



**Primary (grades 4 – 6)**  
Can also be adapted for grades 6, 7, 8.  
**Social Studies**  
**English Language Arts**

**Respecting  
Diversity**

**Preventing  
Prejudice**

**Living  
Respectfully**

**Lesson 3 of 6**

## **Unit 5: Current Events Scavenger Hunt–Linking the Classroom and the World**

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### **Unit Plan Objective**

This unit will encourage students to develop a sense of world events and issues. Media awareness will be introduced with a focus on understanding the role played by the media in influencing students’ attitudes and perceptions about developing nations and development issues. Areas of the world that are experiencing continual and episodic difficulties will be highlighted. The involvement of Canada through CIDA activities will also be highlighted. Students will share their knowledge with their peers.

### **Time**

This unit comprises six lessons. It will take 18 hours to complete, depending on the extension activities chosen. It is recommended that this unit be taught on a weekly basis (one lesson each week for five weeks) as each lesson covers a two-to-three hour block of time.

### **Lesson 3: The Millennium Development Goals Objective**

Students will gain an awareness of international efforts being made to improve the quality of life in the developing world. Through visual presentations, students will explore how the United Nations Millennium Development Goals are attempting to eradicate some of the world’s global issues.

### **Time**

This lesson will cover approximately three to four hours of class time; it is recommended that the lesson be completed over two afternoons or back-to-back classes if possible.

### **Materials**

- Journals
- Millennium Development Goals websites:
  - UNICEF ([www.unicef.org/voy/explore/mdg/explore\\_2204.html](http://www.unicef.org/voy/explore/mdg/explore_2204.html))
  - United Nations ([www.un.org/Pubs/CyberSchoolBus/mdgs/index.html](http://www.un.org/Pubs/CyberSchoolBus/mdgs/index.html))

- Student Handout 1: “Millennium Development Goals Statistics”
- Student Handout 2: “Millennium Development Goals Discussion Cards”
- Student Handout 3: “Millennium Development Goals Student Self-Assessment”
- Student Handout 4: “Millennium Development Goals: Overview”
- Large poster board and presentation materials (students’ discretion)

## Getting Started

### Knowledge Now

- Engage students in a three-step interview to explore goal setting. **Step 1:** In pairs, have students ask each other the following questions:
  - Have you ever set a goal for yourself? What made you think of the goal?
  - Did you want to improve a skill or work toward something? How did you measure whether or not you met this goal?
  - People make personal goals all the time. But what about goals for a community? Who decides how a community should progress and improve? Who decides how to set goals to reach the desired result for the community?
- **Step 2:** Students reverse roles. **Step 3:** Join with another pair to share their questions and answers. This strategy allows students the opportunity to contribute to the group, to work with others and to initiate and answer questions in a nonthreatening environment.

### Engaging Interest

- Communicate the following information to students: In 2000, nearly 200 leaders from around the world adopted the Declaration and committed themselves to achieving a set of eight Millennium Development Goals (MDGs). The MDGs outline a plan to end extreme poverty and hunger, ensure that all boys and girls complete primary school, promote gender equality, improve the health of children and mothers, reverse the spread of HIV/AIDS and other diseases, and protect the environment. The ultimate objective of this agreement is to make the world a better place for all by the year 2015.
- Provide students with an overview for each of the Millennium Development Goals (overview provided by the World Bank)—Student Handout 4 “Millennium Development Goals: Overview”. As a large group read through the goals and check for understanding of the language/jargon by asking questions to students like, “What do you think that means?” and “Could you think of an example of this?” Give a copy of Student Handout 1 “Millennium Development Goals Statistics.”. Students quietly read over and discuss fact sheet in pairs. The following large group discussion should include the following questions:
  - How do these facts relate to the issues you found in your mind map exercise from Lesson 1?
  - How do you think the Millennium Development Goals will be carried out?
  - Looking at the facts, do you think these goals are realistic? Why? Students may want to journal this discussion.

## Learning Activities

- Divide students into eight groups (one for each of the MDGs). In small groups, students collectively discuss questions posed on discussion cards created by One World Youth Project, one card for each of the goals (Student Handout 2). Each group should assign the roles of presenter and documenter within the group. In a round table format, small groups share their discussion with the class.

