

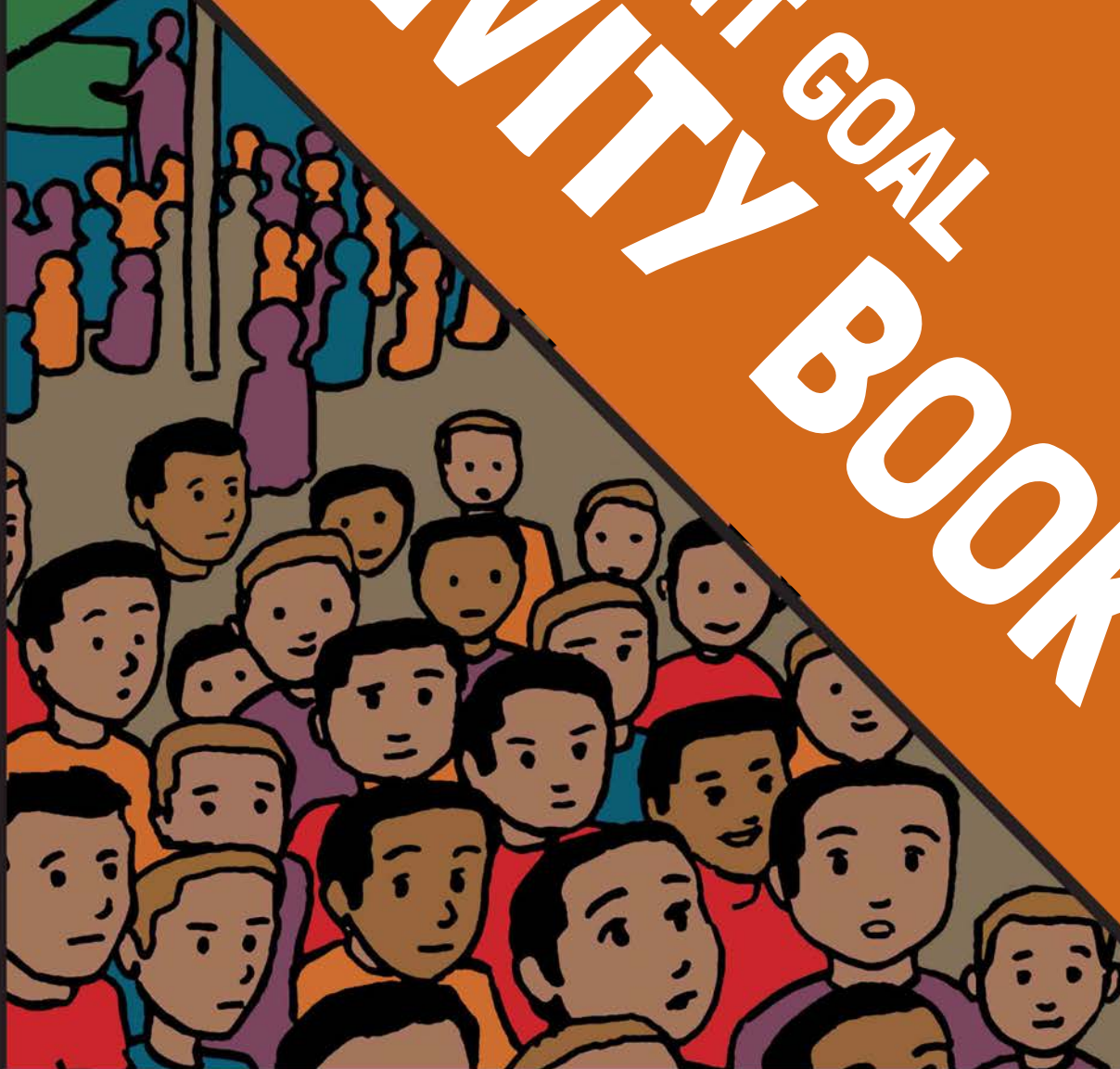


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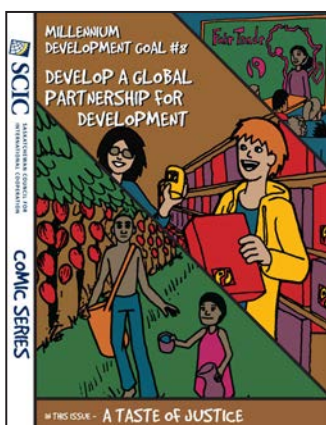
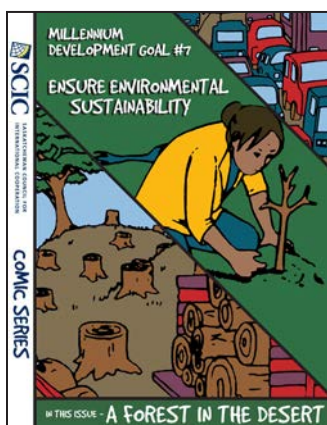
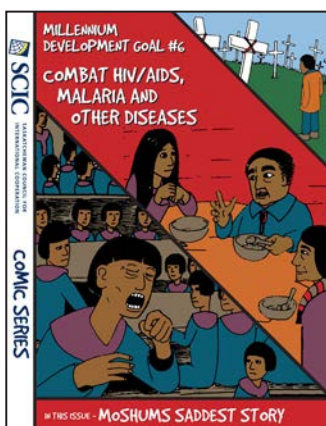
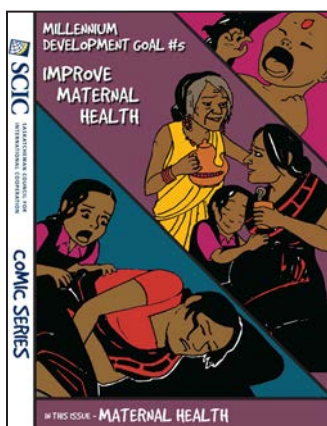
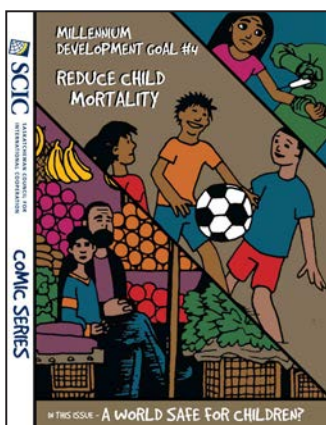
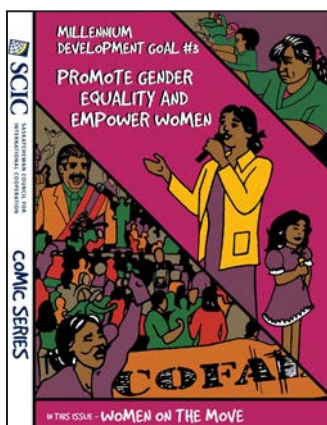
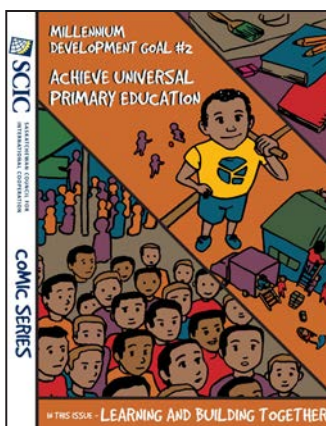
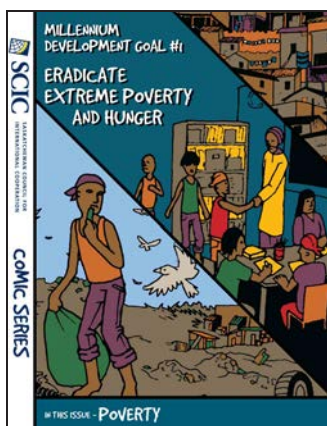
SASKATCHEWAN COUNCIL FOR
INTERNATIONAL COOPERATION

comic SERIES

MILLENNIUM GOAL DEVELOPMENT ACTIVITY BOOK



TEACHER RESOURCES



This Activity Book is meant to accompany the Millennium Development Goals comic book series produced by SCIC.

The comic books, originally written in English, are now available in French.

If you would like a class set, please contact SCIC:
(306) 757-4669 pe@earthbeat.sk.ca
2138 McIntyre St. Regina, SK. S4P 2R7

THE SASKATCHEWAN COUNCIL FOR INTERNATIONAL COOPERATION (SCIC) is an umbrella organization that represents a diverse range of international development organizations. SCIC administers the Saskatchewan Matching Grants in Aid Program, which matches fundraising by individuals in Saskatchewan with money from both the provincial and federal governments. This program has provided more than \$350 million in support of 2,000 development projects in over 100 countries over the past 35 years.

SCIC also undertakes development education and public engagement programming around global issues with funding from the Canadian International Development Agency, under a program called WorldBeat. The WorldBeat Global Education Project, the Earthbeat Newsletter, and ongoing capacity building events are examples of how SCIC engages Saskatchewan people on global justice issues.

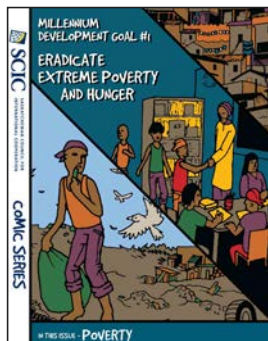
Global Poverty is a major global issue to Saskatchewan people, and SCIC is proud of the work our member agencies do to make the world more just.

To learn more about SCIC and the members we represent visit www.earthbeat.sk.ca.

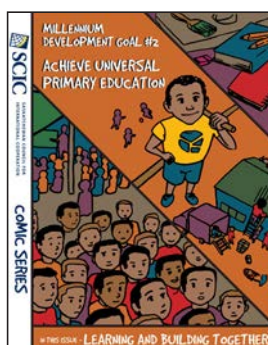
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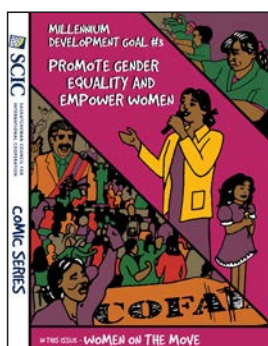
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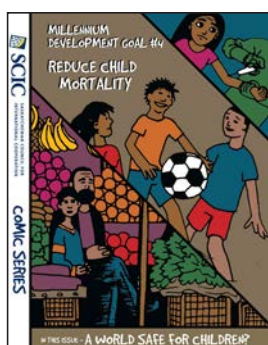
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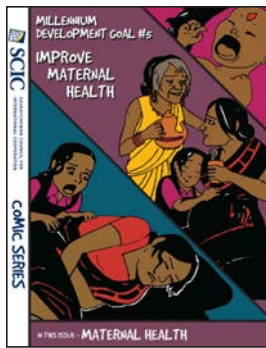
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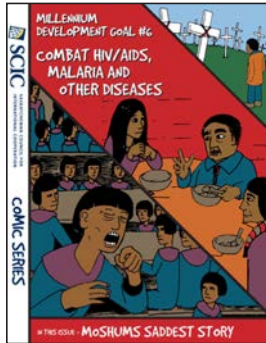


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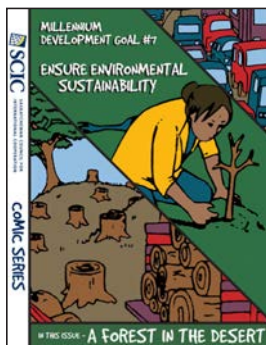
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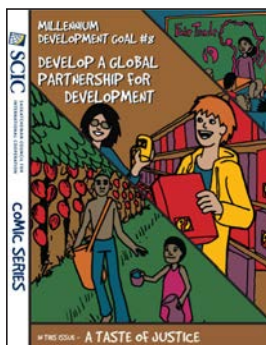
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About the Goals

189 Heads of State and governments from the North and South, as representatives of their citizens, signed onto the Millennium Declaration at the 2000 UN Millennium Summit. World leaders from rich and poor countries alike committed themselves—at the highest political level—to a set of eight time-bound targets that, when achieved, will end extreme poverty worldwide by 2015. Goal 8 explicitly recognizes that eradicating poverty worldwide can be achieved only through a global partnership for development. This global deal makes clear that it is the primary responsibility of poor countries to ensure greater accountability to their citizens. For the first seven goals, it is absolutely critical that wealthier countries deliver on their end of the bargain—more effective aid, more sustainable debt relief, and fairer trade rules—well in advance of 2015.

MILLENNIUM GOAL 1: ERADICATE EXTREME POVERTY AND HUNGER

Cut in half the number of people who live on less than one US dollar a day and who suffer from hunger.

MILLENNIUM GOAL 2: ACHIEVE UNIVERSAL PRIMARY EDUCATION

Make sure that all children start and finish primary school.

MILLENNIUM GOAL 3: PROMOTE GENDER EQUALITY AND EMPOWER WOMEN

Be sure that as many girls as boys go to school.

MILLENNIUM GOAL 4: REDUCE CHILD MORTALITY

Cut back by two-thirds the number of children who die before they reach the age of five.

MILLENNIUM GOAL 5: IMPROVE MATERNAL HEALTH

Cut back by three-quarters the number of women who die when they are having babies.

MILLENNIUM GOAL 6: COMBAT HIV/AIDS, MALARIA, AND OTHER DISEASES

Stop terrible diseases like HIV/AIDS, malaria and TB from spreading, and make them less common.

MILLENNIUM GOAL 7: ENSURE ENVIRONMENTAL SUSTAINABILITY

Cut in half the number of people who lack clean water, improve the lives of people who live in slums, and promote policies that respect the environment.

MILLENNIUM GOAL 8: DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT

Promote greater cooperation among all nations, with special concern for fairer deals for poor countries in trade, aid, debt, new technologies, etc.

We have the financial resources to end extreme poverty once and for all and we have the technological knowledge and know-how to realize all of the Millennium Development Goals. It is also clear that if we carry on in our “business as usual” mode, the goals will not be achieved by 2015. The way forward is marked; it is only the political will to achieve the Goals that is in question.

This is the next challenge for us as people who believe in social justice. We must take a stand, and pressure our political leaders to live up to their commitments to make substantive change. Join the movement to end global inequality and injustice and be the change that the world needs.

Source: www.diceproject.org/upload/uploadedFile/Pathways%20for%20Teaching%20the%20MDGs.pdf

MDG: 2012 Progress Chart

Progress is tracked against 21 targets and 60 indicators addressing extreme poverty and hunger, education, women's empowerment and gender equality, health, environmental sustainability and global partnership. This chart provides an assessment of where we stand on selected key targets relating to each Goal. Trends and levels are measured on the basis of information available as of June 2012. The latest available data for most indicators are from years 2010 to 2012; for a few indicators, the data go back to 2008.

Goals and Targets	Africa			Asia			Oceania	Latin America & Caribbean	Caucasus & Central Asia
	Northern	Sub-Saharan	Eastern	South-Eastern	Southern	Western			
GOAL 1: ERADICATE EXTREME POVERTY AND HUNGER									
Reduce extreme poverty by half	low poverty	very high poverty	moderate poverty	high poverty	very high poverty	low poverty	very high poverty	moderate poverty	low poverty
Productive and decent employment	large deficit in decent work	very large deficit in decent work	large deficit in decent work	large deficit in decent work	very large deficit in decent work	large deficit in decent work	very large deficit in decent work	moderate deficit in decent work	moderate deficit in decent work
Reduce hunger by half	low hunger	very high hunger	moderate hunger	moderate hunger	high hunger	moderate hunger	moderate hunger	moderate hunger	moderate hunger
GOAL 2: ACHIEVE UNIVERSAL PRIMARY EDUCATION									
Universal primary schooling	high enrolment	moderate enrolment	high enrolment	high enrolment	high enrolment	high enrolment	–	high enrolment	high enrolment
GOAL 3: PROMOTE GENDER EQUALITY AND EMPOWER WOMEN									
Equal girls' enrolment in primary school	close to parity	close to parity	parity	parity	parity	close to parity	close to parity	parity	parity
Women's share of paid employment	low share	medium share	high share	medium share	low share	low share	medium share	high share	high share
Women's equal representation in national parliaments	low representation	moderate representation	moderate representation	low representation	low representation	low representation	very low representation	moderate representation	low representation
GOAL 4: REDUCE CHILD MORTALITY									
Reduce mortality of under-five-year-olds by two thirds	low mortality	high mortality	low mortality	low mortality	moderate mortality	low mortality	moderate mortality	low mortality	moderate mortality
GOAL 5: IMPROVE MATERNAL HEALTH									
Reduce maternal mortality by three quarters	low mortality	very high mortality	low mortality	moderate mortality	high mortality	low mortality	high mortality	low mortality	low mortality
Access to reproductive health	moderate access	low access	high access	moderate access	moderate access	moderate access	low access	high access	moderate access
GOAL 6: COMBAT HIV/AIDS, MALARIA, AND OTHER DISEASES									
Halt and begin to reverse the spread of HIV/AIDS	low incidence	high incidence	low incidence	low incidence	low incidence	low incidence	low incidence	low incidence	low incidence
Halt and reverse the spread of tuberculosis	low mortality	high mortality	low mortality	moderate mortality	moderate mortality	low mortality	high mortality	low mortality	moderate mortality
GOAL 7: ENSURE ENVIRONMENTAL SUSTAINABILITY									
Halve proportion of population without improved drinking water	high coverage	low coverage	high coverage	moderate coverage	high coverage	moderate coverage	low coverage	high coverage	moderate coverage
Halve proportion of population without sanitation	high coverage	very low coverage	low coverage	low coverage	very low coverage	moderate coverage	low coverage	moderate coverage	high coverage
Improve the lives of slum-dwellers	moderate proportion of slum-dwellers	very high proportion of slum-dwellers	moderate proportion of slum-dwellers	high proportion of slum-dwellers	high proportion of slum-dwellers	moderate proportion of slum-dwellers	moderate proportion of slum-dwellers	moderate proportion of slum-dwellers	–
GOAL 8: DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT									
Internet users	high usage	moderate usage	high usage	moderate usage	low usage	high usage	low usage	high usage	high usage

The progress chart operates on two levels. The words in each box indicate the present degree of compliance with the target. The colours show progress towards the target according to the legend below:

- Target already met or expected to be met by 2015.
- Progress insufficient to reach the target if prevailing trends persist.
- No progress or deterioration.
- Missing or insufficient data.

