

Financial Literacy Lessons and Activities for The Ontario  
Geography Curriculum

Human Development Index:

A Nike Case Study

*An activity package*

*For:*

Grade 8 (Economics Unit)

November, 2011

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# Financial Literacy Lessons and Activities for The Ontario Geography Curriculum

## Lesson: Human Development Index – A Nike Case Study

Subject: Geography

Unit: Economic Systems

Grade 8

	<u>Learning Goals</u>	<u>Materials</u>
75 min	<ul style="list-style-type: none"> <li>- compare the economies of different communities, regions, or countries, including the influence of factors such as industries, access to resources, and access to markets.</li> <li>- explain how the availability of particular economic resources (e.g., quantity and quality of land, labour, capital, entrepreneurial ability) influences the economic success of a region;</li> <li>- communicate the results of inquiries for specific purposes and audiences, using computer slide shows, videos, websites, oral presentations, written notes and reports, illustrations, tables, charts, maps, models, and graphs</li> </ul>	<p>Nike Factory location spread sheet, shape file and kml file.</p> <p>Nike Factory Outlet Stores spread sheet, shape file and kml file.</p> <p>Student Activity Instructions</p> <p>JPG of HDI World Thematic Map</p> <p>Access to a computer lab with Google Earth and ArcMap</p> <p>Bigelow, B. &amp; Peterson, B. <a href="#"><u>Rethinking Globalization: Teaching for Justice in an Unjust World</u></a> (pp. 151)</p>
Minds On...	<ul style="list-style-type: none"> <li>• In groups, students will look at a few of their own possessions. Students will write down where their possessions are manufactured (e.g., China, Bangladesh, Mexico, and Vietnam)</li> <li>• Students will locate these countries on the large HDI thematic map (do not tell them what the map means yet). The teacher will make a tally chart on the chalkboard.</li> <li>• Ask students what patterns they see. Where are the main regions of production?</li> <li>• Ask students what they <u>think</u> the thematic map shows (HDI rating).</li> </ul>	<p>Large plotted world thematic map of HDI (please refer to teacher package for file, have file printed using Board plotter so the map is large enough to use for the entire class to see)</p>
Action!	<p>Introduce the HDI (Human Development Index): It is a rating scale that shows the quality of life of people living in a particular country. It</p>	



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ranks countries based on their quality of life. The HDI is published by the United Nations (see attached table, Characteristics of Countries with HIGH and LOW HDI).

- Review the three different types of industry (primary, secondary, tertiary)
- **GOOGLE EARTH ACTIVITY** (Geographical Question: WHAT WHERE?)
- See “**Master List of Nike factories**” and “**Master List of Nike Outlets**” (excel documents).
- Students will work in pairs. Assign each student pair a number of Nike factories and factory outlets to find on Google Earth
  - Numbers may vary depending on the class size
  - It may be too much work to account for all factories and outlets; there are 121 Nike factories and 252 Nike outlets
  - However, the larger the sample-size the better because patterns will be easier to see on final map.
  - Suggested numbers for pairs: 4 factories and 8 factory outlets

- When students are searching for factories and outlets they should search the latitude and longitude in decimal degrees (see student instructions – “**Student Guide**”).
- Have the pairs mark each location with a “placemark” and record information using the “note” function (see “**Student Guide**”).
- Have all pairs also manually mark their factories and outlets on the large paper map (make sure two different coloured markers are used)

### **ArcGIS Activity – optional** (Geographical Question: WHAT WHERE)

- Create a folder for your class with all the ArcMap files from the Nike package.
- Get students to create their own folder called “Nike”.
- Have students copy all of the files from the shared folder into their own folder.
- Give each student a copy of the activity guide and help them through the activity.

### **Analysis Questions** (Geographical Question: WHY THERE)

#### **Assessment FOR Learning**

\*Important note\*: students should use the table and map of 2010 World HDI to help them through the analysis questions. These items are provided in the teacher package; however students will create their own map in the ArcGIS activity.

- Identify the main regions where Nike products are manufactured and the main regions where they are sold (i.e., make generalizations and note exceptions).
- What do you notice about the HDI values of the world’s major manufacturing countries?



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- Which regions/countries have several outlets but no factories? Provide reasons for why this might be the case and use HDI values as evidence to support your reasons.
  - Europe
- Which regions/countries have several factories but no outlets? Provide reasons for why this might be the case.
  - Southeast Asia, Mexico. Look at HDI values.
- Which country has the greatest number of outlets and the greatest number of factories? Why?
  - United States
- Why are no Nike outlets or factories located in Africa? Relate this to the HDI.
- These questions are to be answered in written form and handed in the following class or at a time the teacher deems appropriate

**Consolidate Debrief**

(Geographical Question: WHY CARE)  
 → Using the analysis questions as a starting point, pose the following questions.