- Students, in their small groups, will then research and gather information about each of the Millennium Development Goals and create a visual presentation. Visual displays provide a focus for many topics and can be used as teaching devices to reinforce the knowledge, skills and attitudes being taught. Student ownership and pride are promoted through active involvement in the creation, use or monitoring of displays, which can be powerful teaching tools.
- Students can use both the UNICEF and United Nations websites (see materials for addresses). Students should present their research using large poster boards for future display; creativity should be stressed. Each presentation should include the following:
  - An overview
  - Progress of the goal (internationally)
  - An example
  - What still needs to be done
  - Questions for the large group
- Each group should also create a tableau that represents their goal. A tableau is a frozen picture. A tableau represents a group's interpretation of a particular moment in time or an abstract feeling or idea. Students collectively freeze in character while depicting a conflict, problem or issue. Students need to identify a crucial moment that shows all of the characters engaged in a problem or conflict. Observers can suggest what they think each character's inner thoughts might be at that moment.

## **Assessment/Analysis**

- Students will ask each other questions related to their presentations. Furthermore, presenters should also pose questions to the large group related to their findings.
- Students should also complete a self-evaluation form (Student Handout 3).

## **Application**

- Students journal their responses to the presentations and reflect on the Millennium Goals. What thoughts or ideas do they have to address the goals? How do you think children in other areas of the world view these goals? What kinds of actions would you like to take to address these global concerns? What actions could your school take? Your community? Your city? Your country?

## **Activities for Extension and/or Integration**

Take action for the Millennium Development Goals:

- Start an awareness campaign
  1. Choose an issue that affects your community and that you care about.
  2. Discuss the issue with your friends and family. You may even want to arrange a community meeting.
  3. Do your research. Learn everything you can about the issue you have chosen, including the causes and possible solutions. Consult adults and experts.
  4. Prepare campaign materials to help spread the word, including flyers, pamphlets, posters, videos and so on.
  5. Present and distribute your campaign materials to neighbours, schools, businesses and at community meetings.
  6. Follow up. Think of a way to monitor whether the problem is improving due to your awareness campaign.

7. Continue to improve and expand your campaign.
- Teach a class about the Millennium Development Goals
    1. Choose an issue that affects your community and that you care about.
    2. Make a list of people you want to invite to the classes. Invite individuals affected by the issue as well as those who are knowledgeable about the issue. Don't forget to get parental consent for the participants.
    3. Choose a comfortable and convenient location to host your classes.
    4. Do your research. Consult with knowledgeable adults and experts, including organizations in the area, hold discussions, and learn everything you can about the issue you have chosen, including causes and solutions.
    5. Prepare materials for the class and then conduct the classes.
    6. Follow up. Ask participants for advice on how to improve the class, invite new participants and guest speakers, and continue to educate others.
  - Perform a play about one or all of the Millennium Development Goals
    1. Choose an issue that affects your community and that you care about.
    2. Find other people to help: friends, classmates, drama students and so on.
    3. Research the issue and write a script. Get any costumes and props you need.
    4. Remember that practice makes perfect.
    5. Find a place to perform the play: school auditorium or gymnasium, local theater and so on.
    6. Promote your performance, and consider whether you want to make it a fundraiser (you could ask the audience for donations, for example).
  - Students can play the MDG match game from the organization Taking It Global ([www.takingitglobal.org/themes/mdg/game/index.html](http://www.takingitglobal.org/themes/mdg/game/index.html)).
  - Students can watch short animation clips produced by children about the Millennium Development Goals. ([www.millenniumcampaign.org/site/pp.asp?c=grKVL2NLE&b=897799](http://www.millenniumcampaign.org/site/pp.asp?c=grKVL2NLE&b=897799)).
  - Students can explore an interactive game *Water Alert* from UNICEF's Voices of Youth Campaign ([www.unicef.org/voy/](http://www.unicef.org/voy/)).

## **Subject and Level Learner Outcomes**

### **Grade 5 Social Studies**

5.S.1 Students will develop skills of critical thinking and creative thinking

- critically evaluate ideas, information and positions from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate original ideas or strategies in situations of individual and group activities

### **Grade 4 English Language Arts**

1.1 Discover and Explore

Express ideas and develop understanding

- compare new ideas, information and experience to prior knowledge and experiences
- ask questions, paraphrase and discuss to explore ideas and understand new concepts

