



# Educator's Guide to the Millennium Development Goals

○ → **One World Youth Project**

*Connecting Communities of Youth Action*



**TakingITGlobal**  
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# Introduction: About the Project

This guide aims to orient teachers to the issues, resources, and possibilities for youth action around the Millennium Development Goals. It is a companion to both the Millennium Development Goals Youth Action Guide (published by TakingITGlobal, the Global Youth Action Network, and the United Nations Millennium Campaign) and the curriculum and resources produced by One World Youth Project.

One World Youth Project is a global sister-school initiative linking middle and high schools in the United States/Canada with schools from around the world together in learning partnerships. The Project builds and connects communities through cultural understanding, youth leadership training, and community service. Currently, One World Youth Project involves over 2,000 young people in 17 countries and 11 U.S. states. The Project allows youth to experience cultural exchange through internet message-board communication, pen pal letters, film, and monthly curriculum. Youth work directly with their sister-school on the United Nations Millennium Development Goals. Each sister-school pair focuses on one of the goals and then over the course of the year designs and implements a collaborative service project that helps to meet this goal. In addition to sister-school relationships, One World Youth Project also includes the MDG-er Network, a community of people, young and old, who are committed to taking action for the MDGs. One World Youth Project is entirely run and operated by a volunteer staff of university students from the United States, India, Morocco, Ethiopia, Ghana, Zimbabwe, and Sri Lanka.

TakingITGlobal (TIG) is an international organization led by youth and empowered by technology, providing youth around the world with the information they need to understand global issues, and opportunities to create change and interact with other cultures. As the centerpiece educational initiative, TIGed uses TIG's mission and resources as a foundation for enhancing teaching and learning in school and online. We explore and create meaningful implementations of educational technology with an international flavor and in ways that are relevant and engaging for students. Bringing the power of the TakingITGlobal online community into the classroom, the TIGed tools include Virtual Classroom Communities, a standards-linked Activities Database, Collaboration Tools to enable project-based partnerships between classes in different parts of the world, and Student Blogs, Discussion Boards, Class Galleries, and Student Writing tools.

One World Youth Project and TIGed have collaborated to produce this guide to bring together our shared vision of action-oriented learning that promotes cultural exchange and youth leadership. The suggested activities that follow are easily adapted for classroom projects in a range of contexts – both those involved in classroom to classroom partnerships and individual groups working on their own in local communities, as well as classes with limited access to technology and those in technology-rich environments.

All of the activities in this guide are also available in the TIGed Activities Database and can be implemented in a TIGed virtual classroom. For more information on carrying out these lessons online, please visit [www.tiged.org](http://www.tiged.org).



# Introduction to the Millennium Development Goals

## What is the McREL Compendium?

Mid-Continent Research for Education and Learning is a nonprofit organization that has compiled a searchable online database of curriculum benchmarks that serve as a model for content standards in the US K-12 curriculum: [www.mcrel.org](http://www.mcrel.org)

At the United Nations Millennium Summit in 2000, 189 heads of government signed the Millennium Declaration, promising to “free men, women, and children from the dehumanizing conditions of extreme poverty,” committing developed and developing countries alike to eight Millennium Development Goals (MDGs):

- 1 Eradicate extreme poverty and hunger
- 2 Achieve universal primary education
- 3 Promote gender equality and empower women
- 4 Reduce child mortality
- 5 Improve maternal health
- 6 Combat HIV/AIDS, malaria, and other diseases
- 7 Ensure environmental sustainability
- 8 Develop a global partnership for development

The MDGs introduce learners to many of the major global development issues facing the world today, while providing a framework for understanding challenges that exist in local communities everywhere. This conceptual understanding of global/local interdependence is a core knowledge area of global citizenship (Oxfam Education for Global Citizenship Guide). The MDGs also offer tangible examples of the concepts of inequality and justice, human rights and responsibilities, and creating sustainable solutions to critical challenges.

Around the world, young people are profoundly affected by the issues that the MDGs seek to address, especially health, education, housing, and access to employment opportunities. Out of the 1 billion people who live on less than \$1 a day, approximately 238 million are young people. Education is a critical first step to increasing youth participation in achieving the MDGs by 2015. Young people must learn about the MDGs as a framework, as well as develop an understanding of the complex issues that underlie each Goal, in preparation to take action and participate in determining the conditions of the future world they will inhabit.

The activity suggestions in this guide foster learning through inquiry, collaboration, and participatory action-learning, helping students to develop essential 21st century skills such as information literacy, interpersonal communication, systems thinking, and social responsibility, through relevant and authentic content and contexts.

Because the framework was initiated by the member states of the United Nations and much of the internationally coordinated work on the MDGs is organized through UN agencies, learning about the Goals is also an entry point for understanding the UN system.

## Learning about the Millennium Development Goals as a framework

This teacher's guide offers suggestions for teaching the MDGs as a framework and also provides background information for educators who wish to develop projects around each individual Goal. These activities are structured to help students understand why there are Goals, what they are, how they work, and who's working on them. These activities can be conducted as independent lessons, as introductory steps to a project you design, or as a complete unit on the Goals. The curriculum connections noted within each activity, taken from the McREL Compendium of Standards and Benchmarks, are suggestions to assist educators as they integrate these lessons into existing curricula. Because of the interdisciplinary approach of these lessons and projects, the suggested standards are by no means an exhaustive list. If you find that any activity in this guide satisfies an additional standard, we invite you to submit new curriculum connections to the online version of the lesson in the TIGed Activities Database: <http://www.takingitglobal.org/tiged/activity/>.

