Introduction and Overview

Social studies is not an objective discipline, it is a process which is subjective and full of debate. Because of this there is great potential within social studies education for personalization and the promotion of civic skills. Unfortunately, many students’ experience with social studies is limited to the study of rote knowledge which revolves around the limited perspectives of those people and groups in power.

One method to go beyond this style is through the use of “big question units”. A big question unit is one which is designed around a central question which encourages students to think critically about various perspectives on an issue. Although rote knowledge can be incorporated into a big question unit, the reason to utilize this technique is to move to higher levels of Blooms taxonomy.

This unit has been developed around the central topic of distribution. The unit is designed to sequentially develop an awareness of the inequity of distribution of both people and resources, and then promote empathy for people who live with fewer resources. This unit will also promote an awareness of geography through the exploration and creation of maps. The question and topic were developed based on the book “If the World Were a Village” by David J. Smith and Shelagh Armstrong.
GOALS:

- The student will become aware of the general distribution of people and resources in the world.
- The student will understand the personal issues of living with less resources
- The students will recognize their connections with the world and consider why and how they are connected with certain areas

OBJECTIVES:

- The student will locate various countries on a world map
- The student will reflect on the difficulties of living with less economic resources
- The student will compare and contrast different maps and recognize patterns
- The student will work productively in small and large group situations
NCSS STANDARDS

- Production, Distribution, and Consumption
- Power, Authority, and Governance
- Global Connections
- People, Places, and Environment

WISCONSIN STATE and SUPERIOR DISTRICT STANDARDS

- Use a variety of geographical representations...to gather and compare information about a place
- Identify and explain points of view concerning economic issues...
- Identify and compare the natural resource bases the United States and elsewhere in the world
- Use an atlas to estimate distance, calculate scale, and compute population density
**LESSON PLAN ONE:**

**Globingo!**

**MATERIALS:** (all one per student)
- Globingo board
- World map
- Reflection sheet
- Atlases *not provided*

**INTRODUCTION:**
I will start the day by introducing the big question for the unit; “How are People and Resources Distributed in the World?”. Students have just finished a chapter on population so this unit will serve as a practical extension of that chapter. Before beginning this lesson and unit, I will ensure that students understand what the word “distribution” means. I will then read the introduction of the book “If the World Were a Village”.

**PROCEDURE:**
I will explain that we are going to start the week off by playing a game. I will explain that the object of the game is to completely fill your board up by finding people who meet the criteria in each square. I will explain that students need to have the person sign their name and the country that they used. Students will then have about ten minutes to interact and fill up their board as much as possible.

Once students have had a chance to interact and fill in all or most of their board, students should be directed back to their seats. Once students are back in their seats, explain that they should shade in the countries on their board. Once they have completed their map they can fill in the reflection sheet.

Finally, I will use the last five minutes of class to review what we have done today. Students will be asked to share some of their observations based on their maps. Students might notice that there are certain areas of the world that they have very little contact with. We will then discuss some of the different ways people can communicate and be connected to different parts of the world. Finally I will ask students why we do not communicate with the parts of the world that are blank on their maps, though I will not look for an answer for this question today.

**ASSESSMENT:**
This lesson is primarily an introduction to the unit and contains little evaluation. Students will be assessed on:
- Effective use of time
- Appropriate interaction during group time
- The accuracy and completeness of their map
- If they completed the reflection sheet
Globingo Reflections

Write two observations about the map you created:

1.

2.