1.2 Clarify and Extend

Consider the ideas of others

- identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts

## 5.1 Respect Others and Strengthen Community

### Appreciate diversity

- describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts

## **Grade 5 English Language Arts**

### 1.1 Discover and Explore

#### Express ideas and develop understanding

- use appropriate prior knowledge and experiences to make sense of new ideas and information
- read, write, represent and talk to explore personal understandings of new ideas and information
- use own experiences as a basis for exploring and expressing opinions and understanding

### 1.2 Clarify and Extend

#### Consider the ideas of others

- seek the viewpoints of others to build on personal responses and understanding

## 5.1 Respect Others and Strengthen Community

### Appreciate diversity

- discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts

## **Safe and Caring Topics and Concepts**

### **Living Respectfully**

- Examining ways that injustice affects people
- Respecting and appreciating others' ideas, insights, solutions and contributions

### **Respecting Diversity and Preventing Prejudice**

- Respecting different points of view builds community and helps to prevent or resolve conflict
- Studying different cultures, religions and lifestyles in society and in the school

## Teaching Strategies

	Cooperative Learning	Inquiry Learning	Direct Instruction
<p>Go to <a href="http://www.sacsc.ca">www.sacsc.ca</a> Click on Resources, Strategies for strategy descriptions</p>	<ul style="list-style-type: none"> <li>• Think-pair-share</li> <li>• Step interview</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Millennium Development Goals</li> </ul>

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> <li>• Tableau</li> </ul>	<ul style="list-style-type: none"> <li>• Poster presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Journalling</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Visual displays</li> </ul>

## Supplementary Resources

- Downloadable version of the Millennium Development Goal's *Youth Action Guide*, provided by the *No Excuse 2015 Millennium Campaign* (Voices Against Poverty). Scroll down to the left-hand side of their website ([www.millenniumcampaign.org](http://www.millenniumcampaign.org)).

## Millennium Development Goals: Statistics

### **MDG 1: Eradicate extreme poverty and hunger**

- 1.2 billion people live on less than \$1 a day
- Every day, 800 million people go to bed hungry
- Every day, 28,000 children die from poverty-related causes

### **MDG 2: Achieve universal primary education**

- 115 million children are not in school—56 per cent of them are girls and 94 per cent of them live in developing countries
- 133 million young people cannot read or write
- Only 37 of 155 developing countries have achieved universal primary school completion

### **MDG 3: Promote gender equality and empower women**

- Two-thirds of the world's illiterate people are female
- The employment rate for women is 30 per cent lower than the rate for men
- Women only held 15 per cent of seats in national parliaments in 2003

### **MDG 4: Reduce child mortality**

- 48 countries had mortality rates greater than 1 in 10 childbirths, compared to 1 in 143 in developed countries
- Among the childhood vaccine-preventable diseases, measles is the leading cause of child mortality, with over half a million deaths in 2000
- 70 per cent of deaths before age five are caused by disease, or a combination of disease and malnutrition, that would be preventable in developed countries

### **MDG 5: Improve maternal health**

- More than 500,000 women die from complications of pregnancy and child birth every year
- 99 per cent of maternal deaths from childbirth occur in the developing world
- Pregnancy is the leading cause of death for girls ages 15–19 in developing countries

## **MDG 6: Combat HIV/AIDS, malaria and other diseases**

- 4.8 million people became newly infected with HIV in 2003; that's 13,000 a day!
- Malaria causes more than one million deaths each year
- There were two million deaths from tuberculosis in 2002

## **MDG 7: Ensure environmental sustainability**

- 2 million children die every year from infections spread by dirty water or the lack of toilets
- 1.2 billion people lack access to safe drinking water and 2.4 billion people lack access to proper sanitation facilities
- The collapse of fisheries around the world threatens to increase hunger and poverty among poor coastal communities throughout the developing world

## **MDG 8: Create a global partnership for development**

- Europe's cows receive \$2 a day in subsidies, more than the income of half the world's population
- Developed countries pledged to give 0.7 per cent of their national income in aid. Only 5 countries are living up to the commitment; the USA is giving less than 0.2 per cent
- It is estimated that if developed countries were to break down trade barriers, this could help lift 300 million people out of poverty by 2015