The first two activities in this guide are participatory hooks to introduce students to the framework and familiarize them with the local and global connections of the Goals. They may be used as an interactive component of a lesson that includes an introduction lecture or reading on the MDGs.

## Online Only

### The MDG Card Game

The TakingITGlobal MDG Card Game combines a “memory” card game with trivia-style questions that test players’ knowledge of the issues addressed by the Millennium Development Goals. As an instructional tool, the MDG game is a fun way to introduce students to these issues, as well as to reinforce facts and concepts behind the MDGs.

[www.takingitglobal.org/themes/mdg/game/index.html](http://www.takingitglobal.org/themes/mdg/game/index.html)



# Activity 1: Setting Goals, Building Solutions

## Curriculum Connections:

Self-Regulation Standard 1. Sets and manages goals

**Benchmark 10.** Understands personal wants and needs, and how goal-setting can help one achieve wants and needs

**Benchmark 12.** Understands the differences between various types of goals (e.g., goals to improve output, problem-solving goals, innovative goals, personal goals)

**Objective:** Students will understand the need for the Millennium Development Goals and the concepts of setting targets and planning objectives.

## Process:

1. As a group, consider 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?
2. For this exercise, ask students to imagine THEY are the person setting the goals for your community to be reached by the year 2015, using the following questions to brainstorm and reflect individually:
  - How would you describe your community?
  - What do you like most about your community? Least?
  - What are your concerns for the local community? What problems do you see? List five to eight concerns.
  - What goals could you set to lessen the impact of these problems or eliminate your concerns?
3. Once each student has reflected on these questions, share responses as a group, considering the following Discussion Questions:
  - How is community defined?
  - What are some of the shared concerns in our group? Shared goals?

*For educators using a TIGed virtual classroom, discussion questions can be posted in the class discussion forum. You may also wish to ask students to submit their worksheet responses as a blog entry, to gather the entire group's ideas.*

A PDF worksheet of this activity can be downloaded from:

<http://www.oneworldyouthproject.org/pdfs/settinggoals.pdf>

Panorama article on Goal Setting:

<http://www.takingitglobal.org/express/panorama/article.html?start=2819&ContentID=7324&startpos=2500>



## Activity 2: Newspaper Activity: Where Are the MDGs?

### Curriculum Connections:

Language Arts Standard 10. Understands the characteristics and components of the media

Level III [Grade 6-8]

**Benchmark 3.** Understands how the type of media affects coverage of events or issues (e.g., how the same event is covered by the radio, television, and newspapers; how each medium shapes facts into a particular point of view; how limitations and advantages of various media affect coverage of events)

Level IV [Grade 9-12]

**Benchmark 2.** Understands how different media are structured to present a particular subject or point of view

Geography Standard 18. Understands global development and environmental issues

Level IV [Grade 9-12]

**Benchmark 3.** Understands contemporary issues in terms of Earth's physical and human systems (e.g., the processes of land degradation and desertification, the consequences of population growth or decline in a developed economy, the consequences of a world temperature increase)

**Objective:** Students will understand the everyday significance and global scope of the Millennium Development Goals.

**Curriculum Connections:** Language Arts, Social Studies, Media

### Process:

1. Tell the group that even before they began this activity, all of them had heard about the Millennium Development Goals. If students disagree, take a class poll to ask who has heard of HIV/AIDS before, or learned about the importance of protecting the environment. Explain that these issues, along with others, are core values addressed in the Millennium Development Goals. Explain that on a daily basis they may encounter information related to the Goals but not realize it.
2. Ask students to bring a copy of a newspaper to class, either a local media source or a national or international newspaper, ensuring that a variety of sources are available so that both local and global media are represented within the group.
3. Once all the students have a newspaper, write the eight MDGs on the board or a large piece of paper.
4. Ask students to go through their chosen media source in search of articles that relate to any aspect of any of the MDGs. They should keep a running list of where they identify the Goals, and how many times they find connections to each one. The articles do not need to mention the MDGs or have any direct relations to the Goals, but rather just need to touch on issues related to the Goals. For instance, an article on a local pond being protected would relate to MDG 7: Ensure Environmental Sustainability. This step of the activity can also be completed independently outside of class time, followed separately by the group discussion.
5. Bring the class together to discuss their results. Review as a group whether each Goal was identified, and if so, how many times. Ask each student, or several volunteers, to talk about one of the articles they found, explaining how it related to one of the MDGs.

### Discussion Questions:

- Were you surprised by anything during this activity?
- Which Goals had the greatest coverage? The least?
- Was there a difference in the local coverage compared to national or international?
- Would understanding more about the Millennium Development Goals change the way you might read these articles in the future? Would it change which articles you would choose to read?
- Do you think the Goals affect your life and community?

To facilitate this activity online, direct students to the websites of major media outlets to determine where stories related to the MDGs are being published. Viewing websites from media sources in different parts of the world can serve as an entry point into discussion about the range of local contexts that the large-scale Goals address.

<http://www.bbc.co.uk>

<http://www.nytimes.com>

<http://www.southafricapost.com/>



## Activity 3: Using youth perspectives as primary sources

### Curriculum connections:

history, social studies, civics, language education

Language Arts Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational texts

Level III [Grade 6-8] & Level IV [Grade 9-12]

**Benchmark 1.** Uses reading skills and strategies to understand a variety of informational texts (e.g., electronic texts; textbooks; biographical sketches; directions; essays; primary source historical documents; print media; consumer, workplace, and public documents)

Historical Understanding Standard 2. Understands the historical perspective

Level III [Grade 7-8]

**Benchmark 6.** Knows different types of primary and secondary sources and the motives, interests, and bias expressed in them (e.g., eyewitness accounts, letters, diaries, artifacts, photos; magazine articles, newspaper accounts, hearsay)

**Objectives:** This activity introduces students to the MDGs as they are experienced and addressed by youth. Students will learn to identify primary sources and understand how different opinions on a subject are shaped by personal experience and perspective.