What are some of the different ways we communicate with and learn about different parts of the world?
LESSON PLAN TWO
Continental Questions

MATERIALS:
- Cut out names of six continents, excluding Antarctica (one set per group)
- Blank numbered sheet on which continent names will be placed (one set per group)
- Overhead maps (for teacher) (appendix one)
- Overhead of Continent Rankings (for teacher)

INTRODUCTION:
I will begin the day by reviewing briefly what we did the day before. I will remind students that our question for the week is “How are People and Resources Distributed in the World?”. To begin the lesson for the day I will ask students how many continents there are in the world. When students share that there are seven, I will write the numbers one through seven on the board. I will then ask students to share the names of the seven continents by raising their hands. As students provide the seven names I will fill in the number slots on the board, organizing the continents alphabetically. Once students have listed all seven continents I will ask students if they notice anything about how I wrote the names on the board. After it has been pointed out that the names are alphabetical I will explain that they will be working in groups to rank the countries according to different categories. I will then organize students into groups of four.

PROCEDURE:
As students are moving to their group I will pass out the blank number sheet and the set of continent names. As I pass out the materials I will explain that Antarctica is not included in their set because nobody lives there on a permanent basis. Once the students are in their groups and all the materials have been passed out I will tell students that they have one minute to rank the continents from largest to smallest on their blank number sheet. After one minute I will ask groups to share what they thought the rankings were. Next I will reveal the actual rankings and the corresponding map. We will repeat this with the three other categories (population, wealth, pollution).

As a class we will reflect during and after the exercise on how people and resources are distributed throughout the world, and what parts of the world have more people and resources. At the end of class I will ask students what categories, other than the ones we looked at today, they would like to see the rankings for.

ASSESSMENT:
This lesson is intended to make students aware of the general distribution patterns for people and resources throughout the world. Students were not asked to demonstrate their understanding of this lesson. However, students could be assessed based on:
- Effective use of time as a group member
- Appropriate interaction with the group
- Contribution to the small and large group
## CONTINENT RANKINGS

<table>
<thead>
<tr>
<th></th>
<th>Area</th>
<th>Population</th>
<th>Wealth</th>
<th>Pollution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Asia</td>
<td>Asia</td>
<td>North America</td>
<td>North America</td>
</tr>
<tr>
<td>2</td>
<td>Africa</td>
<td>Africa</td>
<td>Europe</td>
<td>Europe</td>
</tr>
<tr>
<td>3</td>
<td>North America</td>
<td>Europe</td>
<td>Australia</td>
<td>Asia</td>
</tr>
<tr>
<td>4</td>
<td>South America</td>
<td>North America</td>
<td>South America</td>
<td>Africa</td>
</tr>
<tr>
<td>5</td>
<td>Europe</td>
<td>South America</td>
<td>Asia</td>
<td>South America</td>
</tr>
<tr>
<td>6</td>
<td>Australia</td>
<td>Australia</td>
<td>Africa</td>
<td>Australia</td>
</tr>
</tbody>
</table>
Blank Number Sheet

1.
2.
3.
4.
5.
6.
LESSON PLAN THREE:
Does Everyone Have Enough to Eat?

MATERIALS:
- World map overhead (three)
- Atlases (one per student)
- Candy, approximately 225 pieces
- Hunger quiz (one per student)
- Hunger quiz answer sheet (for teacher)

INTRODUCTION: The teacher should begin by reviewing the previous lesson with students to remind them of the continent rankings and distribution. The teacher should then hold up the candy and ask the students if they would like to have a snack.

PROCEDURE: Divide students into three groups to represent high, middle, and low income people of the world. Group one should consist of about 17% of the class. The second group should have about 25% of the students, and the third should consist of about 58% of the class. Students can be divided based on where they sit in the class to illustrate that hunger is most prevalent in certain parts of the world.

Once groups have been divided the teacher should begin dividing candy among the students. Group one students, the richest, should receive about 25 pieces each. Group two students should receive 3 or 4 pieces of candy each. Group three students should receive 1 piece of candy for every six students. Allow students to react and express how they feel. It might be best not to explain before this point what the lesson is focusing on.

