

World Population Day July 11

Overview and Purpose

This lesson is designed to teach children about World Population Day and the specific rights of children highlighted by this UN Day; their right to a nationality (CRC Article 9) and their right to practice their own culture (CRC Article 30).

Background Information for Teachers

The world's population will grow to 9 billion over the next 50 years—and only by raising the living standards of the poorest can we check population growth. Hans Rosling uses new technology to explain his reasoning at ted.com/talks/hans_rosling_on_global_population_growth.html.

Grades

K – 3

Materials

Book entitled *If the World Were a Village* Second Edition by David Smith

DVD (optional) entitled *If the World Were a Village* (can be ordered from firetheimagination.ca)

Copy of world map (one for each student)

Paper cut in large circle (one for each student)

Magazines, paint, felts, crayons, pastels, glue, scissors

Activity One

- Begin by introducing July 11th as World Population Day; a UN Day celebrated around the world. The day has special significance in Canada because, while our country is large, our population is quite small so it is important to learn how other countries live with their varied population densities.
- Have the students locate their city on the map. Ask, “What is a village/city/country? What makes a country a country?”
- Read aloud page 7 of the book entitled *If the World Were a Village* by David Smith.
- Ask the students to predict some information about the global village, i.e.: How many people would... speak English, be children between the age of 5-9, go to school? Record the predictions on the board. Teachers can also select their own series of questions.
- Read aloud from the book entitled *If the World Were a Village* by David Smith (or watch the DVD).

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Global Themes

- Images and Perception
- Interdependence

- Discuss the right of every child to have a nationality and to practice his or her own culture (CRC Articles 9 and 30) in relation to the book.
- Ask the students what they learned about the world's population. Refer to the predications made before the book was read. Ask students what in the book was different from or the same as their predications. What did they learn?
- Give each student a copy of the world map. Explain that the students will be colouring the map to represent the global village. Ask the students to colour the continent with 61 people red, the continent with 13 people green, the continent with 5 people orange, the continent with 8 people purple, the continent with 12 people yellow, and the continent with 1 person pink. Have the students write the names of the continents on the map.

Activity Two

- Have each student cut a piece of paper into a large circle (to represent the Earth). For younger students, use pre-cut circles.
- Ask the students to paint the Earth with a watercolour paint wash—a lightly-painted coat covering the entire circle.
- Once the Earth is dry, ask the students to paste images cut from magazines that represent the global village onto it. These could include topics from the book (nationalities, languages, food, religions, schooling, etc.).
- Have the students share their interpretation of the global village. This could be done through an art walk. Post the art around the school or classroom, and then invite the students to go on a walking tour of the art exhibit.

Extension

As a class, find examples of villages, towns and cities within Canada and other countries. What do they have in common? How are they different?

Additional Resources

Worldmapper is a collection of world maps, where territories are resized on each map according to the subject of interest.

Worldmapper Population Atlas

If the World Were a Village activities

kidsnapress.com/Assets/Books/w_IfTheWorldWereAVillage_0178/PDFs/IfTheWorldWereAVillage_0178_teaching.pdf