### Process:

1. A special issue of Panorama, the online magazine of TakingITGlobal, was dedicated to the Millennium Development Goals:  
<http://www.takingitglobal.org/express/panorama/index.html?IssueID=58>

One World Youth Project Ambassadors from seven countries maintain a group blog that details the issues they have identified in their communities and action projects they are undertaking:  
[www.oneworldyouthproject.org/brazil](http://www.oneworldyouthproject.org/brazil)

Using these articles, students can understand the perspectives of how youth around the world are identifying issues and addressing the Goals in their communities. As an activity, ask students to read at least one article in Panorama and write a response to the author. Students may wish to share their response as a TIGblog entry or directly respond to the author using the commenting tools on TakingITGlobal.

2. If students have already participated in the Newspaper Activity, encourage them to write an entry that synthesizes both sources of information, comparing and contrasting the way the MDGs are presented, and exploring reasons for any similarities and differences.
3. As an additional entry, ask students to write their own article to serve as a primary source on the MDGs for their community. If using a TIGed virtual classroom, have the class use the Student Writing section to create an online magazine on the MDGs. You may also wish to search the TIGed Collaboration Registry for a partner group to co-publish an online magazine and exchange perspectives.

The TakingITGlobal Featured Theme page on the MDGs also has a comprehensive list of resources on youth participation around these issues. Students can select from these reports to read first-hand accounts of how young people around the world are working to make poverty history:

<http://www.takingitglobal.org/themes/mdg/links.html>



## Activity 4: Mind Mapping the MDGs

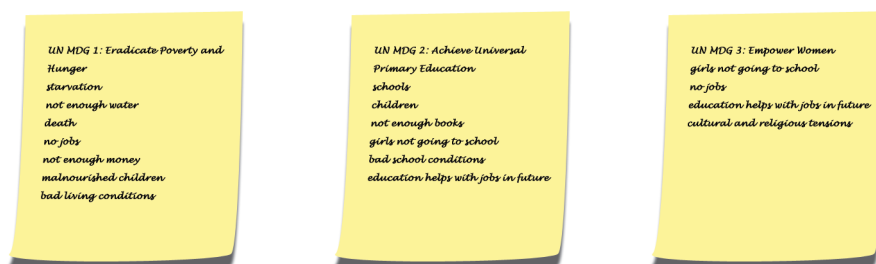
Objective: Students will realize and understand that all the Millennium Development Goals are interconnected. This activity is a good bridge from introduction to investigation because students will understand the need for a holistic approach to problem solving.

Curriculum Connections: social studies

Process

1. Evenly divide the class into eight small groups. Assign each group one of the Millennium Development Goals.
2. Ask each group to work together for the next 10 to 15 minutes to create a list of everything they can think of that is related to this Goal. Explain that the list does not have to include complete sentences or even phrases, it can include just words if that's what the group prefers. Each group should write their list on a piece of poster board or large paper. Explain that this is a brainstorming activity and all ideas should be listed and respected, with the group focusing on generating as many ideas as possible, not deciding the relevance of each at this time.

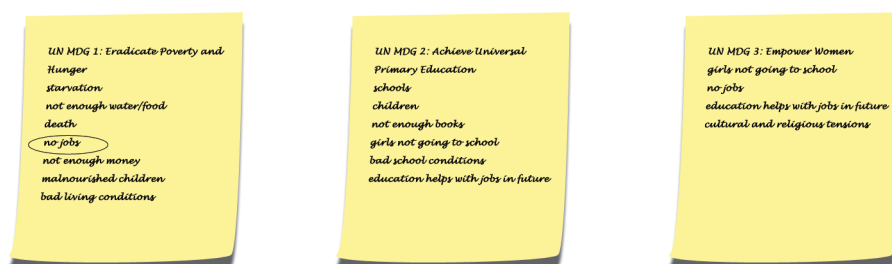
Below are some example lists (students' lists will most likely be longer than these):



3. After the designated time and the groups have completed their mind maps, ask students to put their large sheets at the front of the classroom where everyone can see them. Allow students a few moments to read through the sheets.

4. Now, ask students to point out any answers for each Goal that are similar to responses for other Goals. Ask for a student volunteer to circle these similarities.

For instance:



The papers will most likely be filled with circled words.

5. Discussion Questions:

- Why are there so many overlapping parts to the Goals?
- Could one Goal be achieved without the others?
- Is it possible to work toward so many things simultaneously?



## Activity 5: Visualizing inequality, envisioning a future

### Curriculum connections:

geography, language arts

Geography Standard 18. Understands global development and environmental issues

Level III [Grade 6-8]

**Benchmark 1.** Understands how the interaction between physical and human systems affects current conditions on Earth (e.g., relationships involved in economic, political, social, and environmental changes; geographic impact of using petroleum, coal, nuclear power, and solar power as major energy sources)

**Benchmark 2.** Understands the possible impact that present conditions and patterns of consumption, production and population growth might have on the future spatial organization of Earth

Level IV [Grade 9-12]

**Benchmark 3.** Understands contemporary issues in terms of Earth's physical and human systems (e.g., the processes of land degradation and desertification, the consequences of population growth or decline in a developed economy, the consequences of a world temperature increase)

This activity can be conducted using large chart paper; for classrooms with technology access, mapping lessons can also be carried out with GIS mapping tools or a web-based platform such as Google Maps.