Explain that what you have created is a representation of food distribution in the world. Facilitate a discussion on student reactions. Questions might include: “how did it feel to be in group 1”, “how did it feel to be in group 3” “is this distribution fair” “if you lived like group 3 lives, what do you think are some of the other things you would not have?”. The teacher should then give each student a country that matches their income status and then have students locate their country in their atlas. An overhead world map should be given to each income group so that all the members of an income group work on a single map. The maps should then be displayed one by one using the overhead to make observations about the distribution of hunger in the world.

Next, have students take the hunger “quiz”, explain that the quiz will not effect their grade. Allow students to grade their own papers. Go over the answers with students. Have students fill out worksheet 5.1 to demonstrate what they have learned about hunger (possibly as homework). As a group, discuss what can be done to reduce hunger now that the sources have been identified. Tell students that for the next lesson they will be completing an exercise to help them understand what is like to be a family in the United States that does not have enough money for food.

ASSESSMENT:
Students should be assessed on:
- Understanding demonstrated through their answers on worksheet 5.1
- Appropriate group participation
- Effective use of time
Hunger Worksheet

Is food distributed evenly throughout the world? How is food distributed throughout the world?

What are some of the reasons people live in poverty and struggle with hunger?

What could you do to help people who are hungry?
Hunger Quiz

True/False

1. There are hungry people in the United States of America.
2. Only homeless people are hungry.
3. The U.S. Government spends more than 25% of its money to help poor people in other countries.
4. There isn’t enough food for everyone in the world.
5. Children who go to school hungry have a hard time learning.
6. Sometimes if children don’t get enough food go blind.
7. People who are hungry are usually lazy and just need to get a job.
8. Kids can’t do anything to eliminate hunger.
9. Not very much food is wasted in the United States of America.
10. Hunger is not a very big problem.
11. More people are hungry in the United States of America than in any other rich country.
Hunger Quiz Answers

1. There are hungry people in the United States of America.
   a. TRUE: One in ten people in the U.S. live in houses that cannot always afford enough food to eat

2. Only homeless people are hungry.
   a. FALSE: Many people who are hungry are not homeless. In fact low wages and high housing costs often force people to choose between having a home or having enough food to eat.

3. The U.S. Government spends more than 25% of its money to help poor people in other countries.
   a. FALSE: The U.S. spends less than 1% of its budget to help hungry people in other countries

4. There isn’t enough food for everyone in the world.
   a. FALSE: There is enough food to feed everyone. People go hungry because of the unfair distribution of food.

5. Children who go to school hungry have a hard time learning.
   a. TRUE: Children who go to school hungry are more likely to fall asleep during class and more likely to have a hard time concentrating.

6. Sometimes if children don’t get enough food go blind.
   a. TRUE: Vitamin A is found in foods like carrots and milk. A lack of vitamin A causes approximately 250,000 children to go blind every year.

7. People who are hungry are usually lazy and just need to get a job.
   a. FALSE: Many families with hunger issues work but are not paid enough to make ends meet. Many people in the United States are not paid enough to afford shelter, food, and basic medical care. Many workers in other countries earn less than 1$ per day.

8. Kids can’t do anything to eliminate hunger
   a. FALSE: Kids can do A LOT to end hunger. Kids can; organize a food drive, write a letter to the editor of a local newspaper sharing what they know and how they feel, write a letter to their member of congress and ask him/her to do more to end hunger.

9. Not very much food is wasted in the United States of America.
   a. FALSE: More than one/fourth of all the food produced in the U.S. is wasted, either at grocery stores, restaurants, or in homes

10. Hunger is not a very big problem
    a. FALSE: More than 800 million people in the developing world face persistent hunger. In the United States, 31 million people live in homes that struggle with hunger.

11. More people are hungry in the United States of America than in any other rich country
    a. TRUE: The percentage of children in poverty in the United States is triple the rate of any other rich country.
LESSON PLAN FOUR
Making Food Decisions

MATERIALS:
- grocery shopping worksheets
- grocery shopping reflections

INTRODUCTION:
The teacher will start the day by reviewing the lesson from yesterday to remind students of the hunger exercise. Make sure that to remind students of the hunger quiz question that revealed that there are people who struggle with hunger in the United States. Explain that today, students will be working in groups to decide how to spend a grocery budget for different sorts of families. The teacher can read the section from “If the World Were a Village” on hunger.