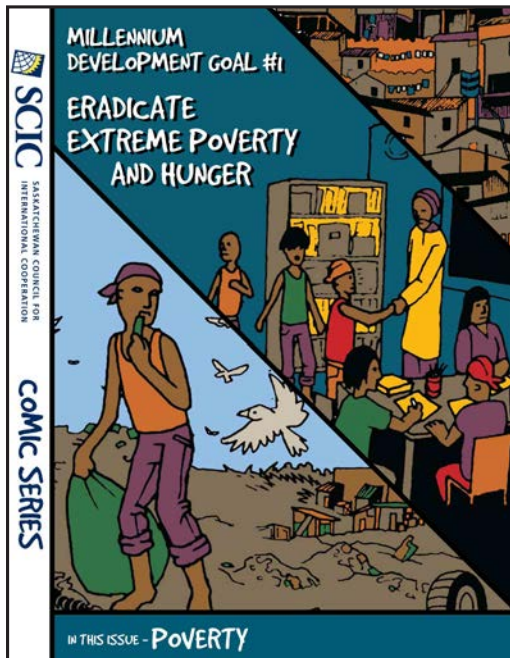
For the regional groupings and country data, see mdgs.un.org. Country experiences in each region may differ significantly from the regional average. Due to new data and revised methodologies, this Progress Chart is not comparable with previous versions.

Sources: United Nations, based on data and estimates provided by: Food and Agriculture Organization of the United Nations; Inter-Parliamentary Union; International Labour Organization; International Telecommunication Union; UNAIDS; UNESCO; UN-Habitat; UNICEF; UN Population Division; World Bank; World Health Organization—based on statistics available as of June 2012.

Compiled by Statistics Division, Department of Economic and Social Affairs, United Nations.

GOAL 1: Eradicate Extreme Poverty and Hunger

CUT IN HALF THE NUMBER OF PEOPLE WHO LIVE ON LESS THAN ONE US DOLLAR A DAY AND WHO SUFFER FROM HUNGER.



THIS COMIC TAKES PLACE IN BRAZIL
CONTINENT: **SOUTH AMERICA**
CAPITAL: **BRASILIA**
LANGUAGE: **PORTUGUESE**
SPORT: **FOOTBALL (SOCCER)**
POPULATION (2010): **190,732,694**



By landmass, Brazil is the fifth largest country in the world, and the largest country in South America. Known for its beautiful landscapes, Brazil is home to both a diverse range of natural and human-made environments, from the exotic plant and wildlife of the Amazon to the bustling shorelines of Rio de Janeiro.

In this comic, put yourself in the shoes of Andres and his family as they struggle to live in Brazil. What is Andres' life like, and how does he survive? What can YOU do to help eradicate hunger and poverty?

GOAL 1 – RELATED LEARNING IDEAS:

1. Have students do some research on life as a catadore (garbage collector) in Brazil. What are some daily struggles for people in this situation? What are some dangers of working in a garbage dump? If the class is interested in going further with this project, have them watch the documentary "Garbage Dreams", which is about life as a catadore in Egypt. Discuss the issues that arise in the film with the class.
2. Using a globe, discuss the power and wealth distribution with the class. Which countries are the richest? Which are the poorest? Point out the clear distinction between the developed and rich Northern Hemisphere, and the developing and poor Southern Hemisphere. Have students brainstorm why they think there is a distinct power divide between the two hemispheres. Explain to students the unfair resource distribution in the world, and how that can account for the power divide.

Source: Wikipedia

*"Overcoming poverty is not a gesture of charity.
It is an act of justice."
–Nelson Mandela*

DID YOU KNOW?

The difference between a LIVING WAGE & MINIMUM WAGE

- Everyone needs a certain amount of money to spend on things like food and shelter.
- A living wage refers to the hourly wage necessary for a person to achieve a basic standard of living.
- In a developed country like Canada, this standard is generally considered to require that a person working forty hours a week, with no additional income, should be able to afford housing, food, utilities, transportation, healthcare, and a certain amount of recreation.
- The tool used to measure how much money is needed for individuals to be able to make a living wage is called the Low- Income Cut Off (LICO). A person living at the LICO is living at the “poverty line.”
- In Saskatchewan, 115,000 people live below the poverty line, which means that in a three person household (two parents and one child, for instance), the total before-tax income is less than \$29,222. After taxes, this means that each of these people live on under 21 dollars a day.
- A living wage differs from the minimum wage because the minimum wage is set by the government and may exceed or fail to meet the requirements of a living wage.
- Currently there are no Canadian provinces/territories with a minimum wage above a living wage so this means that anyone in Canada who is working full time (40hrs/week) at minimum wage is living in poverty.

GLOSSARY

CATADORE(S): garbage collectors who pick through garbage dumps to find items to sell.

FAVELA: a shantytown in or near a city, especially in Brazil; slum area.

HUNGER: a shortage of food; the painful sensation or state of weakness caused by the need for food.

LAMBADA: a Brazilian ballroom dance for couples, with close interlocking of the partners.

MANIOC: a starch derived from the root of the Cassava plant: an important food in the tropics and a source of tapioca.

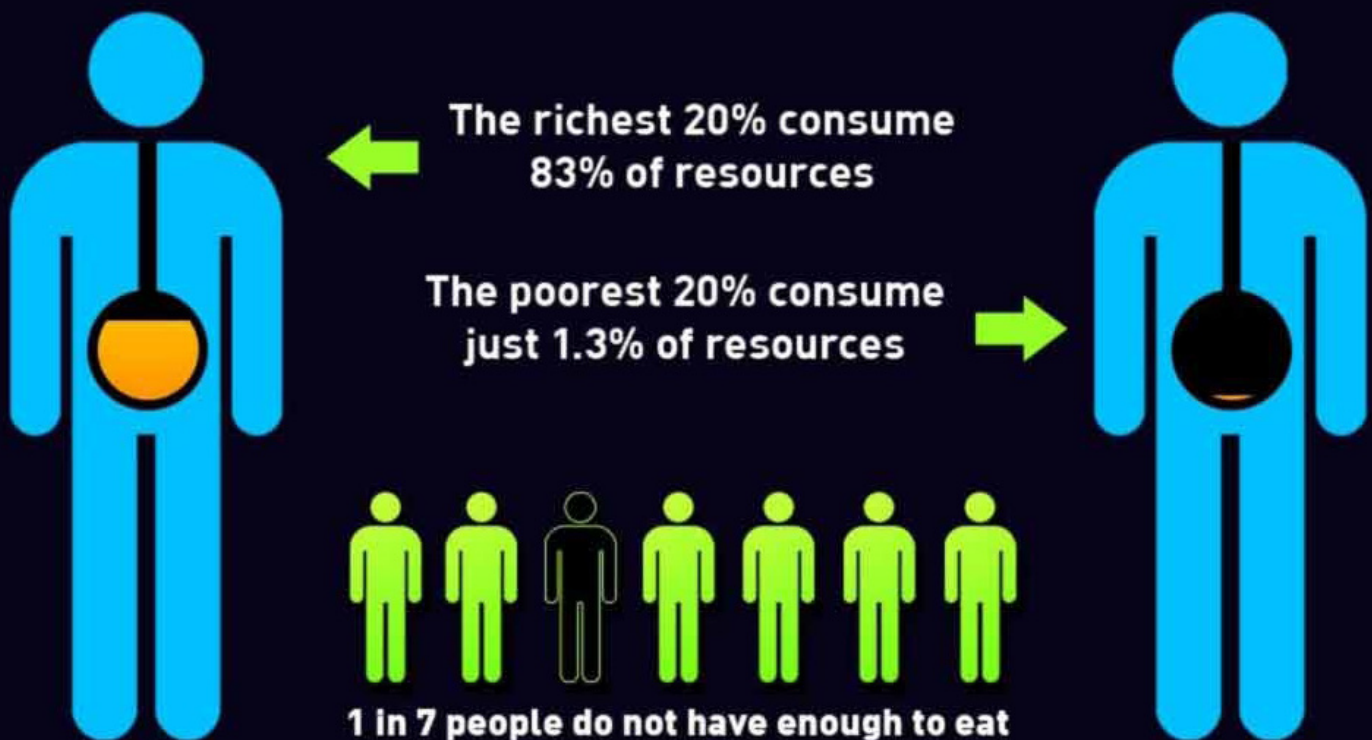
PLANTATION: a usually large farm or estate, especially in a tropical or semitropical country, on which cotton, tobacco, coffee, sugar cane, or the like is cultivated, usually by resident labourers.

POVERTY: the state or condition of having little or no money, goods, or means of support; condition of being poor; indigence.

Out of the 6.87 billion people on Earth



Nearly 900 million people have no access to modern health services of any kind



Activity: The Jellybean Game

PURPOSE

To simulate and discuss the disparity in wealth between developing and developed countries.

SUBJECT AND GRADE

Social Studies; Grade 4—8

TIMING:

30 minutes is required for the game. 1 hour for extension.

MATERIALS

Large world map

Jellybeans (or beans, seeds, buttons)

EXTENSION PURPOSE (OPTIONAL)

Exploring the reasons behind economic inequities.

NOTES

Feeling generous? Bring two sets of Jellybeans – one for the demonstration and one for eating later!

BEFORE

Explain to students that disparities in wealth exist between developing and developed countries and that they are going to explore what that looks like during today's lesson.

PROCEDURE

1. Using the map, the Teacher begins by pointing out the richest countries and labeling them "Northerners" (e.g. Canada, United States, European countries) and the most economically disadvantaged countries called "Southerners" (e.g. Ethiopia, Haiti, Rwanda, Malawi, etc.).
2. The students are divided into two groups. A quarter are put in the "Northerner" group (8 students in a class of thirty) and the remaining three quarters of the class is put in the "Southerner" group.
3. If you are going to use the Extension, within the two groups pick three or four students to represent families and communities (farmers, small business people) within the larger group.
4. Jellybeans are distributed to the groups as follows:
Each Southerner receives three jellybeans. Each Northerner receives 12 jellybeans.

TEACHING POINTS:

- This shows us the extreme inequality that exists in our world.
- The wealthiest 25% of world's population uses/controls 75% of wealth and resources.
- Northerners have nothing to worry about as their communities always have more than enough economic resources and managed natural resources.
- Southerners, however, are affected by a wide range of situations that may help or hinder their access to economic resources and their natural resources.

DISCUSSION QUESTIONS:

- How much do you think the Northerners have to worry about when they have more than enough resources?
- Just because a country is impoverished doesn't mean it is poor in resources (natural resources like minerals, metals, oil).
Can you name countries that are "resource rich" but where the majority of people live in poverty?
- What does having "too much" mean for a society? (Will anyone starve? Is medical attention readily available?)
- What does having "too little" mean for a society? (Will people starve? Can they access medical care?)
- What factors create and sustain poverty? These ideas are recorded on chart paper that can be posted in the room for later reference.

Activity: The Jellybean Game Extension

PURPOSE

Exploring the reasons behind economic inequities.

SUBJECT AND GRADE

Social Studies; Grade 4—8

TIMING:

1 hour for extension.

PROCEDURE:

Write out the following scenarios on a slip of paper (or copy and cut out) and place them in a container so they are picked at random. Your “Southerners” are read a scenario and will have to redistribute their jellybeans as indicated.

DISCUSSION QUESTIONS:

1. Who was the powerful group in this game? How might this mimic the distribution of resources in our world today?
2. What kinds of feelings did this bring up for you?
3. Was there competition between the two groups?
4. What can this game tell us about human rights issues?
5. Who decides which countries have access to certain resources, and which countries control these resources?

SCENARIOS:

1. Your area is suffering from a drought, and you can't grow your crops.
So, the people in another area with the same crops are able to sell at a higher price.
You lose your income while the other group earns more money.
(Take the jellybeans from this group of students and give them to another group.)
2. Your brother receives a scholarship to attend school in Canada.
Everyone is happy for him, but it means that you will have one less person to harvest sugarcane this year.
Each member of the family loses one jellybean.
(Take one jellybean from each member of one group, and set them aside.)
3. Your family has just harvested a big crop of jute (used to make burlap bags).
Since many of the companies that buy jute have been bought out by plastics companies, there is no one to make jute bags anymore and the price for your crop has fallen. Your family makes less money.
(Take two jellybeans from each member of the group, and set them aside.)
4. A local organization has shown you how to increase the soil fertility (richness) by rotating crops, which has increased your yield.
You make more money this year.
(Each group member receives one additional jellybean.)
5. There has been an infestation of locusts this year in your region and you lost your entire crop.
You did not have insurance, and so you lost everything you own to pay your landowner.
(Take all the jellybeans from this group and give them to a Northerner – rich landowner.)
6. A multinational corporation has formed in your community to harvest the same crops, but is able to sell the crops at a lower price. Now, people are buying their crops instead of yours. You have lost your business, and can't break even.
(Take the jellybeans away from the members of this group and give them to a group of Northerners.)
7. Your entire community decides to form a cooperative of small, independent farmers.
Your wealth is redistributed to every member of the cooperative so that everyone is equal.
(Redistribute the jellybeans so that everyone is equal again.)

Source: "Trading Fairly in Our World." L'échange équitable dans notre monde. Eastern Ontario Catholic Curriculum Cooperative.
www.eocc.org/content/fairtrade/pdf/frenchfull.pdf

Activity: Imbalanced Musical Chairs

PURPOSE:

In this game, students will experience first hand the imbalanced and unfair distribution system of our world, and will have a chance to discuss how this makes them feel.

SUBJECT AND GRADE

Social Studies; Grades 6-8

TIMING:

1 hour

MATERIALS

Internet
Computer
Projector
Screen
Chairs

PREPARATION

1. Show the video World on Fire (www.worldonfire.ca).
2. Ask about what we can do to help people around the world.
3. Teach the 8 Millenium Development Goals (www.mdgmonitor.org).
4. Talk about the different facets of poverty (health, sanitation, access to opportunity, environment, maternal health...)

PROCEDURE

1. Divide students into 2 groups: one group of 3 (Group A) and one group with the rest of the students (Group B).
2. Arrange the classroom chairs into 2 sets of circles. Have ALL the chairs (except 3) moved into one circle, and have 3 chairs in another circle.
3. Put Group A with the large circle of chairs, and put Group B with the 3 chairs.
4. Explain the 'new' rules of musical chairs: students must stay with their groups and circle around the chairs while the music plays. When the music stops, they must find a spot (however, more than one person can sit on the same chair)
5. Start and stop music.
6. Take away a chair from Group B and give it to Group A. Continue playing.
Take another chair so that Group B only has one chair left.
7. Now, rearrange the chairs so that there is one big circle. Combine groups A and B. Play the game again.
Start and stop the music. Discuss.

DISCUSSION:

How did you feel in this game? Was it fair? Why or why not? There is enough food in the world for everyone to eat, but 800 million people go hungry every day. Why is this? What does it mean to be a global citizen?

Source: www.mediathatmattersfest.org/films/world_on_fire/

Activity: A Dollar a Day

PURPOSE

To teach students that over one billion people live on less than a dollar a day and to help them to imagine what this is like.

SUBJECT AND GRADE

Social Studies; Grades 6-8

TIMING:

45 minutes is required

MATERIALS

Pencil

Paper

Catalogue / flyers (household or food products)

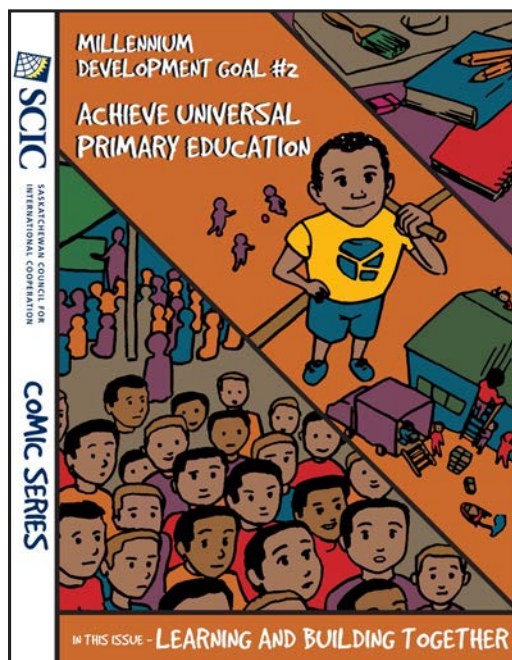
PROCEDURE

1. How would you live if you were paid only \$1 a day? What decisions will you make in order to survive?
2. Divide students into groups, each group symbolizing a family. Each member in that family earns \$1 a day.
Have students write a list of things they would need to buy for the week.
Be specific: How much food, clothes, and medicine? What are the costs of school fees, bills, medicine, transport, water, etc.
3. Give students catalogues and flyers to map out approximately how much each item on their list will cost.
4. Based on their given income of \$1 a day, have students decide what things on their list they can afford to buy, and what things they will decide to do without. How many things will the family have to give up?
Will the family be able to survive? What decisions will students make based on their needs and budget?
5. Have students share their decisions with the class, and the possible consequences that could arise based on these decisions.
(for example: not enough money to pay the electricity = no lights, no oven for food; not enough money to pay for medicine = sickness, unable to work, death).