**Objective:** This lesson introduces students to the impact that social and economic inequalities have in achieving the MDGs. This lesson also develops geographic literacy skills through map-reading and map-making.

### Process:

1. Using TakingITGlobal's interactive MDG maps:  
<http://www.takingitglobal.org/explore/>

Have students explore the different maps, looking at each and noting any trends or information they find interesting. These trends could range from "the same areas of the map are always red" to a more complex analysis about particular countries or issues.

2. As a class or in smaller groups, create a map of the local community, defining community boundaries as a group or based on the previous Goal Setting activity. Referring to the examples from the Newspaper and/or Mind Mapping activities, students should plot the presence of the MDGs on their community map. For example, the location of schools on the map might represent a point plotted for Goal 2: Achieve Universal Primary Education. The points they choose to identify can be both community needs and places where targets are not being met.
3. As much as possible, map out different or conflicting perspectives to encourage inquiry and debate. For example, a food market might be point for both achieving Goal 1: Eradicating Hunger, and preventing it, for those who cannot afford to buy food. Encourage students to be creative, and to be specific in describing how each point represents each Goal or target.
4. Once the community maps are complete, ask students to put their maps aside and gather around a blank piece of paper. As a group, collaboratively create a new community map that shows the necessary components of a community where all the MDGs are achieved. Students may wish to refer to their previous map to consider where Goals are not being met and what elements should be added or removed to ensure that the Goals are achieved.
5. **Discussion Questions:**
  - What additions does our community need to ensure that the MDGs are met for everyone?
  - Are there any elements on the map of our existing community that should be left out of the envisioning map? Why or why not?



## Activity 6: What progress have we made?

### Curriculum connections:

economics, mathematics, social studies

Geography Standard 18. Understands global development and environmental issues

Level III [Grade 6-8]

**Benchmark 1.** Understands how the interaction between physical and human systems affects current conditions on Earth (e.g., relationships involved in economic, political, social, and environmental changes; geographic impact of using petroleum, coal, nuclear power, and solar power as major energy sources)

**Benchmark 2.** Understands the possible impact that present conditions and patterns of consumption, production and population growth might have on the future spatial organization of Earth

Self-Regulation Standard 1. Sets and manages goals

**Benchmark 8.** Makes a cumulative evaluation of a goal according to explicit criteria

World History Standard 45. Understands major global trends since World War II

Level IV [Grade 9-12]

**Benchmark 2.** Understands causes of economic imbalances and social inequalities among the world's peoples and efforts made to close these gaps

Mathematics Standard 6. Understands and applies basic and advanced concepts of statistics and data analysis

Level III [Grade 6-8]

**Benchmark 4.** Reads and interprets data in charts, tables, and plots

Level IV [Grade 9-12]

**Benchmark 3.** Understands the concept of correlation (e.g., the difference between a "true" correlation and a "believable" correlation; when two variables are correlated)

**Objective:** Through this activity, students will use statistics to form inquiries and analyze the extent to which the Millennium Development Goals are being met. Students will develop critical thinking skills through the analysis of quantitative and qualitative data.

### Overview:

Many of the targets that outline the objectives of the Millennium Development Goals are measured quantitatively, as they aim to increase the number of people worldwide who have access to education, healthcare, employment opportunities, and natural resources. Encouraging student analysis of relevant statistical data enables an interdisciplinary and global approach to mathematics, economics, and social studies.

The data determining progress on the MDGs are concrete examples for analyzing statistics, developing graphing skills, and understanding broad concepts of inequality.

### Process:

1. Have students work in research groups, with each group representing a designated country and Goal. To extend this activity into a broader research project, each group might look at several targets or goals for their country.
2. Students can plot charts that show the data for an indicator over different points in time, as well as compare absolute or relative changes in rates related to different Goals (e.g., changes in child mortality rate, changes in HIV infection rate).
3. As part of researching the quantitative data, ask students to investigate the background behind how data is collected, such as sources, definition of terms, and any differences between the data published by multiple sources (individual governments, NGOs, UN agencies, etc).
4. Students should write an analysis to accompany their data, explaining how it is depicted and why, as well as exploring possible correlations or causalities between sets of data.
5. Discussion Questions:
  - How do countries collect the data needed to study the progress made on each Goal?
  - Does every country collect information in the same way?

### Resources:

United Nations Cyberschoolbus: The InfoNation tool enables learners to quickly select data sets based on United Nations statistics:

<http://www.un.org/cyberschoolbus/infonation3/menu/advanced.asp>

United Nations Millennium Development Goals Indicators database:

[http://unstats.un.org/unsd/mi/mi\\_goals.asp](http://unstats.un.org/unsd/mi/mi_goals.asp)



## Activity 7: What's it Worth?

### Curriculum Connections:

Mathematics, Economics, Social Studies

Economics Standard 1. Understands that scarcity of productive resources requires choices that generate opportunity costs

Level III [Grade 6-8]

**Benchmark 1.** Understands that scarcity of resources necessitates choice at both the personal and the societal levels

**Benchmark 2.** Knows that all decisions involve opportunity costs and that effective economic decision making involves weighing the costs and benefits associated with alternative choices

Level IV [Grade 9-12]

**Benchmark 1.** Understands that marginal benefit is the change in total benefit resulting from an action, and marginal cost is the change in total cost resulting from an action

Business Education Standard 13. Analyzes and interprets data using common statistical procedures, charts, and graphs

Level IV [Grade 9-12]

**Benchmark 2.** Uses tables, graphs, diagrams, and charts to obtain or convey quantitative information (e.g., manual or electronic representations)

**Objectives:** These activities help students to develop perspective on the financial and other costs of achieving the MDGs, as well as the economic implications of not meeting the Goals. Below are several inquiries that can be used to develop projects through which students investigate the choices involved in making economic decisions.

