of life:	
Possible evidence of a <i>positive</i> quality of life	Possible evidence of a <i>negative</i> quality of life

*clearly exceeds minimum level*     *barely meets minimum level*     *clearly below minimum level*

Aspect of quality of life:	
Possible evidence of a <i>positive</i> quality of life	Possible evidence of a <i>negative</i> quality of life

*clearly exceeds minimum level*     *barely meets minimum level*     *clearly below minimum level*

Aspect of quality of life:	
Possible evidence of a <i>positive</i> quality of life	Possible evidence of a <i>negative</i> quality of life

*clearly exceeds minimum level*     *barely meets minimum level*     *clearly below minimum level*

## Assessing the evidence of quality of life

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

	Outstanding	Very good	Competent	Satisfactory	In progress
<b>Includes obvious and less obvious evidence for each aspect</b>	Offers significant relevant evidence for each aspect, including many pieces of evidence that are not obvious.	Offers significant relevant evidence for each aspect, including some pieces of evidence that are not obvious.	Offers some relevant evidence for each aspect, including occasional pieces of evidence that are less obvious.	Offers some relevant, but largely obvious evidence for most aspects.	Offers little or no evidence for each aspect, and any evidence provided is likely to be obvious.
<b>Provides positive and negative evidence on each aspect</b>	For each aspect, provides both positive and negative evidence that richly reflects the available information.	For each aspect, provides both positive and negative evidence that reflects most of the available information	For most aspects, provides both positive and negative evidence, but important evidence is missed.	For some aspects, provides both positive and negative evidence, but considerable important evidence is missed.	Provides little or no positive and negative evidence for aspects.
<b>Evidence supports conclusions on the level of aspect of a quality of life</b>	Provides evidence that strongly supports all of the conclusions.	Provides evidence that strongly supports most of the conclusions.	Provides some evidence to support most of the conclusions.	Provides very modest evidence to support many of the conclusions.	Provides little or no evidence to support many of the conclusions.

Comments:

## The best and the worse

Place a “+” if people seem to positively experience the aspect of quality of life and “-“ if it is one of the negatively experienced

<b>agriculture and rural development</b>						
<b>child labour</b>						
<b>children of war</b>						
<b>disaster relief</b>						
<b>education for all</b>						
<b>pollution</b>						
<b>health and nutrition</b>						
<b>humanitarian aid for refugees</b>						
<b>water and sanitation</b>						