PROCEDURE:
The teacher should distribute the grocery shopping worksheets and reflections and organize students into groups of four. Explain to students that they must agree as a group how to spend their money. Students should then work through all four sample families and then the grocery shopping reflection. At the end of the class, review as a whole group which families were hardest and easiest to shop for and why.

ASSESSMENT:
Students should be assessed on:
- Their completion of the worksheets and reflection
- The appropriateness of their answers
- Effective use of time
- Appropriate group interaction
Family 1: There are three people in your family. You have 18$ to spend on food every day. What will you buy to provide nutritious meals for your family?

Costs listed are the price to feed your entire family

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cereal and Juice: $2</td>
<td>Spaghetti, Salad, Bread: $5</td>
</tr>
<tr>
<td>Frozen Waffles and Fruit: $3</td>
<td>Hot Dog, Soup: $4</td>
</tr>
<tr>
<td>Toast: $1</td>
<td>Pizza at a restaurant: $15</td>
</tr>
<tr>
<td>Lunch</td>
<td>Snack</td>
</tr>
<tr>
<td>Grilled Cheese Sandwich: $2</td>
<td>Ice Cream: $4</td>
</tr>
<tr>
<td>Ham Sandwich, Apples, Cookie: $4</td>
<td>Fruit: $2</td>
</tr>
<tr>
<td>PB&amp;J Sandwich, Carrots: $3</td>
<td>Crackers and Cheese: $2</td>
</tr>
</tbody>
</table>

For breakfast my family will have
______________________________________________________________.

It cost ________________________________.

For lunch my family will have
______________________________________________________________.

It cost ________________________________.

For dinner my family will have
______________________________________________________________.

It cost ________________________________.

For snack my family will have
______________________________________________________________.

It cost ________________________________.

I spent a total of ________________________________ to feed my family.
Family 2: There are five people in your family. You have $18 to spend on food every day. What will you buy to provide nutritious meals for your family?

Costs listed are the price to feed your entire family

<table>
<thead>
<tr>
<th>Breakfast</th>
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</tr>
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<tbody>
<tr>
<td>Cereal and Juice: $3</td>
<td>Spaghetti, Salad, Bread: $8</td>
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<td>Frozen Waffles and Fruit: $5</td>
<td>Hot Dog, Soup: $6</td>
</tr>
<tr>
<td>Toast: $2</td>
<td>Pizza at a restaurant: $20</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>Snack</td>
</tr>
<tr>
<td>Grilled Cheese Sandwich: $3</td>
<td>Ice Cream: $5</td>
</tr>
<tr>
<td>Ham Sandwich, Apples, Cookie: $6</td>
<td>Fruit: $2</td>
</tr>
<tr>
<td>PB&amp;J Sandwich, Carrots: $4</td>
<td>Crackers and Cheese: $3</td>
</tr>
</tbody>
</table>

For breakfast my family will have

________________________________________________________________________________________.

It cost ____________________________________________.

For lunch my family will have

________________________________________________________________________________________.

It cost ____________________________________________.

For dinner my family will have

________________________________________________________________________________________.

It cost ____________________________________________.

For snack my family will have

________________________________________________________________________________________.

It cost ____________________________________________.

I spent a total of ________________________________ to feed my family.
Family 3: There are four people in your family. You have 8$ to spend on food every day. What will you buy to provide nutritious meals for your family?