### Process:

1. Introduce this activity with a mini-assignment on individual spending, having students keep track of how much money they spend in one day, and what that money is spent on. They may also want to track money spent by family members to contribute to family needs (groceries, for example).
2. Have students report back their spending in a chart or graph, then create a class chart to calculate the whole group's spending in one day. In processing the class spending activity, students should be introduced to the statistic that more than 1 billion of the world's population survives on less than \$1 (US) per day. Students should discuss what choices they had to make in spending their own money.
3. Have students each select a basic need related to one Goal (themes generated from the Mind Map exercise may be selected). On either a local community level or investigating on a community level, ask students to research the costs of meeting this need. Guide students to investigate differences and compare:
  - spending on the same sector by different governments
  - how each government chooses to spend on different sectors (health, education, military)
  - the cost of solutions per person and in total (for example, mosquito nets to combat malaria, school fees for one year of primary education in Kenya, etc.)
  - the cost of basic needs in different parts of the world.



# Activity 8: MDG Bingo: Peer Education

## Curriculum Connections:

Language Arts, Geography

Language Arts Standard 4. Gathers and uses information for research purposes

Level III [Grade 6-8]

**Benchmark 3.** Uses a variety of resource materials to gather information for research topics

Level IV [Grade 9-12]

**Benchmark 2.** Uses a variety of print and electronic sources to gather information for research topics

Geography Standard 18. Understands global development and environmental issues

Level III [Grade 6-8]

**Benchmark 1.** Understands how the interaction between physical and human systems affects current conditions on Earth

Level IV [Grade 9-12]

**Benchmark 3.** Understands contemporary issues in terms of Earth's physical and human systems

Thinking and Reasoning Standard 5. Applies basic trouble-shooting and problem-solving techniques

Level IV [Grade 9-12]

**Benchmark 6.** Represents a problem accurately in terms of resources, constraints, and objectives

Level IV [Grade 9-12]

**Benchmark 11.** Understands causes and critical issues of problems (e.g., personal, social, ethical considerations)

Working With Others Standard 1. Contributes to the overall effort of a group

Level IV [Grade K-12]

**Benchmark 11.** Takes the initiative in interacting with others

**Benchmark 2.** Works cooperatively within a group to complete tasks, achieve goals, and solve problems

**Objective:** This activity develops students' skills as researchers and peer educators, preparing them for participation in action-learning on the MDGs beyond the classroom.

## Overview:

This activity can be conducted using all of the Goals or focusing on one Goal and its respective targets or issues; however, the scope of the activity should be determined in advance to help students understand the structure of their research. Students should have some previous knowledge of the issues underlying the Goals that will be addressed in this activity.

## Process:

1. As a class, brainstorm a list of 4-5 issues related to the Goal (if the group has participated in the Mind Mapping the MDGs exercise, the list may be adapted from there).
2. On the board, create a matrix with the issues on one axis and the following categories along the other: Signs that the Issue Exists, Causes, Solutions, Effects of Not Addressing the Issue (the category titles may need to be adapted, depending on the Goal and the issues determined by the class).
3. Explain to the class that, for each issue, there are indicators or signs that an issue is present in a community, underlying causes to the issue, possible solutions to improve the situation, and consequences to not achieving those solutions. If students have participated in previous research on the MDGs, they may already have suggestions to fill information in the grid.
4. Assign 1-2 students to one square on the grid and have students independently conduct internet research to find the information that fits their square, for example, "indicators of unsanitary water conditions" or "solutions to eliminate gender disparity in education." Remind them that there may be extensive research on these statements, but their objective is to find 2-3 essential pieces of information to support their square on the grid.
5. Once all the students have conducted their research (either as an in-class or homework assignment) distribute a handout of the grid and explain that each person must now gather information for every square. Ask students for ideas on how to fill the grid most efficiently (the intended method is to ask one another for information; introduce the concept of peer education and reinforce the importance of working collaboratively).
6. Allow students 20 minutes to mingle around the room and "interview" each other, filling in the squares with the appropriate information as they educate each other. Students can call out "bingo" when they have a complete row across, to signal that they have a full set of information on one issue, or when they have completed the full grid.
7. Once everyone has had an opportunity to fill their grid, or come close to completion, come back together as a class to reflect and share information. Ask students to share a reaction to one piece of new information they learned from this activity. As a group, discuss the process of gathering and sharing information this way, as well as the benefits and disadvantages.

Create a master class grid to clarify and correct research as needed, and share research sources.



Below is a sample grid to conduct this activity on Goal 6: combat HIV/AIDS, Malaria, and other diseases.