Source: OXFAM Canada

GOAL 2: Achieve Universal Primary Education

MAKE SURE THAT ALL CHILDREN START AND FINISH PRIMARY SCHOOL.



**THIS COMIC TAKES
PLACE IN BURUNDI**
CONTINENT: **AFRICA**
CAPITAL: **BUJUMBURA**
LANGUAGE: **KIRUNDI, FRENCH**
SPORT: **BASKETBALL, TRACK & FIELD**
POPULATION (2010): **10,216,190**



Although it is a very small country, Burundi is one of the poorest countries in the world. Almost 80% of the population lives in poverty, and many children cannot go to school because they cannot afford to. Instead, children must work and earn money to help buy food and basic necessities for their families. Read this comic about Emanuel's life in Burundi, and find out how he and his friends were able to get an education. What problems does Emanuel have to face in Burundi's new education system? How will the community work together to help educate the children?

GOAL 2 – RELATED LEARNING IDEAS:

1. Burundi has an extensive history of war and impoverishment. Have students read about Burundi, and pick one issue in Burundi's history that they wish to research. Students can work individually on this project, or in groups. Project ideas can range from presentations, to research papers, to photo essays.
2. Have students create an organization portfolio for UNICEF. What kinds of services does this organization offer? What are their goals? Encourage students to look in-depth at specific campaigns that UNICEF supports such as the "School in a Box." How do such campaigns help children like Emanuel?
3. UNICEF has a yearly campaign in October called "Make October Count for Kids!" Have students research this campaign, and what Canadians worldwide have been doing to support children worldwide during this month. As a class, join this initiative, and have students create events throughout the month or week to raise funds to send to UNICEF. At the end of the campaign, have students reflect on what they learnt through journal or essay writing.

Source: Wikipedia

"The object of education is to prepare the young to educate themselves throughout their lives."
– Robert Maynard Hutchins

DID YOU KNOW?

- In 2010, 61 million children of primary school age were out of school. It's expected that 47% of them will never enter school, and only 26% are expected to attend school in the future.
- Children, and especially girls, from poor and rural households are the least likely to attend school. Gender disparity—unequal access to education for boys and girls—persists in 75% of countries around the world.
- About 1000 children are infected with HIV each day. Women with education past the primary level are more likely to be knowledgeable about preventing the spread of HIV/AIDS.
- In 2010, there were 19 countries with more than 500,000 children out of school. In Nigeria alone, a country in West Africa with a total population of over 170 million people, there were 10.5 million children out of school.
- Almost 2/3 of the world's illiterate population are women. Women with formal education are less likely to experience domestic violence, gender or sexual-based discrimination in the workplace and society, and are more likely to be active participants in the political process.
- Nelson Mandela said: "Education is the most powerful weapon which you can use to change the world."

Source: United Nations, Goal 2 Fact Sheet; UNESCO Institute for Statistics

GLOSSARY

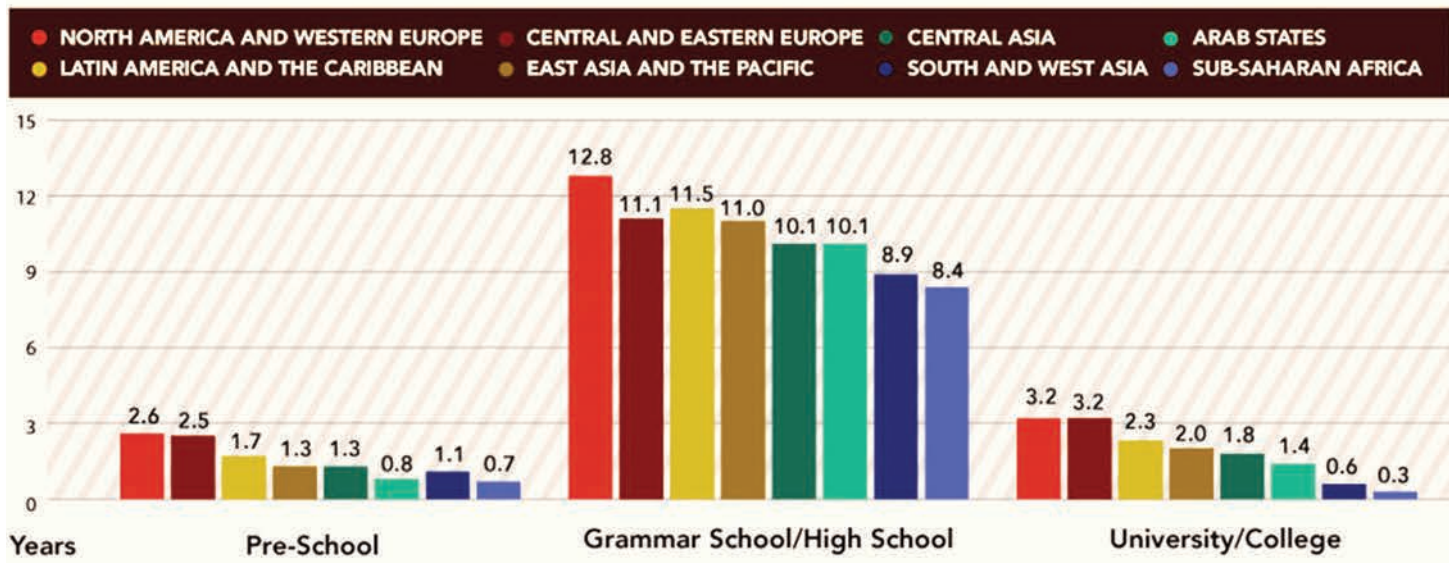
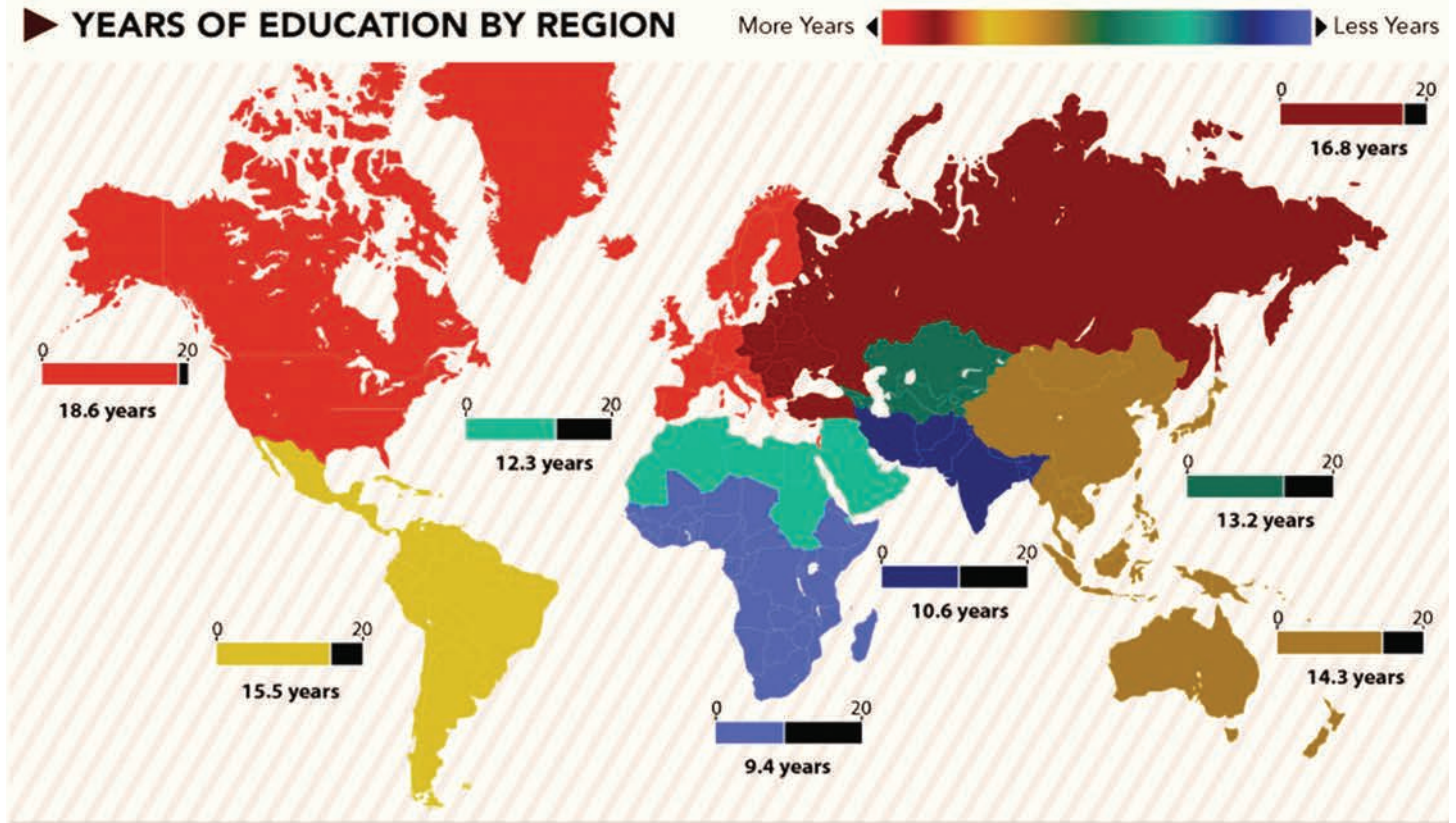
COOPERATIVE: working or acting together willingly for a common purpose or benefit.

DEBT: something that is owed or that one is bound to pay to or perform for another.

EDUCATION: the act or process of acquiring knowledge, especially systematically during childhood and adolescence.

UNICEF: United Nations Children's Fund: an agency, created by the United Nations, that is concerned with improving the health and nutrition of children and mothers throughout the world.

EDUCATION LEVELS AROUND THE WORLD



SOURCE
Global Education Digest 2008: Comparing Education Statistics across the World
By UNESCO Institute of Statistics
Link: <http://unesdoc.unesco.org/images/0017/001787/178740e.pdf>

Activity: Symbols of Education

PURPOSE:

To help students understand and appreciate the right to education.

William Blake said, "Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave." It is no wonder many regimes suppress education especially among women, our first teachers.

SUBJECT AND GRADE

Social Studies /Art; Grades 6-8

TIMING:

1-2 hours

MATERIALS

Computer

Internet

Magazines

Scissors

Glue

Camera

BACKGROUND/CONTEXT:

Something students take for granted and sometimes fail to appreciate is the right to an education. The research for this project should renew young people's appreciation for the education opportunities they have in North America. Children who walk through war zones to get to class, children without shoes or adequate food showing up for school, and poor families scraping together meagre resources to buy a school uniform, understand that education is their ticket to a better life. The creation of an object that will be immediately recognized as an education icon can highlight the importance of a child's right to education.

PROCEDURE:

1. Present material and have students conduct on-line research on education challenges in developing countries.
2. Students will search through magazines to find symbols that best represent education.
3. Students will create multimedia collages of icons of education, or may take photographs connected to education and mount a photography display. Another alternative is posters that illustrate the link between education and personal achievement.

Activity: Education and Conflict

PURPOSE

To help students understand how conflict stops people from going to school.

SUBJECT AND GRADE

Social Studies; Grades 6-8

TIMING

3 hours

MATERIALS

Newspapers

Computer

Internet

Materials for display

PROCEDURE

1. Explain that in many countries children miss out on their education because of conflict. Give some examples such as Israel and Palestine, Sierra Leone (where many children became child soldiers) and the conflict in Darfur.
2. Read James' story (below) to the class.
3. Ask students to look through multiple newspapers and identify situations around the world where young people are being prevented from receiving an education because of war and conflict. Alternatively, students can look through newspapers at home in the preceding week and bring in relevant articles. They could also search for suitable articles on websites of newspapers.
4. Students can use these articles to produce a display. They could mark up the countries affected on a map of the world.

"JAMES' STORY"

'It first happened in 1991,' says James. 'That's when the rebels came to our village in Lofa County in Liberia.

They beat my father and put him in jail. Then they asked me if I would join them ...

I said yes, because I wanted to protect my father because I was sure they were going to kill him.

I was six years old. Then they sent us to fight at the front lines. I did that for the next five years ...

There is nothing more bad than war.' James stopped being a soldier after five years of fighting in the bush.

He is now 18 years old. He has been going to school since he left the front lines.

'I've been asked to fight again, but I've refused. My education is too important to me and I still have a lot to learn in life.

If I am educated, I will have a better future, much better than my past.'

—Interview conducted on 20 May 2003, Monrovia, Liberia

Source: www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/files/goal_2.pdf

Activity: What Can We Do?

PURPOSE

To encourage young people to think of a variety of ways in which they might take action on a rights issue.

SUBJECT AND GRADE

Social Studies; Grade 8

TIMING:

1 hour

MATERIALS

Computers

Internet

PROCEDURE

1. In groups, students will research prominent children's rights issues happening around the world (ex. child labour, child soldiers etc).
2. Ask groups to brainstorm possible actions that could be taken to address this issue. The purpose of a brainstorm is to generate as many ideas as possible. Encourage students to think creatively; even suggestions which seem far-fetched are acceptable.
3. Have students review and evaluate the list with the class.
4. Ask students if they can anticipate any difficulties in carrying out each suggestion on the list. Discuss the types of difficulties—time required, money or other resources needed, danger, community resistance, etc. Decide with the group if these difficulties would make the project impossible to carry out, or whether there might be ways to overcome them.

DISCUSSION:

What is the International Convention on the Rights of the Child?

It is the first legally binding international instrument to incorporate the full range of human rights—civil, cultural, economic, political and social rights.

In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. The leaders also wanted to make sure that the world recognized that children have human rights too.

The Convention sets out these rights in 54 articles and two Optional Protocols. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life.

The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child.

Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care; education; and legal, civil and social services.

By agreeing to undertake the obligations of the Convention (by ratifying or acceding to it), national governments have committed themselves to protecting and ensuring children's rights and they have agreed to hold themselves accountable for this commitment before the international community.

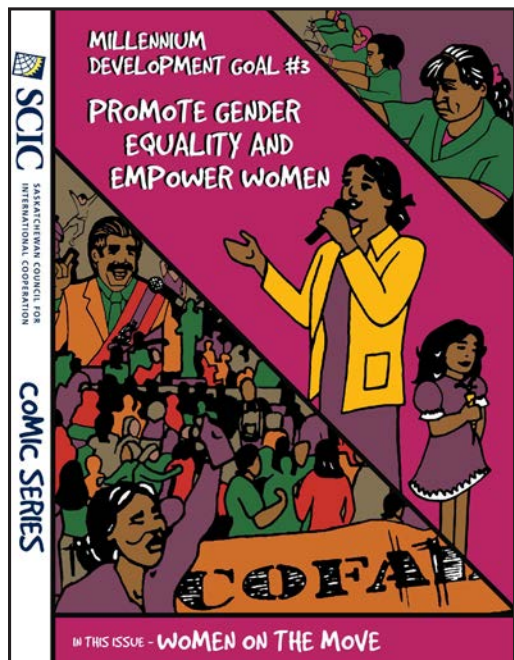
States Parties to the Convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child.

How can young people promote the convention? (ex: write letters to newspaper editors to express ideas on children's rights; pressure the government to abide by articles in the convention; etc.)

Source: "Child Protection." UNICEF www.unicef.org/teachers/protection/only_right.htm

GOAL 3: Promote Gender Equality and Empower Women

BE SURE THAT AS MANY GIRLS AS BOYS GO TO SCHOOL.



THIS COMIC TAKES PLACE IN HONDURAS

REGION: **CENTRAL AMERICA**

CAPITAL: **TEGUCIGALPA**

LANGUAGE: **SPANISH**

SPORT: **FOOTBALL (SOCCER)**

POPULATION (2010): **8,249,574**



Like many countries, Honduras has had an unstable political past, and continues to struggle with corruption in government. In countries like Honduras, women's rights are almost non-existent. With no place for women in politics, the country stands on an unstable foundation. In this comic, you will see just how hard life can be for women. Life is not easy for Roxanna and her mother. How will Roxanna's mother change the path for women? And what lessons does she leave behind for her daughter?