Costs listed are the price to feed your entire family

<table>
<thead>
<tr>
<th></th>
<th>Breakfast</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cereal and Juice: $3</td>
<td>Spaghetti, Salad, Bread: $7</td>
</tr>
<tr>
<td></td>
<td>Frozen Waffles and Fruit: $4</td>
<td>Hot Dog, Soup: $5</td>
</tr>
<tr>
<td></td>
<td>Toast: $2</td>
<td>Pizza at a restaurant: $18</td>
</tr>
<tr>
<td>Lunch</td>
<td>Grilled Cheese Sandwich: $3</td>
<td>Snack</td>
</tr>
<tr>
<td></td>
<td>Ham Sandwich, Apples, Cookie: $5</td>
<td>Ice Cream: $5</td>
</tr>
<tr>
<td></td>
<td>PB&amp;J Sandwich, Carrots: $2</td>
<td>Fruit: $2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Crackers and Cheese: $3</td>
</tr>
</tbody>
</table>

For breakfast my family will have

__________________________________________________________________________

It cost ________________________________________.

For lunch my family will have

__________________________________________________________________________

It cost ________________________________________.

For dinner my family will have

__________________________________________________________________________

It cost ________________________________________.

For snack my family will have

__________________________________________________________________________

It cost ________________________________________.

I spent a total of ________________________________ to feed my family.
Family 4: There are four people in your family. You have 30$ to spend on food every day. What will you buy to provide nutritious meals for your family?

**Costs listed are the price to feed your entire family**

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cereal and Juice: $3</td>
<td>Spaghetti, Salad, Bread: $7</td>
</tr>
<tr>
<td>Frozen Waffles and Fruit: $4</td>
<td>Hot Dog, Soup: $5</td>
</tr>
<tr>
<td>Toast: $2</td>
<td>Pizza at a restaurant: $18</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>Snack</td>
</tr>
<tr>
<td>Grilled Cheese Sandwich: $3</td>
<td>Ice Cream: $5</td>
</tr>
<tr>
<td>Ham Sandwich, Apples, Cookie: $5</td>
<td>Fruit: $2</td>
</tr>
<tr>
<td>PB&amp;J Sandwich, Carrots: $4</td>
<td>Crackers and Cheese: $3</td>
</tr>
</tbody>
</table>

For breakfast my family will have

______________________________.

It cost ________________________.

For lunch my family will have

______________________________.

It cost ________________________.

For dinner my family will have

______________________________.

It cost ________________________.

For snack my family will have

______________________________.

It cost ________________________.

I spent a total of ________________ to feed my family.
Grocery Shopping Worksheet

1. Which was the most difficult family to buy food for? Why?

2. Which was the easiest family to buy food for? Why

3. How would you feel if you were a parent who could not provide enough food for your family? What would you do?

4. How would it feel to be a kid in a family that did not have enough food to eat? How would you feel about kids who had more than enough food to eat?
LESSON PLAN FIVE
Culminating Activity

MATERIALS:
- Country rankings (appendix 2)
- World maps (one per student)
- Large display sheets
- Glue or tape

INTRODUCTION:
Begin the lesson by looking back over the unit to remind students of each lesson completed. In particular, remind students of the “continent question” lesson, in which student’s ranked continents according to different categories. Tell students that, as a final activity, they will work in groups to examine distribution of a single topic. Distribute maps and organize students into groups of four. Next, hand out the sheets with different rankings by category. Additional country rankings can be found online at www.nationmaster.com.

PROCEDURE:
Each group should receive a different category of country rankings. Within groups, individual students should each pick a different ranking. Once the students have chosen a ranking list, they should shade in their countries on their world map. Once each member of the group has completed a map, the entire group should post their maps on a single display sheet with an appropriate title. Next, the group should complete the Country Ranking Worksheet. Finally, after all the groups have completed their maps and worksheets, each group should present their display to the class and share any patterns that they see. After all of the groups have presented, the teacher should lead a group discussion on distribution. The teacher should emphasize that people and resources are not distributed evenly throughout the world and that access to resources impacts the quality of life of people in certain areas.

