



Lesson 1: Measuring quality of life in Pakistan

Learning objective	To understand how quality of life can be measured.
Lesson objectives	By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> • explain what is meant by 'quality of life'. • identify social and economic indicators used to measure quality of life and explain their limitations. • describe how the Human Development Index (HDI) is used to compare development in different countries.
Vocabulary	quality of life, social indicator, economic indicator, life expectancy, mean years of schooling, expected years of schooling, Human Development Index (HDI), Gross National Income (GNI), limitation
Previous learning	Learners have covered 2.1 Pakistan's Population and 2.2 Urban Change in Pakistan

Plan

Activities	Resources
Beginning (5 mins)	UNDP: https://hdr.undp.org/data-center/human-development-index#/indicies/HDI Quality of Life: https://www.investopedia.com/terms/q/quality-of-life.asp
Middle (50 mins)	

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Ask the learners which set of indicators they think is more useful (social or economic) in determining quality of life before introducing the Human Development Index on Slides 9 and 10. The UNDR website has a useful visual of the HDI.

You and learners can explore HDI line graph on the UNDR website and compare up to three countries. Comparing Pakistan with its neighbouring countries and trade partners would help consolidate knowledge of other areas of the syllabus. Are there any surprises in the comparisons? A list of suggested comparative language is included on Slide 12.

More able learners may conduct further research about the HDI, including limitations, on the UNDR website and add to their notes.

Ask learners to suggest what limitations may exist when using the HDI to determine quality of life and pool responses. For example, learners can brainstorm their ideas in their exercise books/whiteboards, write their ideas on sticky notes and put them at the front of the room, or use an online feedback tool such as Answer Garden. Learners can comment on each other's ideas before looking at Slide 15. Other appropriate ideas suggested by learners can be added to the list.

Extension ideas:

- Learners can write a paragraph comparing Pakistan with another country using HDI data and suggest reasons for differences in quality of life based on the indicators.
- Learners can read about another way to measure quality of life such as Bhutan's Gross National Happiness Index. Learners can write a paragraph comparing the measure to HDI, and whether it would be a successful measure to use in Pakistan.

Misconceptions:

- Learners may have a preconceived idea that a low income or living in a remote area will always mean a low quality of life. You can address this in the starter task.
- For the sorting task, the teacher should assure learners the purpose is to engage with the factors and find similarities so they can be creative with their categories.
- For learners who struggle with key terms, you can modify the end Task and ask them to go back over their work and highlight the key terms and comparative language they used in their writing.
- Creative learners may suggest ideas for measuring development that are not on the slides such as leisure time and purchasing power. You are encouraged to add any appropriate ideas to the lesson slides as the lesson progresses.

World Economic Forum: Bhutan

<https://www.weforum.org/stories/2021/10/lessons-from-bhutan-economic-development/>

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End (5 mins)

If a fourth data set is added to the HDI composite measure to make it more accurate, what should it be? Why? Learners can share their ideas and explain their reasoning with the rest of the class. Do others in the class agree? For learners who need extra support, the teacher can provide a choice of two options or guide them to the Quality of Life website.

Reflection and evaluation

Reflection:

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