-Is there a connection between the workers that produce Nike products and the consumers that buy Nike products?  
 -Do you think that Nike consumers should be concerned about the quality of life of the people that are part of the manufacturing of Nike products? Why or why not?

Possible Extension to the activity: Students will read ``Just Do What: Facts about Nike`` (Bigelow & Peterson) and then consolidate their learning from the activity through the class discussion.

**Home Activity or Further Classroom Consolidation**

Complete the analysis questions and hand them in.



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## Economic Geography & Financial Literacy

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### Overview

The framework of this activity is based on the EduGains three part lesson template infused with the three fundamental geographical questions: what where? why there? and why care? Students will learn about the Human Development Index (HDI) and apply this knowledge to the geographical analysis of locations of Nike factories and sales outlets. The intended ``Big Idea`` is the question of fairness in today`s world economy. Cross-curricular activities in mathematics are also suggested in the lesson plan.

To fulfill some of the Ontario Curriculum expectations in the Grade 8 Economic Geography strand, students will construct an understanding of the economies of world markets where Nike products are produced and where Nike products are sold. To begin their exploration of these markets, students will locate various Nike factories and sales outlets using Google Earth to create a spatial journal. Through observation and comparison of physical features such as transportation networks, quality of land, and size of city in regions with Nike Store locations and Nike factory locations students will generate the evidence required to deduce the economic success of each region. Cooperatively, students will collaborate to create a global thematic map of the Human Development Index (HDI) with the locations of Nike factories and Nike sales outlets. Using this map, students will analyze the geographic patterns to answer the analysis questions included in the lesson plan. To further geographical analysis, students can use ArcMap to create graphs and thematic world maps of production and consumption regions. Finally, students will apply their understanding of the analysis questions to consolidate their understanding in a class discussion centered on the intended enduring understanding of the social justice of today`s world markets.

The data for this lesson was sourced from the Nike website, have been tested for validity and is available in three formats. First, locations of 252 Nike sales outlets and 121 Nike factory locations are listed in decimal degrees in a spreadsheet. Within the teacher package, all of the locations are contained within a .kml file which can be easily opened in Google Earth. Also included in the teacher package are shape files of all Nike sales outlets, Nike factory locations.

### Prior Knowledge

- Understanding of primary, secondary and tertiary industries.
- Have a basic understanding of what makes a country economically viable and why some countries are considered developed, while others are considered developing
- Understand latitude, longitude and units (i.e., decimal degrees)



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## Big Ideas

- WHAT WHERE: Understanding where western goods come from
- WHY THERE: Inferring why western goods are produced in certain regions of the world
- Understanding why western countries are the world's biggest consumers
- WHY CARE: Is the distribution of material goods fair?

## Curriculum Strands

### Geography: Economic Systems

#### Overall

- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about regional, national, and international economic systems;
- compare the economies of different communities, regions, or countries, including the influence of factors such as industries, access to resources, and access to markets.

#### Specific

- outline the fundamental questions that all economic systems must answer: what goods are produced; how they are produced; for whom they are produced; by whom they are produced; and how they are distributed;
- explain how the availability of particular economic resources (e.g., quantity and quality of land, labour, capital, entrepreneurial ability) influences the economic success of a region;
- Identify and give examples of the three major types of industries – primary (resource), secondary (manufacturing), and tertiary (service) – and describe how these industries have developed in Canada.
- locate relevant information from a variety of primary and secondary sources (e.g., *primary sources*: statistics, interviews, published field studies, a field trip to a local industry; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- communicate the results of inquiries for specific purposes and audiences, using computer slide shows, videos, websites, oral presentations, written notes and reports, illustrations, tables, charts, maps, models, and graphs (e.g., use a brief dramatization to explain an industry to the class; produce a map showing the locations of natural resources and raw materials needed by an industry);
- use thematic maps to identify economic patterns (e.g., the location of industries in relation to sources of raw materials, markets, and transportation; the proportional flow of trade between countries; sources of labour).