GOAL 3 – RELATED LEARNING IDEAS:

1. Have students research the organization "Committee for the Relatives of Detained and Disappeared Persons in Honduras." What kind of work does this organization do? What activities or events do they host? Have students create an organization profile as an assignment.
2. Roxanna's mother travels to many cities to give workshops and talks that empower women. Have students split into groups, each a different travel agency. Assign a city to each travel agency, and have students create a presentation or travel pamphlets about the city, its economy, landmarks, food, culture, people etc.
3. Organize a political rally in your classroom or school to raise awareness about women's rights and issues around the world. Create campaign posters and slogans, and have students prepare written pieces of work (poetry, essay, story etc.) to present during the speech part of the rally.

*Because I am a woman, I must make unusual efforts to succeed.
If I fail, no one will say, "She doesn't have what it takes."
They will say, "Women don't have what it takes."
– Clare Boothe Luce*

DID YOU KNOW?

- Women comprise 43 percent of the agricultural workforce in developing countries, yet they have less access to productive resources and opportunities.
- Rural women are responsible for water collection in almost two-thirds of households in developing countries. Reduced or variable rainfall can increase the time required to collect water and cut down agricultural production.
- Globally, men's landholdings average three times those of women. Women make up less than 5 percent of agricultural landholders in North Africa and Western Asia, and approximately 15 percent in Sub-Saharan Africa.
- Women account for two-thirds of 774 million adult illiterates in the world—a proportion unchanged over the past two decades. Disparities in education limit women's access to information and vocational options, constraining their ability to adapt to climate change and environmental degradation.
- A recent study in 141 countries found that in highly gender inequitable societies, more women than men die when disasters strike.

Source: UN Women (RIO 20)

GLOSSARY

EMPOWERMENT: Sociological empowerment often addresses members of groups that social discrimination processes have excluded from decision-making processes through - for example - discrimination based on disability, race, ethnicity, religion, or gender.

EQUALITY: the state or quality of being equal; correspondence in quantity, degree, value, rank, or ability.

EQUITY: On the relations and perceptions of fairness in distribution of resources within social and professional situations.

MAQUILAS: a factory run by a U.S. company in Mexico to take advantage of cheap labour and relaxed regulation.

RALLY: to come together for common action or effort.

THE REVOLUTION WILL BE LED BY A 12-YEAR-OLD GIRL

IF YOU WANT TO END POVERTY AND HELP THE DEVELOPING WORLD, THE BEST THING YOU CAN DO IS INVEST TIME, ENERGY, AND FUNDING INTO ADOLESCENT GIRLS. IT'S CALLED THE GIRL EFFECT, BECAUSE GIRLS ARE UNIQUELY CAPABLE OF INVESTING IN THEIR COMMUNITIES AND MAKING THE WORLD BETTER. BUT HERE ARE 10 THINGS THAT STAND IN THEIR WAY:

1 LET'S SEE SOME ID
Without a birth certificate or an ID, a girl in the developing world doesn't know and can't prove her age, protect herself from child marriage, open a bank account, vote, or eventually get a job. That makes it hard to save the world.

2 ILLITERACY DOES NOT LOOK GOOD ON A RESUME...
70% of the world's out-of-school children are girls. Girls deserve better. They deserve quality education and the safe environments and support that allow them to get to school on time and stay there through adolescence.

3 ...AND PREGNANCY DOESN'T LOOK GOOD ON A LITTLE GIRL
Child marriages are the norm in many cultures where girls' bodies aren't considered their own property. Pregnancy is the leading cause of death for girls 15-18 years old. Girls have a right to be able to protect their health and their bodies.

4 THE FACE OF HIV IS INCREASINGLY YOUNG AND FEMALE
When girls are educated about HIV, they stand a better chance of protecting themselves. But education is not enough. Girls need to be empowered and supported to make their own choices.

5 A NICE PLACE TO WORK WOULD BE NICE
If girls have the skills for safe and decent work, if they understand their rights, if they are financially literate and considered for nontraditional jobs at an appropriate age, if they get their fair share of training and internships, they will be armed and ready for economic independence.

6 THE CHECK IS IN THE MAIL, BUT IT'S GOING TO YOUR BROTHER
LESS THAN TWO CENTS of every international aid dollar is directed to girls. And yet when a girl has resources, she will reinvest them in her community at a much higher rate than a boy would. If the goal is health, wealth, and stability for all, a girl is the best investment.

7 ADOLESCENT GIRLS AREN'T JUST "FUTURE WOMEN"
They're girls. They deserve their own category. They need to be a distinct group when we talk about aid, education, sports, civic participation, health, and economics. Yes, they are future mothers. But they actually live in the present.

8 LAWS WERE MADE TO BE ENFORCED
Girls need advocates to write, speak up, lobby, and work to enforce good laws and change discriminatory policies.

9 SHE SHOULD BE A STATISTIC
We won't know how to help girls until we know what's going on with them. Hey, all you governments and NGOs and social scientists: You're accountable! We need an annual girl report card for every country so we can keep track of which girls are thriving and which girls are not.

10 EVERYONE GETS ON BOARD OR WE'RE ALL OVERBOARD
Boys, girls, moms, dads. If we don't all rally to support girls, nothing is going to change. Not for them, and not for us. Change starts with you. So get going.

11 THE GIRL EFFECT
girlleffect.org

Activity: Princesses Don't Have to Be Passive

PURPOSE:

The overall objective of this lesson is to explain the effects of stereotyping and gender bias on self-esteem, relationships, and behavioural expectations for both girls and boys. Although the initial focus is on the stereotyping of the princess, the teacher should also extend the lesson to the stereotyping of the princes. Self-esteem, relationships, and behaviours of both genders are implicated by these types of stories.

SUBJECT AND GRADE:

Social Studies/Health/Language Arts; Grades 4-6

TIMING:

1 Hour

MATERIALS:

Suggested books:

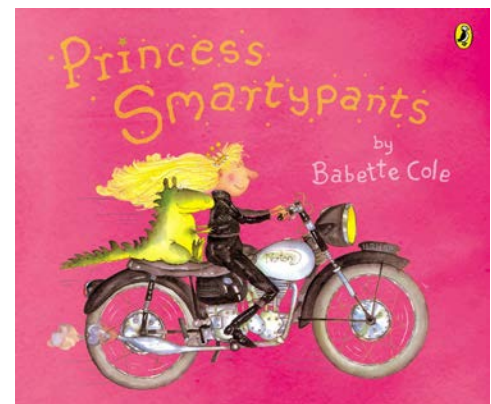
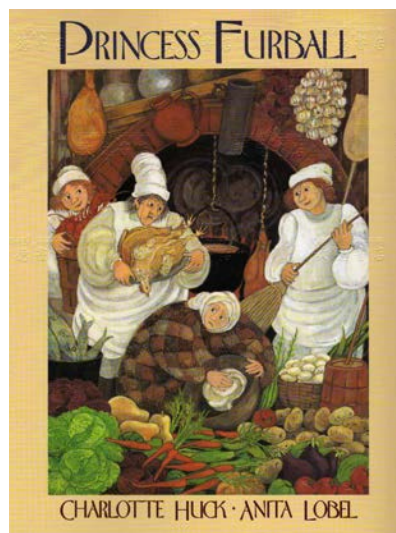
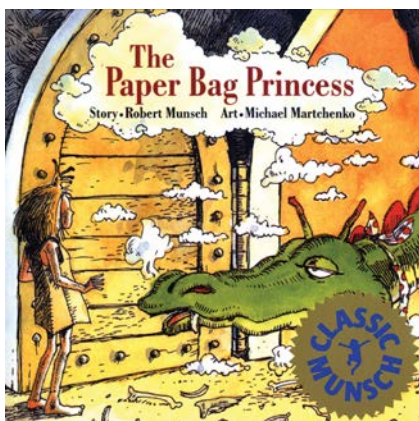
The Paper Bag Princess—Robert N. Munsch

Princess Furball—Charlotte Huck

Princess Smartypants—Babette Cole

PROCEDURE:

1. Ask students to tell you about fairy tales that they know in which there is a princess. As they retell the story, keep asking them what the princess is doing in the story. Frequently, the answer is that she does not do very much. Usually, a prince is trying to win her hand in marriage by pleasing her father. The princess has little say in her own future.
2. Read one of the suggested books, or any fairy tale, in which the female leads a more active, self-determining role. Have students contrast this story with the traditional fairy tales they discussed earlier.
3. Define words such as gender bias and stereotyping and relate them to the fairy tales they have discussed.
4. Discuss how the traditional fairy tales affect the girls and boys who hear them. How will they see their future roles in life? How will they treat one another? Consider how fairy tales perpetuate certain gender roles. In most fairy tales there is no positive female leads or role models (i.e. mother is dead, wicked step-mother, most-often raised by fathers, or are on their own). Seriously consider how the male roles are constructed and perpetuated as well. The focus of gender equality is that all persons feel free to be who they are, and are not bound by expectations based solely on gender.
5. Each student is asked to rewrite a favourite fairy tale to be more gender fair. The students are assessed on their understanding of how the princess may be made more active and self-determining.



Source: Infusing Equity by Gender into the Classroom: A Handbook of Classroom Practices by Sandra Moyer.
www.ricw.ri.gov/publications/GEH/lessons/97.htm

Activity: Men's Work or Women's Work

PURPOSE:

Using the Occupation Checklist at the end of this activity, students will match jobs and careers to gender. The desired outcome from this activity will be the discovery and discussion of persistent gender stereotyping, with its wage and status implications, in terms of career opportunities.

SUBJECT AND GRADE

Social Studies; Grades 6-8

TIMING:

1 hour

MATERIALS

Occupation Checklist

Computer

Projector

Screen (OR)

Chart paper

PROCEDURE:

1. Hand out copies of the Worksheet: Men's Work or Women's Work to individual students.
Read off the listed occupations. Describe any jobs that students might not be familiar with.
2. Have students fill out the checklist, matching jobs and careers to 'Male,' 'Female,' or 'Both' by circling the "correct" response.
3. Project occupation checklist onto the screen so all students can see (if not available use a large chart); poll the students on each occupation and write the results on the master checklist.

There are many approaches to conducting the following class survey in a meaningful way.

Poll students on how and why they answered the way they did.

Have students conduct research of the occupations. You may want to divide students into groups and assign each group several occupations.

Another method would be to find out the areas of controversy, assign groups to research those areas.

DISCUSSION:

- Which group "male" or "female" had the largest number?
- Which jobs require working with people? Which group had the larger number?
- Which jobs have the most "status," and, of those, how many are designated "males" and how many "females?"
- Which jobs offer the most salary potential, and, of those, how many are designated "males" and how many "females?" This will require research to complete.
- Which jobs require the most/least amount of education, and, of those, how many are designated "males" and how many "females?" This will also require research.
- Why are some jobs traditionally gender designated? Why is there an inequity of wage and status along gender lines?

Source: Don't Flounder—Get off the Hook: Consider Non-Traditional Occupations. State of Alaska, Department of Education and Early Development
www.eed.state.ak.us/tls/cte/docs/NTTO/Gender_Equity.pdf

Worksheet: Men's Work or Women's Work

OCCUPATION CHECKLIST

Circle whether you believe it is a male's occupation, female's occupation, or both.

Construction Worker	M	F	Both
Flight Attendant	M	F	Both
Social Worker	M	F	Both
Lawyer	M	F	Both
Technical Writer	M	F	Both
Secretary	M	F	Both
Elementary Teacher	M	F	Both
Hair Stylist	M	F	Both
Model	M	F	Both
Store Clerk	M	F	Both
Veterinarian	M	F	Both
Physical Education Teacher	M	F	Both
Cook	M	F	Both
Photographer	M	F	Both
Nurse	M	F	Both
Computer Analyst	M	F	Both
Machinist	M	F	Both
Dental Assistant	M	F	Both
Artist	M	F	Both
News Reporter	M	F	Both
Telephone Operator	M	F	Both
NASA Technician	M	F	Both
CAD Specialist	M	F	Both
Pharmacist	M	F	Both
Baby-Sitter	M	F	Both
Newspaper Editor	M	F	Both
Editor	M	F	Both
Cashier	M	F	Both
Mechanical Engineer	M	F	Both
FBI Investigator	M	F	Both
Plumber	M	F	Both
Librarian	M	F	Both
Bank Teller	M	F	Both
Nurse	M	F	Both
Police Officer	M	F	Both
Bookkeeper	M	F	Both
Custodian	M	F	Both
Fire Fighter	M	F	Both

Activity: Can Jaya Stay at School?

PURPOSE:

Students will brainstorm reasons about why some girls cannot go to school.

SUBJECT AND GRADE

Social Studies/English; Grades 6-8

TIMING:

1 hour

MATERIALS

Role-play cards

PROCEDURE:

1. With the class working in groups of four, give each group one set of the role-play cards. Each group will take on a part and devise a drama based on their roles. Jaya and her family live in the Punjab in Pakistan. The students can elaborate on their roles if they wish. Each group should decide what happens next. Some groups could find a way in for Jaya to stay at school, whereas others could develop a storyline in which she has to leave.
2. Ask the groups to perform their dramas to each other. Freeze-frame each drama just before and just after the decision is made about what happens next. How does each of the characters feel? At the end, place one of the characters in a 'hot seat'. Other members of the class can then ask this person questions about the motives for their actions.
3. Finally, for each group, discuss with the class how Jaya managed to stay at school or why she did not manage to stay at school. For dramas where Jaya had to leave, what would have needed to happen for her to stay at school?

Source: Change the World in Eight Steps. Oxfam UK. www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps

Click on Goal 3: Equal chances for girls and women—information and activities

JAYA:

You are Jaya, a 12-year-old girl.
You have been at school for five years.
You work very hard and have been top of your class several times.
You enjoy school and have made lots of friends there.
You really want to be a teacher when you are older.
You think that it's unfair that you might have to drop out of school while your two brothers can continue their education.
Also you have to spend more time on household chores than they do and yet must still fit in doing your homework.



JAYA'S MOTHER:

You are Jaya's mother, Razia.
You have three children: two boys and a girl, Jaya.
You had no education yourself and are pleased that Jaya has been to school for a few years.
You hope that this will mean that she is able to get work when she grows up.
However, your main concern is that she should get married. This is the most important thing.
You also worry that if Jaya continues with her education she may not have so much time to help with the household chores.



JAYA'S FATHER:

You are Jaya's father, Kesro.

You have three children: two boys and a girl, Jaya.
You work hard as a day labourer in a factory to earn enough money for them all to go to school, but lately you have found it more difficult to get work and you can no longer afford the school fees for all your children.
You think education is less important for women because they usually only go to work in the fields or stay at home as housewives.
Obviously Jaya must drop out of school.
The boys will continue their education so that they can get jobs and be able to contribute to the household.
Jaya will get married and be looked after by her husband, so education is less important for her.



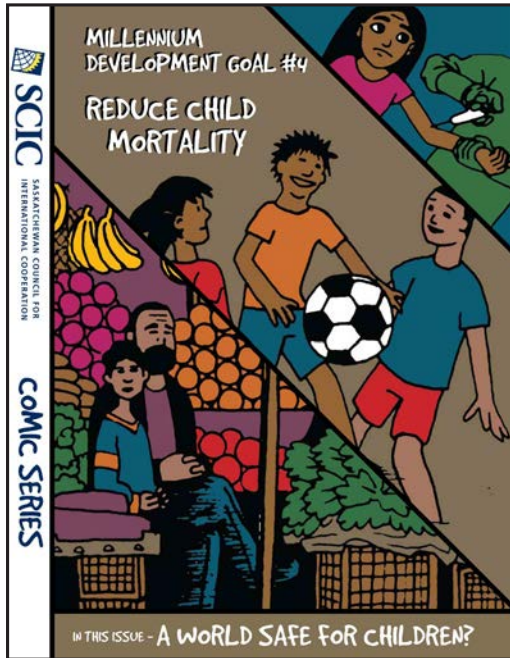
JAYA'S AUNT:

You are Jaya's aunt, Fatima.
You are married and have two children.
You were lucky enough to have completed your education and you have worked in an office since your last child went to school six years ago.
This has meant that you could afford to send all your children to school.
You understand that it is really important for both girls and boys to be educated.
Girls with an education can help to provide financially for the household.
Nowadays, they can even become civil servants or MPs.
They can also contribute to their own children's education at home themselves.



Goal 4: Reduce Child Mortality

CUT BACK BY TWO-THIRDS THE NUMBER OF CHILDREN WHO DIE BEFORE THEY REACH THE AGE OF FIVE.



THIS COMIC TAKES PLACE IN IRAQ
 CONTINENT: **ASIA**
 CAPITAL: **BAGHDAD**
 LANGUAGE: **ARABIC, KURDISH**
 SPORT: **FOOTBALL (SOCCER)**
 POPULATION (2011): **34,322,000**



Iraq used to be the golden capital of the Middle East, thriving with literature, art, science and innovation. However, oppressive regimes took over and eroded much of Iraqi culture and devastated much of the natural resources. As a result, conflict and wars erupted and many of the victims were children. In this comic, you will take a look at the life of the children of Iraq, and the effects that the wars have had on their lives. What were some of the issues that increased the mortality of the children? Can these issues be fixed to reduce child mortality, or is this a lost cause? Read Juhan's story to find out more.

