

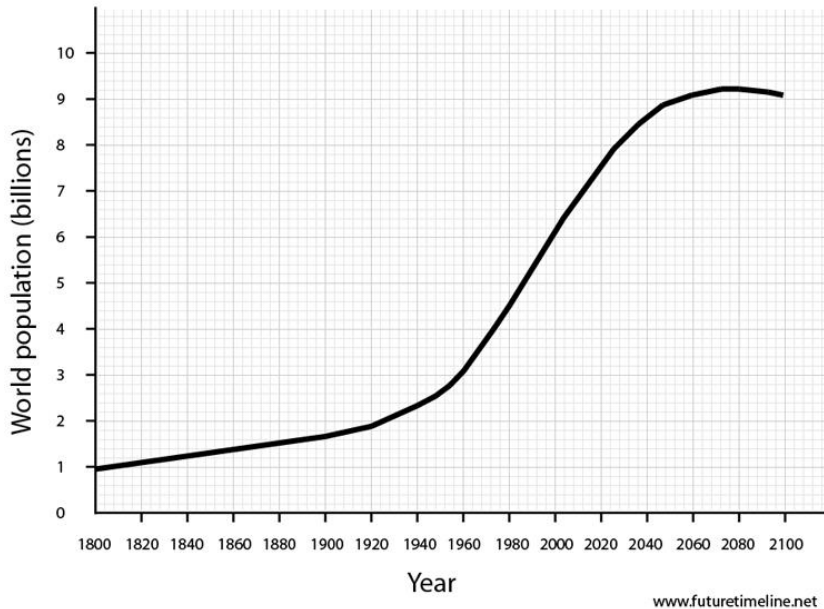
Name:

Class Period:

# “Don’t Panic: The Truth about Population” Documentary Worksheet

## Task 1: World Population Growth

Plot the population milestones on the graph below and fill in the chart to the right.



Population Milestone	Year	Number of years between milestones
1 Billion		
2 Billion		
3 Billion		
4 Billion		
5 Billion		
6 Billion		
7 Billion		
8 Billion		
9 Billion		

## Task 2: Fertility Rates (Start the Don't Panic documentary at approximately 5.30 if you need to watch it again)

Refer to the corresponding graphs and pictures on the document, “Don’t Panic! Pictures and Graphs Supplement” in Google Classroom and re-watch portions of the documentary as needed to answer questions throughout the rest of this worksheet:

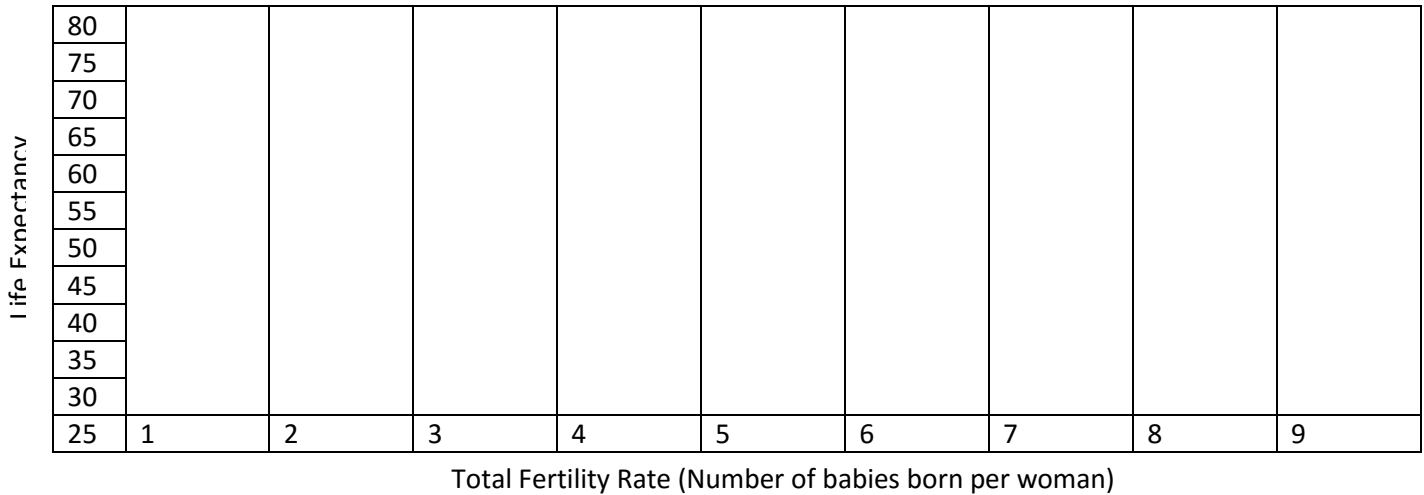
- 1980: Average fertility rate (number of children born per woman) \_\_\_\_\_. GDP/Capita \_\_\_\_\_.  
2012: Average fertility rate \_\_\_\_\_. GDP/Capita\_\_\_\_\_.
- Describe the pattern in the fertility rate between 1970 and 2012. Has this pattern been linked to a rapid increase in wealth (GDP/Capita) during this time?
- What reasons did Mr. Khan give for wanting to have just two children?
- How did Taslima Khan promote family planning in her job as a government social worker? Can you identify any forms of gender inequality in the sequence?

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**Task 3: Wealth and Fertility Rates** (Don't Panic documentary, approximately 5:30)

1. Sketch the 1963 chart here (use the one on the supplement to guide you). Draw a line between the divide that was visible between the **More Developed Countries (MDCs)** and **Less Developed Countries (LDCs)**, and circle the MDC and LDC clusters that existed during that time.



2. How do the patterns in 2012 compare to those in 1963?
  
3. Can you name one region of the world that still lags behind the rest of the world in terms of fertility rates and life expectancy?

**Task 4: Education and Fertility**

(Re-watch the sequence on school education and the Khan family chat about marriage and future job prospects, approximately 15 minutes):

1. How are female education and falling fertility rates related?
  
2. How have female aspirations changed in the video? Give two examples.

**Task 5: Child Mortality**

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Re-watch the sequence where Hanan is helping his parents to tend the family graveyard (starts at about 20 minutes)

1. How many of Hanan's siblings died?
2. Do the parents think that this could have been prevented?
3. What was the percentage mortality rates for children back when Hanan's parents were young?
4. Explain why, therefore, did they have many children?
5. What is the situation now in Bangladesh and why has child mortality decreased so dramatically?

**Task 6: Education** (starts at approximately 42 min.)

1. What percentage of the world's population is literate? \_\_\_\_\_

**Task 7: Wealth Distribution**

1. Watch the sequence on wealth distribution on the documentary. On the image above, add a title and then the line that represents extreme poverty. What is the daily wage considered to be extreme poverty?  
\$ \_\_\_\_\_
2. Outline how income per day is linked to investments in transportation.
3. What is the relationship between wealth and life expectancy?
4. What issues does looking at poverty from a 'developed' or 'rich' point of view pose to those at the bottom end of the scale?
5. Study the tweet from Hans Rosling on 11 November 2011 (see Google Classroom doc)
  - a. Which areas of the world were represented by the large 'camel hump' in 1973?
  - b. Describe the changes world income distribution since 1973 using the sequence in the video to help (starts at about 44:30).

**Task 8: Population and Environmental Implications**

To look closely at the validity of claims and blames made by some countries in relation to climate change and greenhouse emissions, re-watch the sequence of graphics starting around 53 minutes on the documentary: Fossil fuel use and wealth.

1. On the back of this page, explain the relationship between wealth, fossil fuel use and taking the lead on environmental sustainability. Use statistics in your discussion (use the video to get information!).