## Millennium Development Goals: Discussion Cards

<p><b>Goal 1: Eradicate Extreme Poverty and Hunger</b></p> <p>What is the economy like in your community? Do you see poverty in your community? If so, what does it look like and how do you know?</p> <p>Have you ever been worried about not having enough to eat? Or, do you know someone who has these concerns? Are there people in your community who experience extreme hunger and lack of access to food?</p>	<p><b>Goal 2: Achieve Universal Primary Education</b></p> <p>How important is education in your community, town, or city? Is it something every child expects to receive? On average, how long do children in your community remain in school?</p> <p>Do the majority of the young people in your community receive an education? If so, is this education equal? If not, what prevents some from receiving an education?</p>
<p><b>Goal 3: Promote Gender Equality and Empower Women</b></p> <p>What role does gender play in your community? Do you feel women and men have equal rights in your community? Why or why not?</p> <p>Do females in your community have equal access to education and employment? Please explain.</p>	<p><b>Goal 4: Reduce Child Mortality</b></p> <p>Have you known or heard of someone who has died before their fifth birthday? Was their death due to disease or environmental/health impacts?</p> <p>On estimate, how many children a year in your community die before their fifth birthday?</p>

<p><b>Goal 5: Improve Maternal Health</b></p> <p>In your community, do pregnant women have access to adequate medical care? Are these services available to everyone regardless of socioeconomic status?</p> <p>Does teen pregnancy occur in your community? Would you say this is a common occurrence?</p>	<p><b>Goal 6: Combat HIV/AIDS, Malaria and Other Diseases</b></p> <p>Are there any major/common diseases or health concerns in your community/country? If so, what are they?</p> <p>How might these concerns affect the people of your community? How might these concerns affect the way in which your community functions?</p>
<p><b>Goal 7: Ensure Environmental Sustainability</b></p> <p>Where does your drinking water come from? Are there sources/signs of pollution in the land of your community? Is litter a problem in your community?</p> <p>How do animals and humans in your community interact? Is the interaction positive or negative? In your everyday life, how do you interact with nature? How would you characterize this interaction?</p>	<p><b>Goal 8: Build a Global Partnership for Development</b></p> <p>Do you think it is possible to get rid of poverty worldwide?</p> <p>Do you think the political leaders of your country are paying enough attention to the need for global cooperation? Why or why not?</p>

## **Millennium Development Goals: Student Self-Assessment**

Place an X in the box below each statement to indicate how you participated during your group's research and presentation.

1. I put my best effort into our research.

Absolutely!	For the most part	Sometimes	Very little	No way

2. I was on task.

Absolutely!	For the most part	Sometimes	Very little	No way

3. I accepted the ideas of others.

Absolutely!	For the most part	Sometimes	Very little	No way

4. I assumed a leadership role.

Absolutely!	For the most part	Sometimes	Very little	No way

1. What was something you were proud of?

2. What would be something you would do different if you were to do this project again?

3. Overall, how would you rate yourself? Why?

## Millennium Development Goals: Overview

### #1 Eradicate extreme poverty and hunger

**What does this mean?** Make sure that all people have basic things they need to live. This means that people have enough nutritious food to eat, clean water to drink, clothes to wear, a home to live in, schools for their children and health care.

**Why?** There are still many people in the world who are so poor that they often don't have enough to eat each day and suffer from hunger. People who are extremely poor are people who have less than US\$1 a day to live on. There are more than 1 billion people in the world who live on less than \$1 a day. In many African and Asian countries, a whole family has only that much money to live on.

### #2 Achieve universal primary education

**What does this mean?** Make sure that all children go to primary school. This goal is important because education is one of the most important ways for people, especially children, to improve their lives.

**Why?** There are many kids in the world who don't go to school. For some children, going to school is too expensive, and their parents don't have enough money. Some kids must work to help their parents feed the family. Some communities and families do not believe their children—most often girl children—do not need school for the lives they will live. Or maybe—especially in countries where a lot of people are infected with HIV/AIDS, malaria and tuberculosis—their parents are sick or have died, and they have to work to support themselves and their brothers and sisters. Or perhaps the schools are too far away or overcrowded. There are many reasons that children do not go to school, but the end result is the same. These kids and their children after them are more likely to be poor and remain poor.

### #3 Promote gender equality and empower women

**What does this mean?** Make sure that girls can go to school just like boys, and that girls and women are allowed to do the same things that boys and men do. This goal also wants to make sure that girls and

women are considered to be equal to boys and men, and are included when important decisions are made that concern them, their families, and their communities.

Why?