GOAL 4 – RELATED LEARNING IDEAS:

1. Have students prepare a research presentation or paper on the effects of the 2003 war on Iraq. What consequences did the war have on the children living there? What effects do you think this war will have on the children in the long run? Try to find stories told by children about how the war has effected them.
2. Create an organization profile for the International Development Relief Organization (IDRF). What kinds of work does this organization partake in? What are some projects and programs that it offers? How did the organization help the Iraqi citizens in the comic? How about in reality?
3. Have students work in groups to write a skit outlining issues that effect and increase child mortality. Issues that can be explored include child labour, child soldiers, malnutrition and poor health, war etc. After students have created a skit, organize an assembly or an event where students can act out their skits to students and parents. Students will thus have a chance to teach the rest of the school about issues that effect children worldwide, as well as raise awareness about global injustices.

Source: Wikipedia

*“There’s no tragedy in life like the death of a child.
 Things never get back to the way they were.”
 –Dwight David Eisenhower*

DID YOU KNOW?

- The UN estimated that in 2005, 10.1 million children under the age of 5 died worldwide.
- Over 4000 children die each day from diarrhea caused by dirty water.
- Even in Canada, access to safe and healthy drinking water is a major issue in some areas. In July 2007 Health Canada warned over 90 First Nations communities not to drink their tap water.
- Child mortality is higher among children living in rural areas and in the poorest households.
- Overall, at least 169 countries, 112 of them developing countries, have shown a decline in child mortality since 1970.
- In Sub-Saharan Africa half the children under the age of five are malnourished.
- Two-thirds of the world's child deaths occur in just 10 countries.
- Vietnam offers one of the greatest success stories in the area of child mortality. Due to a significant increase in immunization for illnesses like polio and measles, child mortality rates in Vietnam have dropped from 58 per 1000 live births in 1990 to 17 per 1000 live births in 2005, proving that rapid change is possible.

GLOSSARY

ALLAH: the Arabic word for God.

ASTHMA: a respiratory disorder, often of allergic origin, characterized by difficulty in breathing, wheezing, and a sense of constriction in the chest.

CHOLERA: an infectious, sometimes fatal disease of the small intestine spread from contaminated water and food and causes severe diarrhea, vomiting, and dehydration.

MORTALITY: the relative frequency of deaths in a specific population; death rate.

PNEUMONIA: inflammation of one or both lungs, in which the air sacs (alveoli) become filled with liquid, which renders them useless for breathing.

VACCINATIONS: the introduction into humans or domestic animals of microorganisms that have previously been treated to make them harmless for the purpose of inducing the development of immunity.

MAKING PROGRESS ON THE MDGS

Countries around the world are working hard to achieve the Millennium Development Goals. The Overseas Development Institute's *Millennium Development Goals Report Card: Measuring Progress Across Countries* recently ranked the countries that have made significant progress on key targets of the first, fourth and fifth goals. The rankings are in terms of absolute progress toward the targets, meaning countries that have improved by the largest margins (from the first measurement), regardless of initial conditions (and distance from the targets).



A COLLABORATION BETWEEN GOOD AND MISS ME I'M POLISH, IN PARTNERSHIP WITH THE BILL & MELINDA GATES FOUNDATION. SOURCE: OVERSEAS DEVELOPMENT INSTITUTE.

Activity: Child Soldier Stories

PURPOSE

The following activity will allow students to take a deeper look at the issue of child soldiers around the world. Have students read the following excerpts from an interview with child soldiers. As students take a look at the real life experiences of these youth, have them place their feet in the shoes of these soldiers. Have a discussion guided by the questions found below.

SUBJECT AND GRADE

Social Studies; Grade 8

TIMING:

1 Hour

MATERIALS

Excerpts (below) copied for class to share/each have a copy.

Computer, Internet

PROCEDURE:

Have students read the following excerpts from an interview with child soldiers. As students take a look at the real life experiences of these youth, have them place their feet in the shoes of these soldiers. Have a discussion guided by the questions found below.

DISCUSSION QUESTIONS:

1. What are the moral issues behind the use of children in armed conflict?
2. Describe how and where child soldiers are used.
3. Identify reasons for using children in armed conflict.
4. How does society suffer when children are used in armed conflict?
5. What is the role of international documents and protocols and what do they say about the use of children in armed conflict?

Source: : www.un.org/works/goingon/soldiers/stories.doc

"When we got there we were in an ambush, the rebels were attacking where we were in a bush. I did not shoot my gun at first, but when you looked around and saw your school- mates, some younger than you, crying while they were dying with their blood spilling all over you, there was no option but to start pulling the trigger. I lost my parents during the war, they told us to join the army to avenge our parents." — *Ishamael Beah, 14, Sierra Leone*

"One boy tried to escape, but he was caught. They made him eat a mouthful of red pepper, and five people were beating him. His hands were tied, and then they made us, the other new captives, kill him with a stick. I felt sick. I knew this boy from before. We were from the same village. I refused to kill him, and they told me they would shoot me. They pointed a gun at me, so I had to do it. The boy was asking me, "Why are you doing this?" I said I had no choice. After we killed him, they made us smear blood on our arms. I felt dizzy. They said we had to do this so we would not fear death, and so we would not try to escape." — *Susan, 16, Uganda*

"They beat all the people there, old and young, they killed them all, nearly 10 people...like dogs they killed them...I didn't kill anyone, but I saw them killing...the children who were with them killed too...with weapons... they made us drink the blood of people, we took the blood from the dead into the bowl and they made us drink...then when they killed the people they made us eat their liver, their heart, which they took out and sliced and fried... And they made us little ones eat." — *Peruvian woman, recruited at age 11*

"I was recruited by force, against my will. One evening while we were watching a video show in my village three army sergeants came. They checked whether we had identification cards and asked if we wanted to join the army. We explained that we were under age and hadn't got identification cards. But one of my friends said he wanted to join. I said no and came back home that evening but an army recruitment unit arrived the next morning at my village and demanded two new recruits. Those who could not pay 3000 kyats had to join the army, they said. I (my parents) could not pay, so altogether 19 of us were recruited in that way and sent to Mingladon (an army training centre)." — *Zaw Tun*

Activity: A World Fit for Children

PURPOSE:

To learn about the Convention on the Rights of the Child and to consider instances where children have fought for their beliefs and rights.

SUBJECT AND GRADE

Social Studies; Grades 6-8

TIMING:

1 hour

MATERIALS

Computer

Internet

Screen OR paper copies of what the children said for their speech.

PROCEDURE

1. Have the students read the statement entitled "A World Fit for Us" was made by children to the United Nations Special Session on Children in 2002, an important event in the recognition of children's citizenship. "Go to this website to see, in full, what they said. <http://www.unicef.org/specialsession/documentation/childrens-statement.htm>
2. When the students have read the children's statements carefully have them answer the questions and complete the activities on the Worksheet.

Source: Irish Aid, Department of Foreign Affairs and Trade. Government of Ireland.
[www.irishaid.gov.ie/uploads/Our World Our Future.pdf](http://www.irishaid.gov.ie/uploads/Our_World_Our_Future.pdf)

Worksheet: A World Fit for Children

A statement entitled "A World Fit for Us" was made by children to the United Nations Special Session on Children in 2002, an important event in the recognition of children's citizenship. Here are some of the things they said:



When you are satisfied that you have read the children's statements carefully do these exercises with your partner(s):

1. Why did the children call their statement A World Fit For Us?
2. Kofi Annan, the Head of the United Nations, said that adults had failed children.
Give four examples of ways in which this might be so:
A.
B.
C.
D.
3. The children said: We promise that as adults we will defend children's rights with the same passion that we have now as children.
 - Decide on a children's right that is important to you. (For a detailed outlining the Convention on the Rights of the Child on the United Nations website. Or see a brief outline of children's rights under Comic 2 Activities.)
 - On a sheet of paper write the title "A WORLD FIT FOR CHILDREN" and underneath the right you have chosen.
 - Divide the remainder of the page and write two headings: "NOW" and "WHEN I AM GROWN UP".
 - List ways that you might defend that right under both headings.
 - Make the sheet attractive for display purposes.

Source: www.irishaid.gov.ie/uploads/Our%20World%202004ur%20Future.pdf

Activity: A Day in the Life

PURPOSE:

To learn about some of the dangers children face each day and their struggle for survival.

SUBJECT AND GRADE

Social Studies; Grades 4-6

TIMING:

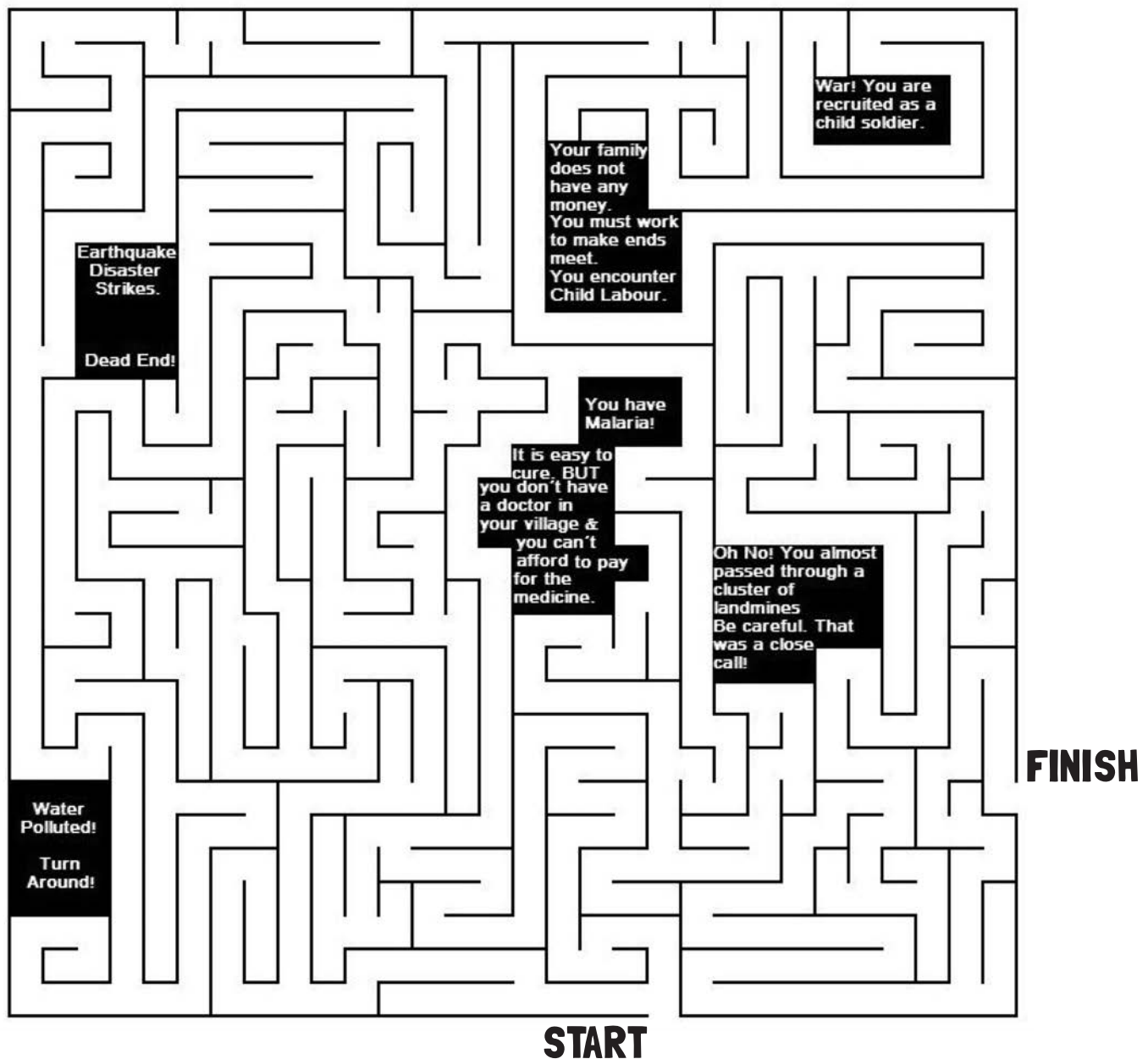
15 minutes

MATERIALS

Copies of the maze

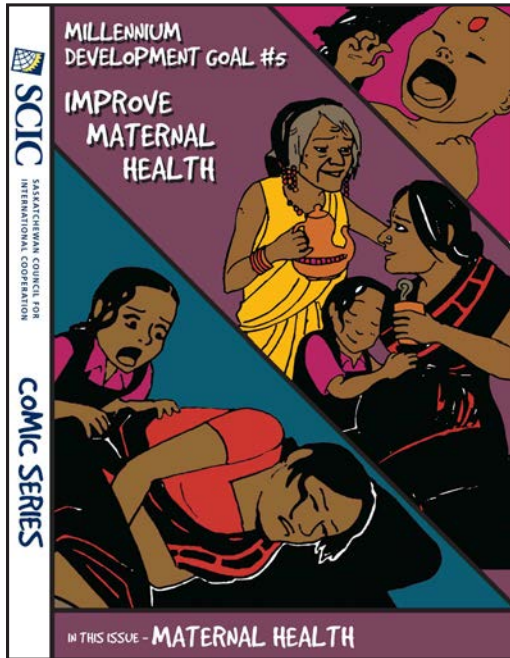
PROCEDURE:

Find your way through this maze, and experience some of the dangers that children worldwide have to encounter every single day. Can you make it through the day safe and sound?



GOAL 5: Improve Maternal Health

CUT BACK BY THREE-QUARTERS THE NUMBER OF WOMEN WHO DIE WHEN THEY ARE HAVING BABIES.



**THIS COMIC TAKES
PLACE IN INDIA**
CONTINENT: **ASIA**
CAPITAL: **NEW DELHI**
LANGUAGE: **HINDI, ENGLISH**
SPORT: **CRICKET**
POPULATION: **1,210,193,422**



With a burgeoning population of more than one billion people, many of whom live in poverty, access to health-care clinics and doctors is limited in general, let alone for pregnant women. As a result, being a mother in India can be very dangerous, as the life of both mother and baby in poverty can be at risk. Follow Chakori and her pregnant mother in this comic, and experience what life is like for some families living in India. Will Chakori's mother be able to deliver a healthy and happy baby, or will she experience lots of bumps along the way of her pregnancy?

GOAL 5 – RELATED LEARNING IDEAS:

1. Have students imagine that they are with a team of Doctors without Borders, visiting a certain country in the world. Each doctor must compile a medical research report outlining the types of complications women can face during pregnancy and child birth. Are these complications avoidable? How? What are the consequences if women do not have access to proper maternal health clinics and resources?
2. As a class, research what reproductive rights are under the United Nations and World Health Organization. Then, in groups, ask students to prepare presentations about a specific right or issue under reproductive rights. Have students present their findings to the class, and engage presenters and class in a class discussion about the presented issue.
3. Invite the student's mothers and/or grandmothers to the class for a celebratory tea and cookies afternoon. Dedicate the evening to celebrating motherhood by screening a movie, discussing issues related to maternal health, presenting the student's work about issues of motherhood, and maternal health etc.

Source: Wikipedia

“Half a million women die each year around the world in pregnancy. It's not biology that kills them so much as neglect.”
–Nicholas D. Kristof

DID YOU KNOW?

- Every day, approximately 800 women die from preventable causes related to pregnancy and childbirth.
- 99% of all maternal deaths occur in developing countries.
- Maternal mortality is higher in women living in rural areas and among poorer communities.
- Young adolescents face a higher risk of complications and death as a result of pregnancy than older women.
- Skilled care before, during and after childbirth can save the lives of women and newborn babies.
- Between 1990 and 2010, maternal mortality worldwide dropped by almost 50%

Source: WHO (2012)

GLOSSARY

BOLLYWOOD: the Indian film industry.

CHAI TEA: a drink of tea made with cardamom and various other spices, milk, and a sweetener.

DIA: Hindi word for midwife, who is a person trained to assist women in childbirth.

SARI: an outer garment worn chiefly by women of India and Pakistan, consisting of a length of lightweight cloth with one end wrapped about the waist to form a skirt and the other draped over the shoulder or covering the head.

TETANUS SHOT: a vaccination to treat the serious disease tetanus, which causes painful tightening of the muscles, usually all over the body, and can lead to the “locking” of the jaw, preventing a person from opening his/her mouth or swallowing.

GLOBAL AND LOCAL ACTION

FUNDRAISE FOR MATERNAL HEALTH PROJECTS: Fundraise or join efforts in organizations that work on maternal health efforts such as Million Mums and the White Ribbon Alliance for Safe Motherhood.

BUILD A BIRTHING HUT: Raise money to build a birthing hut by hosting a baby shower for brave mothers in Africa. See birthing hut project by Cause Canada www.cause.ca/babyshowers

CELEBRATE MOTHER’S DAY EVERY DAY: Celebrate the women around the world who gave us life. Participate in the Mother’s Day Every Day campaign at www.mothersdayeveryday.org.

YOUNG WOMEN’S WELLNESS PROGRAM: Start by Planned Parenthood Regina in 2001. The main goal of this program is delaying sexual activity. Programming takes place in Regina inner city schools and in the community. If you’d like to sponsor this program or donate to it call 306-522-0902.

WRITE TO YOUR MEMBER OF PARLIAMENT: Let the government know that you appreciate their efforts in improving maternal health through CIDA. Remind them that more needs to be done to meet the target of reducing the proportion of maternal mortality by three quarters.

