

CHILD SURVIVAL AND MATERNAL HEALTH

Lesson Title: Measuring the Success: The Millennium Development Goals (MDG's)	Grade: 7	Subject: Social Studies	Time: One 50 minute class	Unit: Interactions and Interdependence of Nations	Topic: Millennium Development Goals
URL: http://teachunicef.org/sites/default/files/documents/lesson_1_the_mdgs_9-12_0.pdf					
Lesson Description: Students will become familiar with the dimensions of world poverty; learn about the Millennium Development Goals (MDGs); and discover connections among the MDGs.					Curriculum Outcomes: <ul style="list-style-type: none"> • IN7.1 Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries.
The Millennium Development Goals By 2015 all 189 United Nations Member States have pledged to: <ol style="list-style-type: none"> 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 					
Materials: <ul style="list-style-type: none"> • Blackboard/whiteboard, pens (or pencils) • A one-dollar bill (to display) • The "Millennium Development Goals" (Handout #1) • "Quick Wins" (Hand-out #2) 					Extension: Have students complete their "Quick Wins" hand-out.

Procedure - Before:

1. Ask students to brainstorm on the following: What are the biggest problems facing children worldwide today? List on the board as they respond. (Typical responses will be: poverty, pollution, education, disease, etc.)
2. Tell students that concern about poverty, which leads to many of the other problems, led the members of the United Nations to take action. The Millennium Development Goals was one response to this concern.
3. Tell students that today we will be learning about the MDGs and about UNICEF's contribution to addressing them.

During:

Part 1:

1. Before beginning the activity, provide students with the following background information: In 2000, 189 world leaders came together at UN Headquarters in New York to discuss how they could work together to eradicate extreme poverty in the world. As a result of this meeting, eight goals,

referred to as the Millennium Development Goals (MDGs), were established to address different dimensions of poverty. The MDGs are ways to measure progress that is being made to eradicate extreme poverty. The first goal, for example, is to cut the proportion of people living in extreme poverty (i.e., people living on less than \$1 a day) in half by 2015. Periodically, surveys are taken all over the world to measure the progress that is being made in achieving this goal.

2. Distribute Handout #1 ("The Millennium Development Goals"), project on overhead, or show on a computer screen. Have students volunteer to read handout aloud. Work with students to clarify vocabulary, define terms, and give examples so that students have a clear understanding of each of the goals. Tell students that you will be exploring these goals in more detail over the next few lessons.

Part 2:

1. Divide students into pairs. Ask each pair create a sheet with three columns. The first column should have the 8 MDGs listed down the page. The second column should be have the header "If, then...". The second column should have the header "If not, then...."
2. Still using Handout #1, have each pair talk about how the achievement of each MDG can lead to better lives for children, and about how failing to achieve them can result in further problems and struggles.
3. Ask student pairs to complete their columns for each of the MDGs. (For example, if maternal health is improved, then more children will be born healthy and will have a chance to play a more active role in society. If it is not improved, then many children will risk unnecessary illness negatively impacting their role in society.
4. If time permits, ask pairs to share their responses with the class.

After: Promoting a "Quick Win!"

1. Divide students into small groups of 3–4 (depending on the size of the class).
2. Before distributing Handout #2, tell students that reaching the MDGs requires many different kinds of effort by many different organizations and individuals. Some projects take years; others can be launched quickly and have an immediate impact. They are about to consider a number of actions with very high potential that can be immediately implemented. These are called Quick Wins.
3. Distribute Handout #2.
4. Tell students they will have 10 minutes to begin the activity, and will be able to complete it for homework.
5. After 10 minutes, invite students to share some of their initial responses.