Disease	Symptoms	Transmission	Treatment	Consequences of Not Receiving Treatment
HIV/AIDS				
Tuberculosis				
Malaria				
Dengue				
Cholera				



# Goal 1: Eradicate Extreme Poverty and Hunger

## Profile: Goal 1 in Action

Slums Information Development and Resource Center (SIDAREC)  
Nairobi, Kenya

SIDAREC is a community-based, youth-led organization located in the urban slums of Nairobi, Kenya whose aim is to identify resourceful youth in the slums and engage them in the betterment of their own community. Some of the projects run by SIDAREC include capacity-building workshops for youth, creating media and information-sharing channels within the community, and providing counseling services. Recognizing the unique ways that children are affected by poverty, the organization administers child development initiatives that educate community members about parenting, children's rights, basic education, and child health, with the ultimate aim of reducing the number of street children. SIDAREC also builds resource centers that distribute reading, audio, and video materials, which increases community literacy and improves access to information, and addresses poverty reduction through income-generating community based projects and computer training courses. This holistic and youth-focused approach to poverty reduction illustrates the ways in which action and learning around the Millennium Development Goals are interconnected.

Adapted from *Youth and the Millennium Development Goals: Challenges and Opportunities for Implementation* (2005)

Goal 1 has two specific targets:

- Reduce the proportion of people around the world who earn less than \$1 a day to half of the level recorded in 1990.
- Reduce the proportion of people around the world who suffer from hunger to half of the level recorded in 1990.

Barely surviving, 1.2 billion people live in extreme poverty and 800 million people worldwide go hungry each day. Percentage wise, 28.3% of all people in low and middle income economies do not earn enough money to escape the poverty cycle. Target 1 seeks to reduce the percentage to 14.2% by 2015.

## Suggested Resources:

- Understanding the Issues: Poverty and Globalization: <http://www.takingitglobal.org/understanding/poverty>
- *Ayiti: The Cost of Life*, a simulation game created by Global Kids. Accompanying educational resources can be found at: [www.tiged.org/ayiti](http://www.tiged.org/ayiti) (launching September 1, 2006)



## Goal 2: Achieve Universal Primary Education

### Profile: Goal 2 In Action

Perfect Youth Group of the Dr. Herman Wrice Community Center  
One World Youth Project participant group  
Arusha, Tanzania

The Perfect Youth Group visited a village approximately 30 km away from their home town of Arusha. Their goal was to meet with villagers to teach about the importance of primary education. At first parents were not receptive. As one youth group member explained, "It seemed they did not understand us. They said, 'I cannot send my child to school, he is supposed to look after cattle and I cannot send my daughter to school because when she reaches 15 year she must be married.' So that was the situation we found there." After meeting with the parents and children for four hours, something remarkable happened. Sixty percent of the parents agreed to send their children to school. To support this commitment the Perfect Youth Group members fundraised to provide exercise books and pencils to the children.

Goal 2 aims to ensure that children everywhere are able to complete a full course of primary schooling. Education is crucial for creating opportunities and choices for youth, and is integral to breaking the cycle of poverty and improving health conditions. However, for 115 million children who do not attend primary school or complete their primary education, poverty and health are also major barriers to attending school. Children must choose between working to support their families and going to school, and in some families, girls are expected to stay home and help with the chores – a trend that forces girl children to forgo their own education. Many young people cannot afford school fees and uniforms, and are thus unable to attend school. Inadequate teacher training compounds the issue, lowering the quality of education for those children who can attend and causing critical teacher shortages, a factor that is even more severe in regions with high rates of disease such as HIV/AIDS.

On a governmental level, increased funding for primary education, equitable distribution of education funds, and adequate support for teacher training are all essential in achieving Goal 2.

### *Suggested Resources:*

- Understanding the Issues: Education:  
<http://www.takingitglobal.org/understanding/education>
- Global Campaign for Education:  
<http://www.campaignforeducation.org>



## Goal 3: Promote Gender Equality and Empower Women

### Profile: Goals 1 and 3 In Action

Northern Light School  
One World Youth Project participant group  
Oakland, California, United States of America

Students at the Northern Light School in Oakland, California organized a baby clothing drive at their school. They collected over \$100 worth of clothing and related products. As Teacher, Becky, describes, "We worked with the Perinatal Council, an organization that provides services to young mothers in Alameda and Contra Costa Counties. The students collected items such as diapers, formula, and baby food, which they gave to the young mothers and their babies. Most of these women are undocumented and don't qualify for government programs that provide assistance." One of the students told her doctor about the project and he donated dozens of containers of formula. "Albertsons (a local store) ... offered us a huge discount on baby items," explains Becky, "[After we picked them up] the science room was overflowing with baby stuff!"

Gender equality refers to people having the same opportunities and access to basic needs, such as education, employment, and healthcare, regardless of whether they are men or women. Current gender disparities are illustrated by statistics that show two-thirds of the 880 million illiterate adults in the world are women; women are less likely to be employed than men; and only 15% of parliamentary seats and 6% of Cabinet posts of the governments of the world are held by women.

The target of Goal 3, to eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015, emphasizes the central role that education plays in ensuring equal access to basic needs and opportunities for all people. Other possible solutions to these issues include changing laws and traditions around property ownership, so that women can own the land and businesses upon which they rely to support themselves and their families.

Goal 3 invites rich inquiry into the issue of gender equality and definition of empowerment. How must attitudes around women's roles change if Goal 3 is to be achieved? Attitudes toward gender differences often stem from cultural, religious or economic beliefs, justified based on tradition and not seen as discrimination. Furthermore, in many regions of the world, gender role expectations and discrimination limit girls' access to education; yet in the United States, there is a growing debate over the reverse gender disparity, as new data show girls outperforming and graduating from secondary education at a higher rate than boys.