Maternal Health in Developing Countries

SIMPLE TOOLS TO SAVE THE LIVES OF MOTHERS AND KIDS

Imagine if pregnant women and their kids in developing countries could be given simple, lifesaving health care, even when miles away from a hospital or doctor. Community health workers—trained practitioners who provide health care for pregnant women, assist in childbirth, and treat newborns—provide just that service. Without community health workers, pregnant women and newborn babies in the developing world are at risk for disease. More than 350,000 women die in childbirth and pregnancy each year, and almost 3.6 million babies die before they are a month old. Even small complications can be deadly for people living far from hospitals. Community health workers are saving lives by using a very basic—yet very important—set of solutions and techniques.



IN THE KIT:

- 1. SOAP, STERILE BLADE, PLASTIC SHEET, CLEAN THREAD OR CORD CLAMPS:** In low-resource areas, this simple, clean equipment can ensure safer childbirth.
- 2. MISOPROSTOL:** A drug that helps to prevent bleeding after childbirth. It doesn't need to be injected, and because it doesn't need to be refrigerated, it's easy to transport.
- 3. BABY HAT AND SWADDLING MATERIALS:** Keeping babies warm is important. Hats and blankets help prevent newborn hypothermia and infections.
- 4. INSECTICIDE-TREATED BED NETS:** By sleeping under nets treated with insecticides, mothers and their children can reduce their risk of being bitten by malaria-infected mosquitoes.
- 5. PAEDIATRIC ZINC TABLETS:** Diarrhoea is a leading cause of death among children in developing countries. Using zinc with oral rehydration therapy can significantly reduce the severity of the illness.
- 6. VACCINES:** Rotavirus, pneumonia, measles, Hib and DPT vaccines are all crucial for protecting children from disease. For example, rotavirus alone is the cause of more than 500,000 deaths a year in the developing world.
- 7. PNEUMONIA DRUGS AND TIMER FOR RESPIRATORY TRACKING:** Pneumonia can pose a major health risk for children. Proper treatment and the use of a simple timer to monitor breathing can help save lives.
- 8. PLUMPY'NUT:** A peanut-based paste rich in vitamins, minerals and calories that helps promote rapid weight gain for children suffering from malnutrition. It doesn't need water or refrigeration and lasts for two years.
- 9. EDUCATIONAL MATERIAL (LIKE FLASH CARDS):** These cards can give new mothers advice when the community health worker isn't available, and can help teach best practices for the mother's health and for raising healthy children.



TIGRAY, ETHIOPIA

Mothers received in-home training from community health workers to give their children anti-malarial drugs.



UTTAR PRADESH, INDIA

Community health workers helped teach the community about hygiene and preventing neonatal hypothermia by encouraging skin-to-skin contact between the baby and mother.



SYLHET, BANGLADESH

Community health workers encouraged clean cord care, provided blankets to keep babies warm, and encouraged breastfeeding.

Source: Maternal, Newborn & Child Health, Bill & Melinda Gates Foundation
www.gatesfoundation.org/infographics/Pages/infographics.aspx

Activity: Celebrating Mothers

PURPOSE

To help students learn about how people in other cultures celebrate mothers.

SUBJECT AND GRADE

Social Studies; Grades 1-6

TIMING

1 hour

MATERIALS

Computer

Internet

Materials for display

PROCEDURE

1. Mothers are celebrated throughout the world. Ask students to read through the ways in which mothers are celebrated (below) and choose one to investigate further using the school library or the internet.
2. Ask the students to create a display of different ways in which mothers are celebrated.

MOTHER'S DAY AROUND THE WORLD

Mother's Day is now celebrated in many countries around the world. Australia, Mexico, Denmark, Finland, Italy, Turkey, Belgium, Russia, China and Thailand all have special celebrations to honour mothers.

- The ancient Greeks celebrated Mother's Day in spring, like we do in Canada. They used to honour Rhea, mother of the gods, at dawn with honey cakes, special drinks and flowers.
- Japan's Imperial Family traces its descent from Omikami Amaterasu, the Mother of the World.
- Hindu scripture credits the Great Mother, Kali Ma, with the invention of writing.
- Native American women have long been honoured with the name 'Life of the Nation' for their gift of motherhood to the people.
- The Buddha honoured mothers when he said, 'As a mother, even at the risk of her own life, loves and protects her child, so let a man cultivate love without measure toward the whole world.'
- Mother's Day in England originated during the 1600s. Servants would go home to see their families, bringing cakes and sweets to their mothers. This custom was called 'going a-mothering'. Each mother would receive a simnel cake and mothers would give a blessing to their children.

Source: Change the World in Eight Steps.

www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps

Click on Goal 5: To improve maternal health—information and activities

Activity: Mother's Health Around the World

PURPOSE

Introduce students to facts about maternal health in developing countries.

SUBJECT AND GRADE

Social Studies/Health; Grades 6-9

TIMING

1 hour

MATERIALS

A photocopy of the worksheet next page for each student

Computers Internet

PROCEDURE

1. Give each student a photocopy of the table below and ask them to match the beginnings of the sentences to the endings so that they have a sentence that makes sense.
2. Ask them to use the internet to do some research into the fifth Millennium Development Goal.
 - What kind of improvements does the United Nations want governments to make?
 - How easy would it be to make these changes?
 - Ask students to write a summary of their findings.
 - Suggested websites include: <http://endpoverty2015.org/> www.un.org/millenniumgoals

TEACHING POINTS

Target 5.A. Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio

Target 5.B. Achieve, by 2015, universal access to reproductive health

More than 500 000 women die each year in pregnancy and childbirth. Most of them die because they had no access to skilled routine and emergency care. Since 1990, some countries in Asia and Northern Africa have more than halved maternal mortality. There has also been progress in sub-Saharan Africa. But here, unlike in the developed world where a woman's life time risk of dying during or following pregnancy is 1 in 4300, the risk of maternal death is very high at 1 in 31. Increasing numbers of women are now seeking care during childbirth in health facilities and therefore it is important to ensure that quality of care provided is optimal. Some 215 million women who would prefer to delay or avoid pregnancy still lack access to safe and effective contraception. It is estimated that satisfying the unmet need for family planning alone could cut the number of maternal deaths by almost a third. The UN Secretary-General's Global Strategy for Women's and Children's Health aims to prevent 33 million unwanted pregnancies between 2011 and 2015 and to save the lives of women who are at risk of dying of complications during pregnancy and childbirth, including unsafe abortion.

WORLD HEALTH ORGANIZATION KEY WORKING AREAS

- Strengthening health systems and promoting interventions focusing on policies and strategies that work, are pro-poor and cost-effective.
- Monitoring and evaluating the burden of maternal and newborn ill-health and its impact on societies and their socio-economic development.
- Building effective partnerships in order to make best use of scarce resources and minimize duplication in efforts to improve maternal and newborn health.
- Advocating for investment in maternal and newborn health by highlighting the social and economic benefits and by emphasizing maternal mortality as a human rights and equity issue.
- Coordinating research, with wide-scale application, that focuses on improving maternal health in pregnancy and during and after childbirth.

Worksheet: Mother's Health Around the World

A. Every minute of every day, somewhere in the world and most often in a developing country...	1. ...it represents an enormous cost to her nation, her community, and her family.
B. A woman's death is more than a personal tragedy,...	2. ...can significantly reduce the health risk that women face when they become pregnant.
C. Most maternal deaths could be prevented if women had...	3. ...a woman dies from complications related to pregnancy or childbirth.
D. More than a decade of research has shown that small and affordable measures...	4. ...children lose their primary caregiver, communities are denied her paid and unpaid labour, and countries forego her contributions to economic and social development.
E. When a mother dies...	5. ...making maternal mortality the health statistic with the largest disparity between developed and developing countries.
F. Nearly all maternal deaths (99 percent) occur in the developing world...	6. ...access to appropriate healthcare during pregnancy and childbirth, and immediately afterwards.

Source: Change the World in Eight Steps.

www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps

Click on Goal 5: To improve maternal health—information and activities

Activity: The Story of a Birth

PURPOSE

Each student will discover the story of a birth in North America by talking to a woman who has had a baby in North America (or another developed region) to complete the attached worksheet. The women they interview can be their own mothers, aunts, neighbours, and so on. They will partner with other students to identify similarities and differences between birth stories. They will understand these experiences in contrast to the experience of birth in a developing country.

SUBJECT AND GRADE

Social Studies/Health; Grades 6-9

TIMING

1 hour for the lesson

Plus time for interviews (not during school hours)

1 hour to debrief

MATERIALS

Hand-out Worksheet "The Story of Birth"

TEACHING POINTS

Every year, more than 500,000 women die in childbirth, most of them in developing countries. While this is not an issue of concern in wealthier nations—where fewer than 10 women die for every 100,000 child births—the rate of deaths among women in the developing world can be as high as 1,000 for every 100,000 births. Poverty is the biggest reason for this disparity. The women in the developing world are dying during childbirth because they are malnourished and weakened by other illnesses and disease. They are also more likely to have numerous births and they lack access to trained health care workers and medical facilities.

PROCEDURE

1. To assess prior knowledge, hold a brief discussion about the range of services that women have to choose from when they are pregnant - hospital care, midwives, family doctor, etc. Ask students if they know about the types of tests/services that pregnant women typically get—ultrasounds, blood tests, etc.
2. Ask students to consider the assumptions held by North Americans regarding health care experiences for pre/post natal care (i.e., doctors, not midwives deliver babies, babies are delivered in hospitals not homes, medicine for pain is preferable).
3. Distribute the handout/worksheet "The Story of Birth" and ask students to speak to a woman who has given birth about her experiences during pregnancy and childbirth.
4. The next day, hold a discussion about some of the information they gathered.
 - a. What are some of the similarities between all of their experiences?
 - b. What are some of the differences?
 - c. What did they learn that surprised them?
 - d. Share their ideas about how things would be different for new mothers in the developing world.
 - e. How might extreme poverty make these birth stories different?
5. Explain to students that the United Nations came up with the fifth Millennium Development Goal to help make things more fair for all mothers so that they have access to life-saving health care during pregnancy and child birth.
6. As a class, identify five measures that could be implemented to improve maternal health in the developing world, based on the findings from the worksheet.

Source: Educational Resources. Free the Children.

www.freethechildren.com/getinvolved/educator/programs.php?type=curriculum

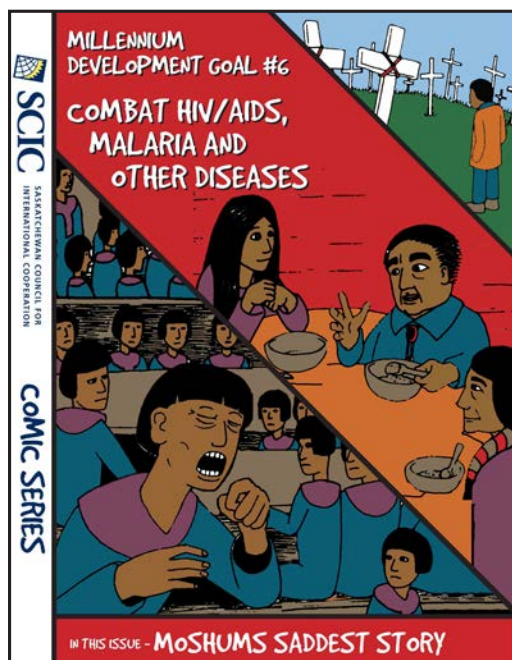
Click on Health: Secondary Lesson Plan

Worksheet: The Story of a Birth

1. My interviewee was pregnant from (month/year) _____ to (month/year) _____
2. During this time, she visited the doctor _____ times.
3. She took the following health measures while she was pregnant:
4. She took these medicines and/or vitamins while she was pregnant:
5. She bought the medicines from: _____
6. Did she pay for the medicines herself, or were they covered by insurance or public health programs?
7. She took a childbirth class: YES OR NO (circle one)
8. The class was provided for free through public health or a hospital: YES OR NO (circle one)
9. How did the childbirth class help her?
10. My interviewee was mostly COMFORTABLE/UNCOMFORTABLE (circle one) while she was pregnant.
11. She had the following people to help her while she was in the hospital:
(list doctors, nurses, family members, etc.)
12. She took some medicine to reduce the pain when she began delivery: YES OR NO (circle one)
13. My interviewee stayed at the hospital for _____ days.
14. With your interviewee's help, write a paragraph on the following:
Mothers in the developing world sometimes have a harder time when having a baby because they don't have easy access to doctors, hospitals and other services. My interviewee believes that if she had been a mother in a developing country, maybe things would have been very different. This is how:
(write a paragraph on the back of this page):

GOAL 6: Combat HIV/AIDS, Malaria, and Other Diseases

STOP TERRIBLE DISEASES LIKE HIV/AIDS, MALARIA AND TB FROM SPREADING, AND MAKE THEM LESS COMMON.



THIS COMIC TAKES PLACE IN SASKATCHEWAN, CANADA
 CONTINENT: **NORTH AMERICA**
 CAPITAL OF SASKATCHEWAN: **REGINA**
 LANGUAGE: **ENGLISH, FRENCH**
 SPORT: **FOOTBALL— ROUGH RIDERS!**
 POPULATION (2011): **1,053,960**



Many aboriginal people have been living under constant oppression in Canada. In this comic, Moshum (grandfather) tells Jessica stories from his past. He explains the suffering he and his family faced when white settlers took over First Nations land. Such incredible suffering resulted from being considered savages, being forced into Residential Schools, and from not being treated for easily treatable and curable diseases (TB). Read this comic and witness the life of Moshum, and the challenges he faced growing up.

GOAL 6 – RELATED LEARNING IDEAS:

1. Have students research First Nation's history in Canada, and the challenges that are faced by First Nations people when European settlers took over the land. After some in-depth research, assign students different challenges that arose during this conflict (i.e. residential schools, tuberculosis, poverty, etc) and have students create a presentation outlining these issues to the class, and the effects that these issues have had on Canada's First Nations.
2. Let students imagine that they are all doctors, in their final year of studying medicine. As part of their final assignment, each student must create a disease pamphlet on either tuberculosis, malaria, or HIV/AIDS. Pamphlets must include all required information to understand the disease, its symptoms, what it effects, if it is curable, etc.
3. Invite a speaker to your class from the aboriginal culture who has been through the challenges, or whose parents or grandparents went through the challenges. Have students prepare questions to ask the speaker. This activity is an excellent way for students to explore a different perspective on this issue, so discussion is highly encouraged.

Source: Wikipedia

*“It is health that is real wealth
and not pieces of gold and silver.”*
—Mahatma Gandhi

DID YOU KNOW?

- Every day over 7,400 people are infected with HIV and 5,500 die from AIDS- related illnesses. HIV remains the leading cause of death among reproductive-aged women worldwide.
- An estimated 33.4 million people were living with HIV in 2008, two thirds of them in sub-Saharan Africa.
- Access to HIV treatment in low- and middle-income countries increased ten-fold over a span of just five years.
- Malaria kills a child in the world every 45 seconds. Close to 90 per cent of malaria deaths occur in Africa, where it accounts for a fifth of childhood mortality.
- 1.8 million people died from tuberculosis in 2008, about 500,000 of whom were HIV-positive.

Source: UN Summit (2010)

GLOSSARY

RESERVE: is specified by the Indian Act as a “tract of land, the legal title to which is vested in Her Majesty, which has been set apart by Her Majesty for the use and benefit of a band.”

CIVILIZED: people were called “civilized” to set them apart from barbarians or savages.

RESIDENTIAL SCHOOLS: school system was intended to assimilate the children of the Aboriginal peoples in Canada into European-Canadian society. The purpose of the schools, which separated children from their families, has also been described as cultural genocide or “killing the Indian in the child.”

TUBERCULOSIS (TB): a common, and in many cases lethal, infectious disease caused by various strains of mycobacteria. This bacteria typically attacks the lungs, but can also affect other parts of the body. It is spread through the air when people who have an active TB infection cough, sneeze, or otherwise transmit their saliva through the air.

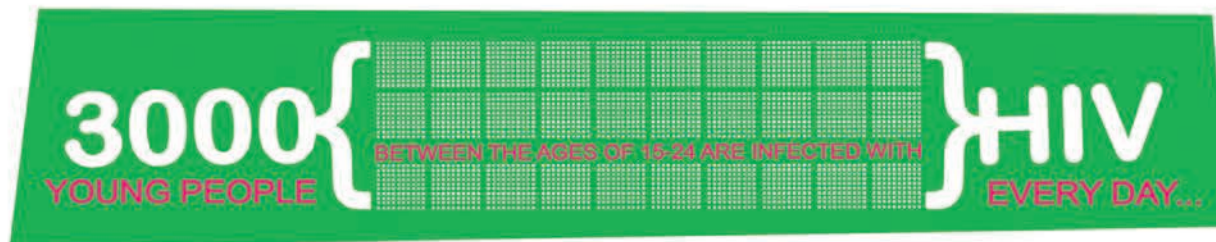
CONTAGIOUS: infectious/communicable diseases that are easily transmitted by physical contact.

SANITATION: the hygienic means of promoting health through prevention of human contact with the hazards of wastes.