Just over one half of the people in the world are women and girls, yet in many countries their chances to improve themselves and the lives of their families are very limited. Girls are often kept from going to school. Women are not allowed to have jobs outside of the home or to borrow money to start businesses to support their families. They don't get to go to the doctor as often or to eat as healthily as men do. They are not allowed to vote or voice their opinions in the development of their communities or countries. Yet experience shows that when girls and women are given opportunities to go to school, to start businesses or to plan how many children they will have, they tend to make major improvements to the quality of life of their entire families.

## **#4 Reduce child mortality**

What does this mean?

Make sure that fewer babies and children die. This means that babies need vaccines to protect them against various childhood diseases and antibiotics to take when they are sick. They need to have nutritious food, clean water and sanitary living conditions. Their mothers need to have proper nutrition and health care when they are pregnant and nursing.

Why?

In poor countries, many babies and children die because their parents can't afford to give them proper care. As a result, parents often have very large families hoping that a few children may live to be adults. This means that the small amount of money the family has to live on must be used to feed, clothe, shelter, educate and buy medical care for more people. If poor families can be more hopeful that their children will live, there is a greater chance that they will have smaller families and be able to take better care of them. These healthier children will also stand a better chance to receive an education and become healthy, productive adults.

## **#5 Improve maternal health**

What does this mean?

Make sure that women who are pregnant get good medical care so that they remain healthy during the pregnancy, that their babies are born healthy and that they remain healthy after their babies are born.

Why? A woman's body goes through many changes during pregnancy, which sometimes turn into health problems. Many of these problems wouldn't happen if women had proper nutrition, medical care and medicine, or if they were able to plan their pregnancies. In rich countries, it is rare for a woman to die from pregnancy complications, but in some poor countries, especially in countries where women start having children at a very young age or have many pregnancies, it is common. If more mothers have healthy pregnancies and deliveries, they will live to take care of their children as they grow up and to contribute to the family's overall well-being.

## **#6 Combat HIV/AIDS, malaria and other diseases**

What does this mean? Make sure that infectious diseases don't make as many people sick or kill as many people as they do.

Why? Infectious diseases are dangerous because they can be spread from one person to another. Some of the most dangerous diseases, especially in poor countries, are malaria, tuberculosis and HIV/AIDS. They make people very sick and many people die of them. There are ways to prevent and treat these diseases. But in poor countries, it isn't as easy to spread information about how to prevent these illnesses, there isn't enough medicine to treat these diseases, and there aren't enough high-quality doctors, hospitals or medicines to take care of sick people. When people are sick, they can't work or take care of their families as well as when they are healthy. Sick children can't learn as well. Having sick relatives takes money, time and care from the rest of the family. If these diseases are halted, poor people will have a much better chance at moving ahead.

## **#7 Ensure environmental sustainability**

What does this mean? Make sure that people take good care of the environment. This includes replacing renewable resources like food, trees and clean water and air as we use them, and using nonrenewable resources such as fossil fuels and minerals carefully. It also means that we need to dispose of waste so that it does not pollute resources that we need to survive.

Why? The environment gives us the things we need to live like air, water, trees, pastures and energy. In the last 200 years or so, people have polluted the environment more than ever before. Some of this pollution comes from factories and cars,

and other products that make life safer and more comfortable than before. Other pollution comes from the amount of waste created in providing basic needs such as food, clothing and shelter for the world's 6 billion plus people. In addition, all of these people are using up nonrenewable resources at record rates.

Caring for the environment is especially important for poor people, because they really depend on the land around them. Many poor people are peasants who farm the land for a living, get their fuel from nearby trees, and get their drinking water from local rivers and wells. If all of the trees are chopped down, the poor have no way to build fires to stay warm, cook food or boil water to make it safe to drink. If all of the water is polluted by waste from people, farms or factories or if it is overused and dries up, the poor do not have water for drinking, washing or watering their crops. In areas where the trees and water are scarce, women and children spend entire days, day after day, just locating enough fuel and water to cook their meals.

Learning to manage natural resources is important not just to help the poor meet their needs today, but to help all of the world meet its needs in the future.

## **#8 Build a global partnership for development**

What does this mean?

The first seven goals talk about how people can improve their lives. But this goal says that everybody must work together to make sure that the other seven goals are reached. Everybody means the United Nations, other development institutions, rich countries and poor countries, governments, communities and families.

Why?

For many poor countries it will be difficult to reach some of these goals, yet there are many other countries and organizations willing to help. With so much to do and so many willing hands to help, it is important to work together. This way governments who know their people and their countries the best, can see to it that they get the help they need where and when they most need it.