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## Math: Data Management & Probability

### Overall

- collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including frequency tables with intervals, histograms, and scatter plots;

### Specific

- collect and organize categorical, discrete, or continuous primary data and secondary data (e.g., electronic data from websites such as E-Stat or Census At Schools), and display the data in charts, tables, and graphs (including histograms and scatter plots) that have appropriate titles, labels (e.g., appropriate units marked on the axes), and scales (e.g., with appropriate increments) that suit the range and distribution of the data, using a variety of tools (e.g., graph paper, spreadsheets, dynamic statistical software)
- make inferences and convincing arguments that are based on the analysis of charts, tables, and graphs

### Minds On

- In groups, students will look at a few of their own possessions. Students will write down where their possessions are manufactured (e.g., China, Bangladesh, Mexico, and Vietnam)
- Students will locate these countries on the large HDI thematic map (do not tell them what the map means yet). The teacher will make a tally chart on the chalkboard.
- Ask students what patterns they see. Where are the main regions of production?
- Ask students what they think the thematic map shows (HDI rating).

### Action

- Introduce the HDI (Human Development Index): It is a rating scale that shows the quality of life of people living in a particular country. It ranks countries based on their quality of life. The HDI is published by the United Nations.
- Review the three different types of industry (primary, secondary, and tertiary).

**Characteristics of Countries with HIGH and LOW HDI**

HIGH HDI	LOW HDI
Few people employed in primary industry	Many people employed in primary industry
Many people employed in secondary industry	Few people employed in secondary industry



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Most people employed in tertiary industry	Very few people employed in tertiary industry
Most people live in cities	Most people live in rural areas
High levels of technology	Low levels of technology
Small percent of income spent on food	High percent of income spent on food

- Students will be locating Nike factories and factory outlets/stores
- ❖ **Important note:**
  - A **Nike factory outlet** (or factory store) is a specific type of store where the Nike goods are received directly from the factories
  - For example, there are no Nike factory outlets in South America, even though other types of Nike stores exist
  - This piece of information should be factored in to the geographical analysis

## Google Earth (WHAT WHERE?)

- See master list of Nike factories and factory outlets
- Students will work in pairs. Assign each student pair a number of Nike factories and factory outlets to find on Google Earth
  - Numbers may vary depending on the class size
  - It may be too much work to account for all factories and outlets; there are 121 Nike factories and 252 Nike outlets
  - However, the larger the sample-size the better because patterns will be easier to see on final map.
  - Suggested numbers for pairs: 4 factories and 8 factory outlets
- When students are searching for factories and outlets they should search the latitude and longitude in decimal degrees (see student instructions – “**Student Guide**”).
- Have the pairs mark each location with a “placemark” and record information using the “note” function (see “**Student Guide**”).
- Have all pairs also manually mark their factories and outlets on one large paper map (make sure two different coloured markers are used)

## ArcGIS (optional)

- Create a folder for your class with all the ArcMap files from the Nike package.
- Get students to create their own folder called “Nike”.



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- Have students copy all of the files from the shared folder into their own folder.
- Give each student a copy of the activity guide (“**Student Guide**”) and help them through the activity.

## Analysis questions (WHY THERE?)

**\*Important note\*:** students should use the table and map of 2010 HDI values to help them through the analysis questions. These items are provided in the teacher package; however students will create their own map in the ArcGIS activity.

- Identify the main regions where Nike products are manufactured and the main regions where they are sold (i.e., make generalizations and note exceptions).
- What do you notice about the HDI values of the world’s major manufacturing countries?
- Which regions/countries have several outlets but no factories? Provide reasons for why this might be the case and use HDI values as evidence to support your reasons.
  - Europe
- Which regions/countries have several factories but no outlets? Provide reasons for why this might be the case.
  - Southeast Asia, Mexico. Look at HDI values.
- Which country has the greatest number of outlets and the greatest number of factories? Why?
  - United States
- Why are no Nike outlets or factories located in Africa? Relate this to the HDI.

## Consolidation/Connection (WHY CARE?)

A class discussion that focuses on why consumers ought to care about where their goods come from will bring together the learning intentions from this lesson. The idea that consumers have the collective power to propagate the living and working conditions of the workers producing their goods speaks to the BIG IDEA that human beings are interconnected and interdependent. The connection between workers in South East Asia and the consumer in North America in the Nike case study are the Nike products themselves. Socially responsible citizens take an interest in where their products come from because they are committed to the value of human life and maintenance of human dignity for all people across the globe. To supplement this activity, students will read “*Just Do What: Facts About Nike*” (Bigelow & Peterson) and discuss what a fair working wage is in



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countries that manufacture Nike products and countries where Nike sales outlets are located. Providing an open and respectful forum for students to discuss these issues can be part of the beginnings of empowering students to become citizens committed to social justice in our world.



Ontario Association for  
Geographic and Environmental Education