HIV/AIDS: a disease of the human immune system caused by the human immunodeficiency virus (HIV). HIV is transmitted primarily via unprotected sexual intercourse (including anal and even oral sex), contaminated blood transfusions and hypodermic needles, and from mother to child during pregnancy, delivery, or breastfeeding.

MALARIA: a mosquito-borne infectious disease of humans and other animals caused by protists (a type of microorganism).

HIV? WHAT ABOUT



66%



Young women account for 66% of new infections among young people worldwide



40%

Young people account for 40% of all new HIV infections among people aged 15 - 49

In sub-Saharan Africa young women aged 15 - 24 years are as much as eight times more likely than men to be living with HIV



34% OF YOUNG PEOPLE HAVE COMPREHENSIVE KNOWLEDGE OF HIV



67% OF ALL PEOPLE LIVING WITH HIV ARE IN SUB-SAHARAN AFRICA



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+



Activity: A Talk Show on Health

PURPOSE:

This activity allows students to work in teams to create a talk show documentary skit about health issues in the developing world and how they tie in to other, poverty-related issues. A talk show format is a fun and engaging way for students to demonstrate their knowledge. If equipment is available, students may choose to videotape their skit or present it to a live audience during an assembly.

SUBJECT AND GRADE

Social Studies/Media Studies; Grades 6-12

TIMING:

3 hours

MATERIALS

Video camera

Computers

Internet

TEACHING POINTS:

The sixth Millennium Development Goal addresses the devastation caused by HIV/AIDS, malaria and other diseases, particularly in the developing world. AIDS, especially, is wiping out whole families, and an entire generation of parents, leaving grandmothers to care for their grandchildren. In many cases, AIDS orphans become heads of households, caring for younger siblings even though they are still children themselves. Although HIV/AIDS and other diseases are a global issue, they most seriously affect those living in poverty because they lack access to life-saving medicines. These diseases contribute to poverty and in some cases are actually reversing progress that has been made to alleviate extreme poverty.

PROCEDURE:

1. Divide students into three groups (HIV/AIDS, malaria, tuberculosis) and ask each group to conduct in-depth research into the disease and be prepared to act as experts in the area.
2. Give students the following guiding research questions:
 - A. What is the disease?
 - B. How is it transmitted?
 - C. Which countries are most affected by the disease?
 - D. Why has the situation become so serious?
 - E. What are the implications if improvements are not made (connect to other issues)?
 - F. What can/should be done?
3. Let each group know they will appoint specific tasks to group members: one person will introduce background information on the disease during the "taping" of the show, a second member can be the spokesperson on the implications of the disease and one person can make a chart or create a short PowerPoint to present the statistics.
4. Ask students to elect one host for the show who, with the help of the group not presenting on the show, will design a list of questions for all the "experts" on the panel. The "audience" or the students not presenting should generate suggestions on what the class/ audience can do to help either the host or the panel of speakers.

CLOSURE:

In an open forum on the show or as a group afterward, talk about implications of inaction on these health issues.

Source: Millennium Development Goals Activities, Elementary Level.
www.freethechildren.com/getinvolved/educator/docs/MDGactivities_Elem.pdf

Activity: South Africa's AIDS Epidemic

PURPOSE

To consider the following in relation to South Africa:

- Examine the effects of AIDS on children;
- Research the AIDS epidemic and its consequences;
- Describe long-term social, political, and economic consequences of widespread AIDS;
- Explain how the value system of a society exerts great influence on the attitudes and behaviour of people.

SUBJECT AND GRADE

Social Studies/Health; Grades 8-12

TIMING

3 hours

MATERIALS

Computers, Internet

Article "A Haven for AIDS homeless"

PROCEDURES

1. Survey the class to assess students' knowledge of HIV/AIDS. Discuss the AIDS epidemic in the United States (or Canada) and the world as well as prevention campaigns and social implications. Talk about the International AIDS Conference held in July in South Africa. Ask students if they are aware of the international attention on Africa since reports listed staggering numbers of AIDS cases there. Discuss what happens when parents die of the disease.
2. Have students read the article "A haven for AIDS homeless." Then ask the following:
 - Who is Nkosi Johnson?
 - How did he meet Gail Johnson?
 - Where is Nkosi's Haven?
 - Why was it established?
 - What happens to children of deceased parents in villages where there are no shelters?
 - How many women live there with children?
 - How would you describe Gail Johnson's vision for her project?
 - What do you think will happen to these orphans?
 - Why do you believe AIDS-stricken people are being rejected?
 - Do you agree or disagree that children with AIDS should not be allowed in schools? Explain.
 - Why do you think that Feroza Mohamed is an outcast in her home village?
 - "I need to know that I am offering comfort and ... a life of substance to people who've been rejected," Gail Johnson said. Based on that statement, what motive is there for Johnson to initiate such a project?
 - Explain why this type of humanitarian gesture and concern is necessary.
 - Do you believe that people should feel obligated to help others in need around the world?
 - If not, explain. If so, to what extent should people go to assist others?
3. Group students into three teams and have each team research either long-term social, political, or economic consequences of widespread AIDS in South Africa. Direct students to online and media resources for their research. Groups may want to consider any of the following questions/issues:
 - How will poor nations pay for vaccines or treatment?
 - Who will assist these nations with funding?
 - What government financial assistance is available, if any?
 - What are AIDS patients' legal rights? How are AIDS patients' social lives changed because of this disease?
 - What political implications are involved with AIDS?After researching consequences, direct each group to present its findings.
4. Have members of each group brainstorm for ways to educate their community and the world on their plan for action.

Source: International Institute for Capacity Building in Africa (IICBA), United Nations Educational, Scientific and Cultural Organization (UNESCO).
http://library.unesco-icba.org/English/HIV_AIDS/cdrom materials/CNNlessons/homeless.html

Worksheet: South Africa's AIDS Epidemic

ADVOCATE ESTABLISHES SOUTH AFRICAN HOME FOR MOTHERS AND CHILDREN WHO ARE HIV-POSITIVE AUGUST 17, 2000

A HAVEN FOR AIDS HOMELESS

JOHANNESBURG, South Africa (CNN)

From the moment of his birth, Nkosi Johnson has had to fight. As one of Africa's millions of AIDS-stricken children, he had to battle those who didn't want to let him go to school. And when he is sick, his own body turns against him.

But Nkosi has a real advocate in Gail Johnson, the woman who adopted him from a care center where she once worked. Johnson has begun a project she calls Nkosi's Haven, a home for women and children with AIDS who have nowhere else to go.

Nkosi's mother had to give him up because she was dying of AIDS. Those are the types of women – the abandoned and terminally ill -- that Johnson said she targets to help.

Women such as Feroza Mohamed are benefiting from Johnson's efforts. Mohamed is among 10 women living at Nkosi's Haven. They are able to keep their children with them during the little time they have left.

"The moment you ask her, she (Johnson) is there for you," Mohamed said. "I am dying of this disease, but I know she is making it better." Mohamed's son, also HIV-positive, stays with her at Nkosi's Haven. Another son who was born just the week she arrived did not survive.

Mohamed is an outcast in her village, but she said she can now die in peace, knowing that Johnson will not turn her son out to fend for himself. Johnson also has "adopted" other AIDS orphans by taking food to them in the townships and paying for their schooling.

"Yesterday, Nkosi was asking me what my dream was," Johnson said. "I'd love to see Nkosi's Haven Project caring for 15,000 women in two years' time." Forty-four women are on the waiting list for moving into the home, and the need is growing.

"It's beg, borrow and steal at the moment," Johnson said. "I need to raise a lot." Another dream Johnson has is to raise \$2 million in the United States. With the favourable exchange rate, she said she believes she could easily open and fund three more care centers.

"I need to know that I am offering comfort and ... a life of substance to people who've been rejected," Johnson said. "I'd like to think I've given them some hope—and a reason for just carrying on."

CNN Medical Correspondent Eileen O'Connor contributed to this report.

Activity: Global Decision Making

PURPOSE

A simulation activity where students represent different countries in the United Nations and debate issues.

SUBJECT AND GRADE

Social Studies; Grades 8-12

TIMING

TOTAL: 5 HOURS

1 hour: Teacher prep time to learn about the work of the UN, its purpose and current issues

20-30 minutes - introducing the UN to students

10-20 minutes - assigning groups and laying out ground rules for groups and debates

1-3 hours - Student preparation time, one to three hours.

1-2 hours – in class debate, vote and wrap-up

MATERIALS

Stopwatch

Time colour cards – red, green, yellow (to keep debaters on time)

PROCEDURE

1. Explain to students the history of the United Nations, how it works, what resolutions are and introduce the idea of holding a “mock UN” in class. www.un.org/Pubs/CyberSchoolBus/
2. Pair students off and assign different countries to each pair.
3. Share the following resolution with your students. Let them know this will be the basis of their debate and it will be the resolution on which they will vote as members of the General Assembly at the United Nations.
“Be it resolved that all UN member nations commit 0.25 per cent of their gross national income to the Global Fund to fight AIDS, Tuberculosis and Malaria. This amount will be separate from each country’s foreign aid contributions (or Official Development Assistance). Member nations that do not comply will forfeit their voting rights in the General Assembly for a period of six months.”
4. Have students do research based on the following criteria:
 - a. Information about the Global Fund
 - b. General information about the country they are representing (population, GDP/GNI, political situation, etc.)
 - c. Specific information about the HIV/AIDS situation (infection rates, access to anti-retroviral drugs, deaths, AIDS orphans, etc.) in the country and the national response to HIV/AIDS
 - d. Information about global support and barriers to address HIV/AIDS as a global pandemic
5. Students will have to prepare an official statement (two to three minutes) that they will present to the General Assembly (all the other student-represented countries) about their national stance on the resolution. The official statement should provide all the elements of their research on the four areas listed above. It should end with “[Name of country] supports/does not support this resolution.” These presentations will likely take up an entire period.
6. Set a date for the “UN Debate” and give students the deadline to prepare. Assign a timekeeper/protocol officer. Go over the ground rules of debate protocol.

Activity: Global Decision Making

PROCEDURE (DEBATE AND VOTE)

7. Set up the classroom in a circular configuration so groups face each other. Go over the ground rules of protocols you've established. Cue the timekeeper and encourage students to take notes on the official statements they will be hearing and questions they want to ask or remarks they want to make to other student pairs representing other countries.
8. Open up the floor to allow students to debate the resolution.
 - a. Begin by reading the resolution out loud.
 - b. Each country then reads their prepared official statements (two to three minutes).
 - c. Once each country has read their official statements, ten minutes can be given for the countries to discuss amongst themselves and prepare for the Q & A period.
 - d. Each country then has one minute to ask questions of other countries based on the official statements they have read.
9. As the time you've allotted for debate draws to a close, give students a few minutes to confer with their partner on what their final stance will be on the resolution. Then read the resolution one last time and ask countries to vote. Each country only gets one vote (each pair should vote the same way).
Ask them to stand if they: a. Agree b. Disagree c. Undecided
10. Have the timekeeper count and record the number of people standing for each of these three categories. The category with the highest number of votes wins. If the votes are highest in the "Disagree" or "Undecided" category, the resolution fails. This means that the resolution dies right there. If the highest number of votes is in the "Agree" category, the resolution passes. This means the United Nations General Assembly has decided to move the resolution to action.
11. Have the timekeeper make an official announcement on whether the resolution passes or fails.

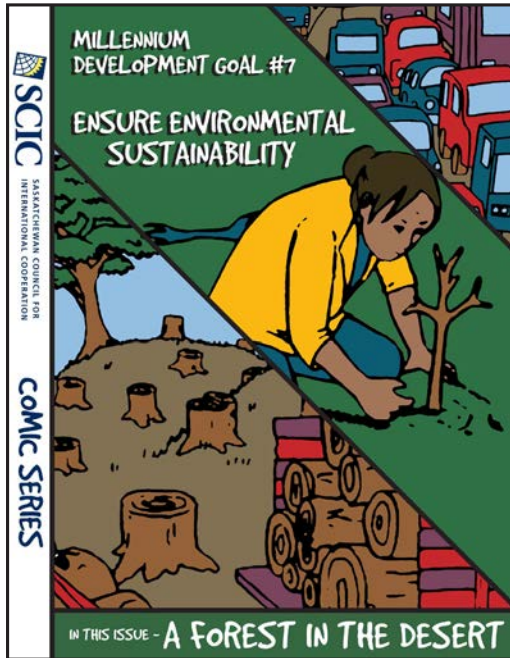
DISCUSSION QUESTIONS

How easy or difficult is it to come to an international consensus? Why?
Do you think governments weigh out the human cost of their decisions?

Source: Educational Resources. Free the Children.
www.freethechildren.com/getinvolved/educator/programs.php?type=curriculum
Click on Millennium Development Goals: Secondary Activities

GOAL 7: Ensure Environmental Sustainability

**CUT IN HALF THE NUMBER OF PEOPLE WHO LACK CLEAN WATER,
IMPROVE THE LIVES OF PEOPLE WHO LIVE IN SLUMS,
AND PROMOTE POLICIES THAT RESPECT THE ENVIRONMENT.**



**THIS COMIC TAKES
PLACE IN CHINA**
CONTINENT: **ASIA**
CAPITAL: **BEIJING**
LANGUAGE: **MANDARIN**
SPORT: **MARTIAL ARTS, TENNIS,
BADMINTON, SWIMMING**
POPULATION (2010): **1,339,724,852**



We tend to forget about the environment having rights, but today, more than ever, The ecosystems that provide essential services are failing due to human activity. This comic takes a look at a small village in China, and the impact that deforestation and pollution have had on the survival of the forest and the surrounding natural habitat. Chen-Chi and her family work together to replant the forest, but will they be able to save the environment, or will human corruptions like pollution, unsustainable development, and waste destroy their plan? Read this comic to find out what happens!

GOAL 7 – RELATED LEARNING IDEAS:

1. Measure your classroom's garbage intake for a week. Everyday, have students weigh in the amount of garbage and recycling they produce, and have them consider the impacts of this waste over a longer period of time. At the end of the week, conclude this activity by creating posters to raise awareness on waste accumulation, and garbage produced in school, in hopes of encouraging other students and classes to waste less.
2. Start a Tree Planting Campaign at your school. Involve students, teachers, staff, and parents, and make a goal to plant a certain amount of trees at your school, or around your community every year.
3. The environment is often forgotten as an important aspect of our lives. The environment has rights, just as we humans have rights. Have students write letters to their Members of Parliament, or leaders, urging these people in power to protect the environment, and take a stance against destroying our world.

Source: Wikipedia

“We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect.”
—Aldo Leopold, United States environmentalist.

DID YOU KNOW?

FORESTS

- Canada's Boreal Forest covers 53% of the country, contains the majority of Canada's plant and animal species and is the world's main source of industrial wood and wood pulp. Only 8% of Canada's Boreal Forest is officially protected from industrial activity.
- 80% of the world's old growth forest has been lost to human activity.

WATER

- The average Canadian household generates about 1.5 million litres of waste water every year.
- The average load in an automatic dishwasher uses 35 to 45 litres of water.
- It takes 7,000 litres (1,850 gallons) of water to refine one barrel of crude oil.

ENERGY AND GREENHOUSE GAS EMISSIONS

- Canada is the largest consumer of energy and the second-largest producer of greenhouse gas emissions on a per capita basis.
- 43% of personal greenhouse gas emissions in Saskatchewan come from cars. It takes 130 trees to absorb the carbon dioxide emitted from just one car every year.

GLOSSARY

BOTANICAL GARDENS: gardens where plants are studied and conserved.

CLEARCUTTING: a controversial forestry/logging practice in which most or all trees in a harvest area are cut down.

DESERTIFICATION: the process of fertile land transforming into desert typically as a result of deforestation, drought or improper/inappropriate agriculture.

ENVIRONMENT: all living and non-living things that occur naturally on Earth.

HORTICULTURE: the industry and science of plant cultivation including the process of preparing soil for the planting of seeds, tubers, or cuttings.

ILMENITE: a mineral used as whitening for paper, plastic and paint.

PIGMENT: a material that changes the color of reflected or transmitted light. Pigments are used for coloring paint, ink, plastic, fabric, cosmetics, food and other materials.

POLLUTION: the contamination of air, water, or soil by substances that are harmful to living organisms.

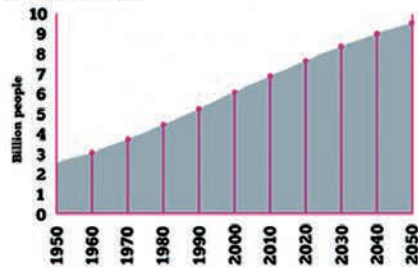
RIO TINTO: a large mining company.

SUSTAINABILITY: capable of being continued with minimal long-term effect on the environment.

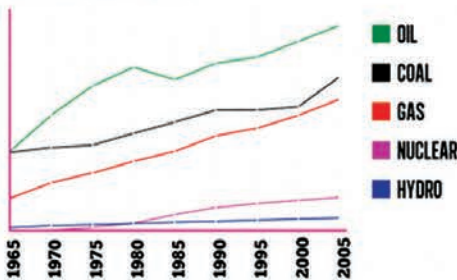
THE HUMAN RACE IS PLUNDERING THE PLANET AT A PACE THAT OUTSTRIPS ITS CAPACITY TO SUPPORT LIFE. ALTERNATIVE WAYS TO PROVIDE FOOD AND ENERGY RESOURCES ARE ESSENTIAL AND UNDER THE SPOTLIGHT NOW MORE THAN EVER – INVESTMENT INTO SUSTAINABLE AGRICULTURE AND RENEWABLE ENERGY HAS NEVER BEEN MORE TIMELY OR CRUCIAL.