ASSESSMENT:
The student should be assessed according to:
- Their accurate completion of their map
- The completion with reasonable answers for the reflection worksheet
- Their interaction with small and large groups
Make one prediction about your map before completing it.

Tell me about your map. Make at least two observations.

How is your map similar to other maps in your group?

How is your map different for other maps in your group?
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creation of Map</strong></td>
<td></td>
</tr>
<tr>
<td>The student will be able to correctly identify countries on a map.</td>
<td></td>
</tr>
<tr>
<td>The student's map is shaded in with some accuracy and does not include a title.</td>
<td></td>
</tr>
<tr>
<td>The student's map is shaded in accurately and mostly and includes a title for the map.</td>
<td></td>
</tr>
<tr>
<td>The student shaded in their map completely accurately and included a title for their map.</td>
<td></td>
</tr>
<tr>
<td>The student shaded in their map completely accurately and included a title for their map. The map contains additional relevant information.</td>
<td></td>
</tr>
<tr>
<td><strong>Interpretation of map.</strong></td>
<td></td>
</tr>
<tr>
<td>The student is able to recognize patterns within their own map.</td>
<td></td>
</tr>
<tr>
<td>The student identifies something about the map, though not necessarily a pattern, For example; &quot;China is shaded in&quot;.</td>
<td></td>
</tr>
<tr>
<td>The student identifies and alludes to at least one pattern in the map.</td>
<td></td>
</tr>
<tr>
<td>The student identifies and articulates several patterns in their map.</td>
<td></td>
</tr>
<tr>
<td>The student identifies and articulates several patterns in the map and is able to suggest reasonable causes for the patterns.</td>
<td></td>
</tr>
<tr>
<td><strong>Comparison of map.</strong></td>
<td></td>
</tr>
<tr>
<td>The student is able to compare their map to group member’s maps and identify similarities and differences.</td>
<td></td>
</tr>
<tr>
<td>The student is able to make an observation about other group members maps.</td>
<td></td>
</tr>
<tr>
<td>The student is able to identify one similarity and/or difference between the group map's patterns.</td>
<td></td>
</tr>
<tr>
<td>The student is able to identify and articulate several similarities and/or differences between the group map's patterns.</td>
<td></td>
</tr>
<tr>
<td>The student articulates similarities and/or differences between the group's map's and articulates reasons for the patterns.</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Comments:**
World Geographical Map
Relative Population
Relative Wealth
Relative Pollution
## Birth and Death

### Highest Life Expectancy at Birth
1. Andorra
2. Macau
3. San Marino
4. Japan
5. Singapore
6. Australia
7. Canada
8. Switzerland
9. Sweden
10. Hong Kong

### Lowest Life Expectancy at Birth
1. Central African Republic
2. Ethiopia
3. Swaziland
4. Rwanda
5. Zimbabwe
6. Malawi
7. Angola
8. Lesotho
9. Zambia
10. Botswana

### Teen Pregnancy Rate
1. United States
2. Bulgaria
3. Czech Republic
4. Slovakia
5. Ukraine
6. Romania
7. Hungary
8. Moldova
9. Latvia
10. New Zealand

### Highest Infant Mortality
1. Angola
2. Afghanistan
3. Mozambique
4. Liberia
5. Niger
6. Mali
7. Guinea-Bissau
8. Djibouti
9. Malawi
10. Bhutan

### Highest Likelihood of Death Before Age 5
1. Sierra Leone
2. Niger
3. Afghanistan
4. Mali
5. Malawi
6. Mozambique
7. Burkina Faso
8. Congo, Democratic Republic of the
9. Rwanda
10. Somalia

### Highest Birth Rates
1. Niger
2. Uganda
3. Mali
4. Afghanistan
5. Chad
6. Somalia
7. Angola
8. Liberia
9. Congo
10. Burkina Faso

