



Lesson 8

Is the development gap widening or narrowing?

Key questions

- What is the 'development gap'?
- How is the world changing?
- Is the world becoming a better place?

Learning objectives

- To understand the term 'development gap'
- To investigate evidence on how places have changed
- To consider whether the development gap is becoming narrower or widening and present an informed opinion

Key terms (see glossary)

- development gap
- emerging country

Online resources

- **Activity sheet**
10 Investigating the development gap
- **Information sheet**
13 Gapminder guidance
- **PowerPoint**
8 Is the development gap widening or narrowing?
- **Weblinks**
16 Gapminder 'Downloads and graphics'
17 Worldmapper 'A-Z map index'
18 Gapminder '200 years that changed the world'
19 Gapminder 'Let my dataset change your mindset'

Stimulus

Recap on the previous lesson by asking students to name as many indicators of development as they can in one minute. They should also recall their definition of 'uneven development'. Ask what they think the term 'development gap' means, then display the definition on slide 2 of **PowerPoint 8**. Do they think the development gap is widening or narrowing? Is the world becoming a better place or not? Record their answers.

Development

Explain that they are to investigate whether the development gap is widening or narrowing using the Gapminder website (**Weblink 16**). Demonstrate how to use the site (slides 3-6 on **PowerPoint 8**). Students follow the guidance in **Information sheet 13** to explore the graphics and animations on how income, poverty and regions have changed globally in recent decades, and answer the questions on **Activity sheet 10**. If time allows they could also investigate the Worldmapper site – see slides 7-12 on **PowerPoint 8** and **Weblink 17**.

When they have completed the internet investigation give



them five minutes to write and justify a personal response to the key question 'Is the development gap widening or narrowing?' Then ask them find someone with a different opinion and discuss their differences for two minutes.

Consolidation

Students share some of their answers from **Activity sheet 10** then the whole class reviews a selection of the Worldmapper and Gapminder resources. Lead a discussion

arrowing?



Selling crafts on the shores of Lake Malawi, Malawi. Photo: Ruth Totterdell

about their views of the development gap and summarise a whole-class response to the key question using slides 13 and 14 of **PowerPoint 8**. Ask for a show of hands on whether they agree or disagree with the class view. Close the lesson by watching the short video '200 years that changed the world' (**Weblink 18**).

Extension

Some students could watch the presentation 'Let my

dataset change your mindset' (**Weblink 19**) and report back to the class. All of them create a PowerPoint presentation of images that shows the development gap within either China or India. Their presentation should answer the questions: 'What kind of country is India/China?'; 'Is it rich or poor?' and 'Is it a developed, a developing or an emerging country?' and justify their responses. Remind them to include their sources.

Living Geography



The Gapminder website will engage students with its visual representations and animations of data.

Exam skills

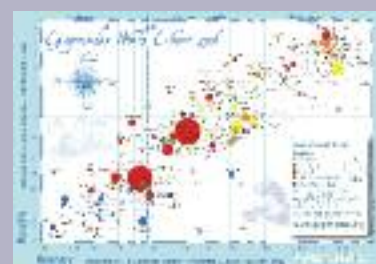


Students will learn to use the Gapminder website for their research. There is potential for this to be used in other areas of their GCSE course.

Exam practice

To what extent do you think the development gap is narrowing? Give evidence to support your answer. (6 marks)

(Answers on **Exam practice questions and answers** download.)



A desktop version of Gapminder will be available from the Gapminder website from March 2010. This enables teachers and pupils to use Gapminder graphics and data without internet access. The Gapminder website will make it possible to update this download.