

Title: Botswana's Demographic Transition and Potential Demographic Dividend

Global Competence Connections: Examine local, global and intercultural issues, Understand and appreciate the perspectives and world views of others

Overview: In this lesson, learners analyze data, graphs, visualizations, population pyramids and Population Reference Bureau and United Nations videos and publications. Learners then determine Botswana's demographic transition status in a Claim-Evidence-Reasoning Graphic Organizer, define population age structure and demographic dividend, research the "3 E's" necessary to harness a demographic dividend and identify specific challenges Botswana faces in harnessing a demographic dividend.

Objectives:

- To analyze data, graphs, visualizations, population pyramids, videos and publications.
- To prove a claim regarding Botswana's demographic transition status by creating a Claim-Evidence-Reasoning Graphic Organizer.
- To define population age structure and demographic dividend.
- To understand the relationship between a changing population age structure and potential demographic dividend.
- To consider actions needed for Botswana to harness a demographic dividend.
- To identify specific challenges Botswana faces in harnessing a demographic dividend.

Grade Level: 9

Time: 5 class periods if no pre-teaching necessary

Required Materials:

- Internet access: <https://botslessons.weebly.com>
- Botswana Demographic Transition CER Graphic Organizer Google Doc
- *Unleashing the Potential of Young People to Harness the Demographic Dividend in Botswana* Google Doc
- Learner headphones or earbuds (Day 5)

Minnesota Social Studies Standards - 9-12 Geography

Substrand 1: Geospatial Skills

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

Benchmark 9.3.1.1.1

Use tables, graphs, charts, diagrams and various kinds of maps including symbol, dot and choropleth maps to depict the geographic implications of current world events or to solve geographic problems.

Benchmark 9.3.1.1.2

Apply geographic information from a variety of print and electronic sources to interpret the past and present and plan for the future; provide rationale for using specific technologies for each application.

Substrand 2: Places and Regions

Standard 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

Benchmark 9.3.2.3.1

Make inferences and draw conclusions about the physical and human characteristics of places based on a comparison of maps and other geographic representations and geospatial technologies.

Substrand 3: Human Systems

Standard 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).

Benchmark 9.3.3.5.2

Use the demographic transition model to analyze and explain the impact of changing birth and death rates in major world regions.

Benchmark 9.3.3.5.3

Compare the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables.

Suggested Procedure:

Before Day 1

1. Pre-teach any necessary concepts. Demographic indicators, the Demographic Transition Model and population pyramids are typically included in the Intro and/or Population Units of a high school Human Geography course.

Days 1 and 2

2. Introduce learners to the Weebly site and inform them that the materials for this lesson are paperless.
3. Introduce Part 1 of the lesson: Botswana Demographic Transition CER Graphic Organizer. Learners should use the resources embedded in the Google Doc to complete their CER. The same resource links are found on the Weebly page. Inform learners that there is not "one right answer" to this activity.
4. Circulate and provide assistance as learners work on their Botswana Demographic Transition CER Graphic Organizer.
5. When learners have finished, facilitate a class discussion of Botswana's demographic transition. Do learners believe that Botswana has completed its demographic transition? Why or why not? What evidence and reasoning did they use? Use this discussion to identify areas where learners need assistance in order to better understand the Demographic Transition Model.
6. Learners will be assessed informally based on their participation in class discussion and formally based on their Botswana Demographic Transition CER Graphic Organizer.

Day 3

7. Introduce Part 2 of the lesson: Botswana's Potential Demographic Dividend.
8. Learners should build their foundational knowledge by completing the *Population Age Structure* Edpuzzle, perusing the *2018 World Population Data Sheet Focus on Changing Age Structure* and viewing the *What Is the Demographic Dividend: A PRB Engage Snapshot* video.
9. Learners should check their understanding by completing the Population Age Structure and Demographic Dividend Quizizz Formative Assessment. Use the results to re-teach any necessary concepts before moving forward.

Day 4

10. Continue with Part 2 of the lesson: Botswana's Potential Demographic Dividend.
11. Learners should use the *Unleashing the Potential of Young People to Harness the Demographic Dividend* PDF to complete the *Unleashing the Potential of Young People to Harness the Demographic Dividend* Google Doc through Page #4.

12. Circulate and provide assistance as learners work on their *Unleashing the Potential of Young People to Harness the Demographic Dividend* Google Doc.
13. When learners have finished, facilitate a class discussion of the *Unleashing the Potential of Young People to Harness the Demographic Dividend* PDF and Google Doc. Use this discussion to identify areas where learners need assistance in order to better understand Botswana's potential demographic dividend.
14. Learners will be assessed informally based on their participation in class discussion and formally based on their *Unleashing the Potential of Young People to Harness the Demographic Dividend* Google Doc.

Day 5

15. Continue with Part 2 of the lesson: Botswana's Potential Demographic Dividend.
16. Divide the class into four groups. Assign each group to view one of the three videos or listen to the radio interview found on the Weebly page under Resource Round-Up.
17. While viewing the video or listening to the radio interview, learners should complete the 3-2-1 Activity found on Page 5 of the *Unleashing the Potential of Young People to Harness the Demographic Dividend* Google Doc.
18. When learners have finished, facilitate a sharing session of the 3-2-1 Activity results. Discuss how this information broadens and deepens their understanding of the challenges Botswana faces in harnessing a demographic dividend.
19. Assess learner materials including the Claim-Evidence-Reasoning (CER) Graphic Organizer and *Unleashing the Potential of Young People to Harness the Demographic Dividend* Google Doc.

Extensions:

- Teacher sharing of resources and additional insights gained through Fulbright DAT Inquiry Project in Botswana.
- Supplement with additional information gleaned from Resources page on Weebly.
- Create or access data, graphs, visualizations, population pyramids and videos and publications for other countries and/or regions and compare and contrast those to Botswana.

Assessment:

- Informal: Class Discussion, Population Age Structure EdPuzzle and 3-2-1 Activity
- Formal: Botswana Demographic Transition CER Graphic Organizer Google Doc, Population Age Structure and Demographic Dividend Quizizz Formative Assessment, *Unleashing the Potential of Young People to Harness the Demographic Dividend in Botswana* Google Doc

Credits:

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