### Lowest Birth Rates
1. Germany
2. Lithuania
3. Latvia
4. Slovenia
5. Austria
6. Italy
7. Czech Republic
8. Andorra
9. Monaco
10. Croatia
**Education**

Largest Class Size at Age 13
1. **Japan** 35.5 students  
2. **Hong Kong** 31.9 students  
3. **Colombia** 30.5 students  
4. **Greece** 24.8 students  
5. **Thailand** 23.8 students  
6. **Cyprus** 23.2 students  
7. **Portugal** 22.2 students  
8. **Spain** 21.9 students  
9. **France** 21.6 students  
10. **Slovenia** 21.3 students  
11. **New Zealand** 20.8 students

Percentage of Students Enrolled in High School
1. **Japan**  
2. **Canada**  
3. **Sweden**  
4. **Norway**  
5. **Finland**  
6. **Spain**  
7. **United Kingdom**  
8. **France**  
9. **Bahrain**  
10. **New Zealand**

Starting Teacher Salary
1. **Switzerland** $33,209.00  
2. **Germany** $29,697.00  
3. **Denmark** $28,140.00  
4. **Netherlands** $25,896.00  
5. **United States** $25,707.00  
6. **Australia** $25,661.00  
7. **Spain** $24,464.00  
8. **Norway** $22,194.00  
9. **Ireland** $21,940.00  
10. **Austria** $21,804.00

Most Years of Required School
1. **Australia** 20.7 years  
2. **Sweden** 20.2 years  
3. **United Kingdom** 18.9 years  
4. **Finland** 18.7 years  
5. **Belgium** 18.7 years  
6. **Iceland** 18 years  
7. **Norway** 17.9 years  
8. **Denmark** 17.8 years  
9. **Spain** 17.5 years  
10. **New Zealand** 17.3 years

Fewest Years of Schooling
1. **Bangladesh**  
2. **Central African Republic**  
3. **Liberia**  
4. **Nepal**  
5. **Sierra Leone**  
6. **Gambia, The**  
7. **Benin**  
8. **Sudan**  
9. **Afghanistan**  
10. **Mozambique**

Highest Percentage of Girls that Don’t Go to School
1. **Somalia** 94%  
2. **Mali** 86%  
3. **Afghanistan** 86%  
4. **Niger** 86%  
5. **Ethiopia** 84%  
6. **Eritrea** 76%  
7. **Burkina Faso** 75%  
8. **Haiti** 74%  
9. **Chad** 73%  
10. **Senegal** 70%
Health

Cancer Death Rates
1. Netherlands
2. Italy
3. Hungary
4. Luxembourg
5. Slovakia
6. Ireland
7. Czech Republic
8. New Zealand
9. United States
10. Australia

Heart Disease Death Rates
1. Slovakia
2. Hungary
3. Ireland
4. Czech Republic
5. Finland
6. New Zealand
7. United Kingdom
8. Iceland
9. Norway
10. Australia

AIDS Death Rates
1. Botswana
2. Lesotho
3. Namibia
4. Malawi
5. Mozambique
6. Central African Republic
7. Kenya
8. Burundi
9. Haiti
10. Cameroon

Most Doctor Check-ups a Year
1. Japan
2. United States
3. Belgium
4. France
5. Austria
6. Germany
7. Canada
8. Australia
9. Denmark
10. Italy

Least Access to Medicine
1. Sierra Leone
2. Armenia
3. Ghana
4. Chad
5. Sudan
6. Ecuador
7. Nepal
8. Nigeria
9. Guyana
10. Guinea-Bissau

Health Care Spending Per/Capita
1. United States
2. Switzerland
3. Germany
4. Iceland
5. Canada
6. Denmark
7. France
8. Norway
9. Belgium
10. Netherlands

Nurses Per Capita
1. Finland
2. Ireland
3. Netherlands
4. Switzerland
5. Australia
6. Norway
7. Canada
8. Germany
9. New Zealand
10. Denmark