### *Suggested Resources:*

- Featured Theme: Women's Rights:  
<http://www.takingitglobal.org/themes/women/>
- United Nations Development Fund for Women (UNIFEM):  
<http://www.unifem.org/>



## Goal 4: Reduce Child Mortality

### Profile: Goal 4 in Action

Alejandro Chipana  
Centro Educativo Y Desarrollo Integral Del Altiplano  
(CEDIA)  
Bolivia

After returning from the World Youth Congress, Alejandro first became involved in the MDGs while participating in the World Youth Congress. When he returned home to Bolivia, he got in touch with the United Nations office there and started several projects through his organization, CEDIA. He is currently planning a project in the city of El Alto (one of the poorest cities in Bolivia) called "Trans-formation as a cause to avoid infant mortality" which is divided into two stages. CEDIA is leading a study on hygiene practices of the poorest families. After the study is complete, they plan to use the research to create educational programs aimed at teaching children that live in extreme poverty hygienic practices that will help them avoid getting sick.

Adapted from *RAISING THEIR VOICES: A global compilation of reports from youth campaigning for the Millennium Development Goals* (2006).

Every child born into this world deserves to fully realize the potential of life and their right to childhood, regardless of where they are. Unfortunately, the reality is that millions of children die of preventable diseases each year; 11 million children in the developing world die before the age of five, and 70% of these deaths are due to disease or malnutrition. In developing countries, 1 child in 10 dies before its fifth birthday, compared with 1 in 143 in high-income countries.

The target of Goal 4 is to reduce by two thirds the mortality rate among children under the age of five. Reducing child mortality is deeply interdependent upon the other Goals and consequences of extreme poverty that create dangerous living conditions for children: gender inequalities in education, inadequate sexual health education for girls and women, the spread of HIV/AIDS and other diseases, and unsustainable environmental practices. Poor water quality and sanitation-related diseases are major causes of child mortality in developing countries. However, widespread public health measures also play a role – lack of qualified health care providers, inequities in access to childhood immunizations, an adequate supply of nutritious food, and knowledge of personal and community health practices.

### Suggested Resources:

- Understanding the Issues: Health and Wellness:  
<http://www.takingitglobal.org/understanding/health>
- Tracking Progress in Child Survival Countdown to 2015:  
<http://www.childsurvivalcountdown.com/>
- UNICEF:  
<http://www.unicef.org>



## Goal 5: Improve Maternal Health

Every year more than 500,000 women die from complications of pregnancy and childbirth. Worldwide, more than 50 million women suffer from poor reproductive health and serious pregnancy-related illness and disability. A woman's life is jeopardized when complications arise during a pregnancy or childbirth and no trained health providers are available to tend to her needs. In developing countries only about half of deliveries are attended by professional health staff. The primary means of preventing maternal deaths is to provide fast access to medical centres and emergency care, particularly in rural areas. Often, a woman in extreme poverty simply does not have access to transportation to an emergency medical facility. Education is also a determining factor in maternal health, empowering women to make informed decisions about pregnancy and better understand associated risk factors.

Goal 5 aims to improve the conditions of mothers giving birth and reduce by 75% the number of women who die in child birth.

### *Suggested Resources:*

- Understanding the Issues: Health and Wellness:  
<http://www.takingitglobal.org/understanding/health>
- UNICEF:  
<http://www.unicef.org>
- World Health Organization  
<http://www.who.int>



## Goal 6: Combat HIV/AIDS, Malaria, and Other Diseases

### Profile: Goal 6 in Action

Soumaya Maghnoouj  
One World Youth Project Staff Member  
Morocco

As part of One World Youth Project, Soumaya Maghnoouj of Rabat, Morocco, decided to organize an "AIDS AWARENESS DAY" with the slogan "1 Day, 14 Countries, 1 Dream, 1 Action". Her aim was to raise awareness and support among young people and to unite them in action against HIV/AIDS and its devastating effects. The day of action was divided into three major parts "EXPRESSION, ACTION and REFLECTION". On 24th of May 2006 children in Morocco, the United States, Tanzania, Liberia and Ghana wore the red Ribbon to show their support and express their hope for a future without AIDS. They worked hard to convince friends and relatives to wear the red ribbon. In Tanzania youth organized a walk in the city to raise community awareness about the growing danger of AIDS. In Ghana, refugee youth cleaned their community in an effort to show the importance of better hygiene practices to fight AIDS. In Morocco, youth invited an activist from the OPALIS Association to speak at a school gathering about AIDS. In Massachusetts youth made tens of red ribbons to spread around their school. In Liberia youth distributed condoms and educational AIDS prevention pamphlets. Children all around the world wrote letters in support of AIDS AWARENESS DAY. The AIDS AWARENESS DAY received worldwide media attention in print and radio.

HIV/AIDS, Tuberculosis, and Malaria are all preventable diseases, but in conditions of extreme poverty each spreads at an alarming rate and is the cause of death for millions of people worldwide each year. Goal 6 aims to stop, and begin to reverse, the spread of HIV/AIDS, the incidence of malaria and other major diseases.

Today, more than 95% of the estimated 40 million people infected with HIV live in the developing world. Similarly, malaria infects more than 500 million people each year and kills more than 1 million, with more than 90% of all cases occurring in Sub-Saharan Africa. Because of these enormously high rates of infection, in many countries education is being compromised by a dwindling supply of both teachers and students - particularly girls who must care for their younger siblings when a parent dies or becomes ill. Consequently, the impact of AIDS and other diseases is devastating to more than the individual, it affects the whole family, and often an entire community.

Every minute six young people between the ages of 10 and 25 are infected with HIV. Over 50% of all new infections are in young people aged 15-24, which makes them disproportionately affected by the HIV/AIDS epidemic. Young people need to receive information and preventive education in order to decrease the risk of infection. But even if youth are not directly infected, they are still affected by losing their parents or teachers to the disease.

### *Suggested Resources:*

- Understanding the Issues: Health and Wellness:  
<http://www.takingitglobal.org/understanding/health>
- TIGXpress is an in-depth, interdisciplinary curriculum that brings together visual arts, health, social studies, and technology to teach the global issues surrounding the HIV/AIDS pandemic. Produced by TakingITGlobal, in partnership with TeenNet and GAAP. Please visit [www.tiged.org/tigxpress](http://www.tiged.org/tigxpress) to download the Teacher Toolkit and create your own virtual classroom with the TIGXpress curriculum.



## Goal 7: Ensure Environmental Sustainability

Caring for and sustaining the environment does more than benefit our consciences - it affects our health. The water we drink, the fields we cultivate, and the food we grow all come from the earth, and it is our responsibility to nourish it. A person's health and well being are endangered by gutted natural resources and toxic living conditions. This is particularly true in the developing world where 1.2 billion people lack access to safe drinking water, 2.4 billion people lack access to toilets, and 2 million children die every year from infections spread by dirty water or the lack of toilets.

Goal 7 aims to improve the way we take care of the environment, so that natural resources are available for future generations of people and other species. There is a strong link between poverty and the environment as poor people, especially in least developed countries, are more dependent on agriculture and natural resources and are thus often the most severely affected by the pollution or destruction of them. Integrate the principles of sustainable development into country policies and programs and reverse the losses of environmental resources. People living in environmentally unsound areas must be given more opportunities to participate in making decisions that affect their environment.

### *Suggested Resources:*

- Understanding the Issues: Environment:  
<http://www.takingitglobal.org/understanding/environment>
- United Nations Environmental Programme  
<http://www.unep.org>



# Goal 8: Develop a Global Partnership for Development

## Profile: Goal 8 in Action

iEARN Youth Summit  
Enschede, The Netherlands

The International Education and Resource Network (iEARN) identified the Millennium Development Goals as the theme for the Youth Summit at its 2006 International Conference in order to offer a framework for youth as they connect to each other and take action. During workshops and planning sessions facilitated by TakingITGlobal, more than 150 youth learned about each of the eight Goals and outlined strategies for continuing dialogue and action after the conference. This focus enabled youth to identify how issues in their own countries relate to the MDGs, as well as exchange ideas for raising awareness.

What the world is like in 2015 will be a reflection of how developing and developed countries worked together on the MDGs. The Millennium Development Goals represent a global partnership for development. The deal makes clear that it is the primary responsibility of developing countries to work towards achieving the first seven Goals. They must do their part to ensure greater accountability and efficient use of resources. But for developing countries to achieve the first seven Goals, it is absolutely critical that developed countries deliver on their end of the bargain with more and more effective aid, more sustainable debt relief and fairer trade rules, well in advance of 2015. Ensuring that this collaboration is a success is the objective of Goal 8.

Developed countries promised more than thirty years ago to spend 0.7% of their national income on development aid, but so far only five countries have achieved this target (Sweden, Norway, the Netherlands, Denmark, and Luxembourg). It is time that all developed countries increase their aid effort and set a deadline to achieve 0.7% well in advance of 2015.

### *Suggested Resources:*

- Center for Global Development:  
<http://www.cgdev.org>
- Report on Youth and the MDGs:  
<http://www.mdgyouthpaper.org/mdgyouthpaper.pdf>



# From Learning to Leadership

*Helping students translate knowledge into action on the MDGs*

The Youth Action Guide makes the claim that our elected leaders are not doing enough to honor the commitments outlined in the Millennium Declaration and challenges young people to participate in a global movement to end poverty.

The Millennium Development Goals are meant for action. They will only be achieved if we all work together in this action. The lessons and project ideas suggested here are intended to prepare students for participation by first guiding them through critical investigation and understanding of the issues that underlie global poverty.

Dr. Jane Goodall once said, “Only if we understand will we care. Only if we care, will we help. And, only if we help, will we all be saved.” This same logic can apply to studying the Millennium Development Goals. First youth must understand how the Goals relate to their local communities. Next, they must reflect upon this relationship. Finally, we hope youth will wish to take action to help achieve the Goals.

One World Youth Project breaks this process into three steps: SEE, REFLECT, and ACT. They have developed a worksheet for each goal, which helps guide students through this process. To access these free worksheets visit: <http://www.oneworldyouthproject.org/teacherresources.html>

Students can also download the Youth Action Guide from TakingITGlobal’s Millennium Development Goals page: <http://mdg.takingitglobal.org> to learn more about how they can make their voice heard on these issues.

## Resources

TakingITGlobal

<http://mdg.takingitglobal.org>  
<http://www.tiged.org>

One World Youth Project

<http://www.oneworldyouthproject.org/millennium.html>  
<http://www.oneworldyouthproject.org/teacherresources.html>

United Nations Cyber Schoolbus

<http://cyberschoolbus.un.org>

United Nations Development Program: About the MDGs: Resources

<http://www.undp.org/mdg/resources2.shtml>

United Nations Millennium Campaign

<http://www.millenniumcampaign.org>  
<http://www.millenniumcampaign.org/youth>

United Nations Statistics Division: Millennium Indicators

[http://unstats.un.org/unsd/mi/mi\\_worldmillennium\\_new.asp](http://unstats.un.org/unsd/mi/mi_worldmillennium_new.asp)