POPULATION GROWTH VS SHRINKING RESOURCES

WORLD POPULATION



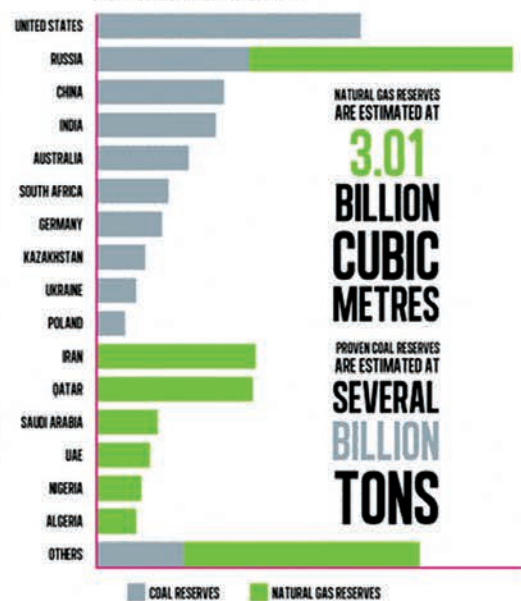
WORLDWIDE ENERGY USAGE



WORLDWIDE OIL RESERVES



WORLDWIDE ENERGY RESERVES



AT CURRENT PRODUCTION AND CONSUMPTION RATES, IF NO NEW RESERVES ARE FOUND, OUR NATURAL RESOURCES WILL LAST:

OIL - 40 YEARS

COAL - 130 YEARS

NATURAL GAS - 59 YEARS

WORLDWIDE OIL USE PER DAY - 86,952 BARRELS

WORLDWIDE COAL USE PER DAY - 21,903 SHORT TONS

WORLDWIDE NATURAL GAS USE PER DAY - 139 MILLION CUBIC METRES

WHO IS INVESTING IN ALTERNATIVE ENERGY AND WHO HAS THEIR HEAD IN THE SAND?

UK = 70% DECLINE IN 2010 TO \$3.3BN.
MAINLY TO OFFSHORE WIND FARMS

FRANCE = 26% INCREASE IN 2010 TO \$4BN.
MAINLY SMALL SCALE SOLAR

CANADA = \$5.6BN INVESTMENT IN 2010.
52% TO WIND, 24% TO SOLAR

USA = 51% INCREASE IN 2010 TO \$34BN.
MAINLY IN ENERGY EFFICIENCY

BRAZIL = \$7.6BN IN 2010. 40% TO BIOFUELS,
31% TO WIND AND 28% TO OTHER SOURCES

ARGENTINA = \$740M IN 2010.
MAINLY HYDRO AND WIND, SOME SOLAR

GERMANY = 100% INCREASE IN 2010 TO \$41.2BN.
MAINLY SMALL SCALE SOLAR

CHINA = 39% INCREASE IN 2010 TO \$54.4BN
(WORLD RECORD). \$45BN TO WIND (75% OF
TOTAL RENEWABLE), \$4.7BN TO SOLAR

JAPAN = \$3.3BN IN 2010. 96% IN SOLAR ENERGY

INDONESIA = 55% DECLINE IN 2010 TO \$247M.
MAINLY GEOTHERMAL

AUSTRALIA = \$10BN OVER THE NEXT 5 YEARS.
RENEWABLE ENERGY

INDIA = 25% INCREASE IN 2010 TO \$4BN.
63% IN WIND SECTOR

NEW REPORTS BY THE WWF CLAIM THAT IF WE CONTINUE TO CONSUME THE RESOURCES OF THE EARTH AT CURRENT RATES, BY THE YEAR 2050 WE WILL BE FORCED TO

LEAVE EARTH AND COLONISE TWO MORE PLANETS!

Activity: Developing the Rainforest

PURPOSE

This lesson links sustainable development and the environment with a specific focus on rainforests. Students explore an example of how economic development impacts the environment.

SUBJECT AND GRADE

Social Studies/Biology; Grades 7-9

TIMING

3-4 hours

MATERIALS

Computers

Internet

Worksheet A

Worksheet B

PROCEDURE

1. Ask students for information about rainforests. Try to include issues such as diversity of species, natural habitats, climate and global warming. Ask students to find Madagascar on the wall-map or in their atlases and mark it on a map of Africa.
2. Divide the class into 5 groups and explain that they will prepare to debate environmental issues concerning the rainforest in Madagascar.
3. Distribute "Worksheet A" and read through with students. Invite comments. Distribute "Worksheet B" and instruct groups that at the end, they will be given a position to defend. To do so, they need to read all the arguments closely.
4. Allot a role to each group. Advise students that while they may not in reality support the allotted role but that this is a good way of exploring the arguments. They will be afforded an opportunity to state their own opinions at the end. Groups should finally appoint and brief a spokesperson.
5. If there is sufficient time available they could prepare banners, posters or slogans to promote their position during the debate.
6. After the debate, encourage them to express their opinions.

Worksheet A: Developing the Rainforest

THE FOLLOWING ARTICLE, BY JO REVILL, APPEARED IN THE OBSERVER ON AUGUST 7, 2005:

MADAGASCAR'S UNIQUE FOREST UNDER THREAT

One of the world's biggest mining companies has been given permission to open up an enormous mine on the Indian Ocean island of Madagascar which will involve digging up some of the world's most unique forest.

Madagascar is noted for its wildlife. Many of its plant and animal species exist nowhere else in the world. Its beauty and coastline are also beginning to make it popular with tourists and its popularity has been further boosted by the film Madagascar, the animated movie which features animals escaping from a New York zoo and ending up on the island.

But the company, mining giant Rio Tinto, says environmental damage will be kept to a minimum. It says it will bring wealth to a poor region.

Coastal rainforest bordering the Indian Ocean will be dug up in a 635 million project to extract ilmenite. The operation could last for 40 years. There is enormous demand for the white pigment, which is used in paper, paint and plastics.

Madagascar has more groups of rare animals than almost anywhere else on earth. Best known of Madagascar's animals are the lemurs, monkey-like creatures with large eyes, of which there are 32 different species. Other creatures under stress are the ploughshare tortoise, the world's rarest tortoise, of which only a few hundred survive today, and the side neck turtle.

Rio Tinto assessed the likely damage. As a result, the company decided to set aside a conservation area on land it was previously going to mine, so that some of the plants and species could be protected. It also worked with experts from Kew Gardens, the famous botanical gardens in London, to preserve the seeds of threatened plants. Kew Gardens received sponsorship money from Rio Tinto as part of the deal.

Source: Irish Aid, Department of Foreign Affairs and Trade. Government of Ireland.
[www.irishaid.gov.ie/uploads/Our World Our Future.pdf](http://www.irishaid.gov.ie/uploads/Our_World_Our_Future.pdf)

Worksheet B: Developing the Rainforest

FIRST ENVIRONMENTALIST (AGAINST THE PROJECT)

This is a very sad day and very bad news for the people of Madagascar.

Rio Tinto is exploiting natural resources in poorer countries and, once again, it is the local people who will pay the price.

There is terrible poverty in Madagascar, but this is not the best way to help.

Thousands of foreigners will come in to take the jobs, and there are worries about the spread of diseases such as HIV/AIDS.

I fear it's going to destroy one of the most beautiful regions in the world.

EXPERT FROM KEW BOTANICAL GARDENS (FOR THE PROJECT)

We shouldn't criticise the company.

We wanted to see the least environmental damage possible from this project.

They are giving money to us to preserve the plant species.

Look what we have done to our country.

If we follow the same rules, shouldn't we be covering our country with oak forest and wild boars?

We have an odd view about what is right and wrong.

COMPANY SPOKESPERSON (FOR)

We believe we have done everything we can to keep the impact on the environment as small as possible.

Ilmenite was going to be mined one way or another. If we did not do it, another company would.

Much of the forest in the south has already disappeared because local people have chopped down many of the trees for firewood.

We will actually be restoring the forest by planting seeds and trees in areas that have been stripped.

SECOND ENVIRONMENTALIST (AGAINST)

You might have lots of plans for environmental protection, backed by lots of experts, but we are looking at a mine that will operate for 40 years.

What are we going to do if, at the end of it all, there are species that become extinct, forests that are ruined and people who are still poor?

Who's going to be held accountable for that? No one!

It's the age-old story of large companies getting exactly what they want, whatever the environmental cost.

GOVERNMENT SPOKESPERSON FROM MADAGASCAR (FOR)

You have no right to criticise the company or the government.

Look at the type of paper and paint you want.

By demanding those goods, you are demanding that we or someone else provides ilmenite.

We are providing what you people in the developed world want.

This is among the poorest countries on Earth and you want us to protect forests at our own cost and turn up our noses at money that could provide health and education for our children.

Activity: Finding Environmentally Friendly Alternatives

PURPOSE

Students will split into five separate groups, which will each be responsible for understanding how one aspect of their lives contributes to climate change. Each group will share their results through a skit in the form of a commercial, demonstrating how youth can reduce their consumption and carbon emissions through a change in that particular aspect of their lives.

SUBJECT AND GRADE

Social Studies; Grades 6-9

TIMING

2 hours

MATERIALS

Computers

Internet

Black/white board

RATIONALE

Complex environmental issues can seem like problems without easy solutions. Ultimately, the solutions to these issues lie in the decisions of regular people. The average American produces 20 tonnes of carbon emissions each year. This number could easily be reduced if we all made environmentally friendly choices, which would help to slow or eliminate climate change.

PROCEDURE

1. Provide a brief recap of global warming and climate change. (Note: Students may have seen the popular documentary, *An Inconvenient Truth*, created by former US vice-president Al Gore.)
2. Write these five categories as headings on the board:
Household Activities, School Activities, Transportation, Food and Drink, Entertainment and Fashion.
3. In a large discussion, identify two to three activities or products for each of these categories that consume resources, create emissions and/or contribute to climate change.
Provide the following examples if students are slow to provide answers:
 - HOUSEHOLD ACTIVITIES: heating, cooling, lighting
 - SCHOOL ACTIVITIES: paper use, lighting, heating (can also be specific to your school)
 - TRANSPORTATION: Idling engines in cars or buses, travelling via airplanes vs. cars vs. carpooling vs. buses vs. cycling or walking, paving and maintaining roads
 - FOOD OR DRINK: heavily processed food, food with lots of packaging, food that is shipped from far away vs. locally grown, organic foods
 - ENTERTAINMENT AND FASHION: Buying new clothes all the time vs. buying vintage or used clothes, buying clothes that are heavily processed vs. buying organic clothes
4. Split the class into five groups and assign one of the five categories to each group.
5. Provide each group with resources for research—either access to the Internet or the library. Research can also be completed as homework if necessary. Each group will choose one to two aspects of their category as a focus for their research. They will choose a specific problem—like consumption of energy through heating—and then use their research time to learn about more environmentally friendly alternatives (i.e., solar or wind power).
6. Each group will prepare a skit in the form of a commercial about their alternative, environmentally friendly practice. The purpose of the skit is to educate the rest of the class about a small change they can make in one aspect of their life to reduce their consumption.

CLOSURE

Debrief the activity by asking each group to share the most surprising thing they learned during their research. Why did it surprise them? What will they do differently in the future based on what they have learned?

Activity: Preferable Future

PURPOSE

To explore the issues of global warming and sustainable development, and to allow students to think about how they would like the future to be.

SUBJECT AND GRADE

Social Studies/Language Arts; Grades 6-8

TIMING

1-2 hours

MATERIALS

Newspaper articles about climate change (collected by students beforehand.)

Access to the internet or the school library

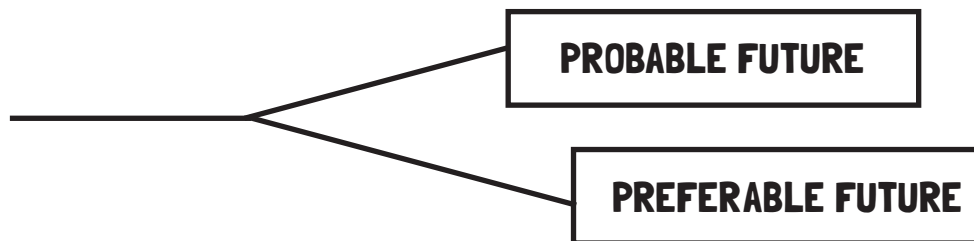
NOTE

You will need to ask students to collect newspaper articles about climate change a few days before you do this activity. Alternatively, they could search the internet for these articles.

PROCEDURE

1. Using the articles as a starting point, draw out the main issues in the debate about climate change. List some of the questions students have that arise from the discussion. Allocate these questions to small groups and ask them to research the answers using the internet or reference books.
2. Ask the groups to share the results of their research with the class and then begin to think about:
 - what has contributed to the present situation
 - what the probable future for the world will be in ten, twenty or thirty years' time if we do not take action.

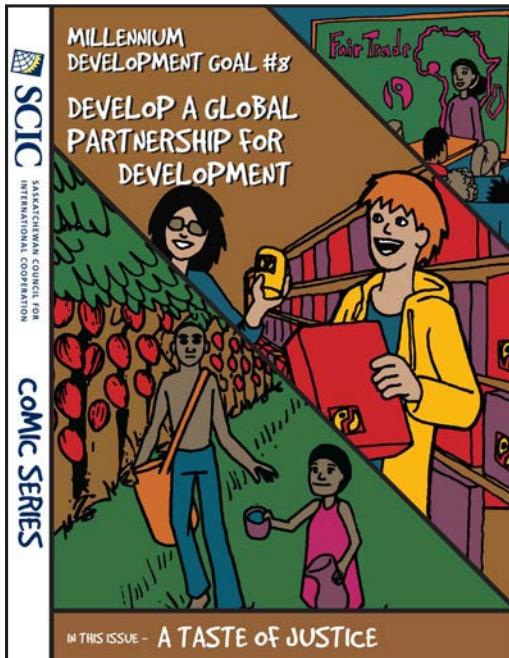
Ask the groups what they would like the world to be like in ten, twenty or thirty years time. They can record their thoughts on 'preferable' and 'probable' timelines, as illustrated below. They could draw pictures.



Source: Change the World in Eight Steps. Oxfam UK.
www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/
Click on Goal 7: Clean up the environment—information and activities

GOAL 8: Develop A Global Partnership for Development

CUT IN HALF THE NUMBER OF PEOPLE WHO LIVE ON LESS THAN ONE US DOLLAR A DAY AND WHO SUFFER FROM HUNGER.



THIS COMIC TAKES PLACE IN GHANA
CONTINENT: **AFRICA**
CAPITAL: **ACCRA**
LANGUAGE: **ENGLISH**
SPORT: **FOOTBALL (SOCCER)**
POPULATION (2010): **24,233,431**



The world is more connected today than it has ever been before. We are developing global partnerships with countries from all around the world, but what is important to remember is that with partnerships must also come fairness. Have you ever wondered how chocolate is made? In this comic, see how Canada and Ghana work together through fair trade to produce delicious chocolate, and the effects that this fair trade has on the farmers and workers both in Ghana and in Canada.

GOAL 8–RELATED LEARNING IDEAS:

1. Students can role play a conversation between a garment maker in India and a retailer selling the garments in a fashionable shop in Canada. What would life be like for the garment maker in India? How much money does he/she make? How about life for the Canadian shop owner? How much does he/she make? Is it a fair trade between the two parties involved?
2. As a class, organize a fair trade breakfast. Contact local businesses that supply fair trade products, and show students where the various imported foods in our stores actually come from. Using a map of the world, mark down all the different countries that were involved in making the breakfast a success.
3. Organize a mini mosaic at your school, celebrating cultures of the world. Include food, music, entertainment, and traditional clothing. Also include the eight Millennium Development Goals, human rights, and international development issues that each country faces. While the event is a celebration of multiculturalism, it can also be used to raise awareness and teach youth about their responsibilities as global citizens.

Source: Wikipedia

“We are all caught in an inescapable network of mutuality, tied into a single garment of destiny. Whatever affects one directly, affects all indirectly.” –Martin Luther King

DID YOU KNOW?

We've all seen fair trade products as we browse the grocery store shelves, but do we know what the label means? It's a symbol that the product has been certified by a Fair Trade organization as having been produced under a set of principles that include fair labour practices and environmental regulations. Most of the raw materials we consume are grown and harvested by farmers who live in abject poverty. Fair trade products try to correct some of that imbalance by guaranteeing fair prices, investing in communities to improve quality of life, and ensuring fair treatment for the people producing raw goods. Here's some more of what you don't know about fair trade:

1. **Fair Price and Credit for Goods:** Organized groups of farmers are guaranteed minimum prices and can get credit for harvests before they come in.
2. **Fair Labour Conditions for Workers:** Fair trade workers must have safe working conditions and living wages. No child labour is permitted.
3. **Direct Trade Between Producers and Sellers:** Steps are taken to eliminate middle-men, so producers are selling directly to consumers.
4. **Transparent Decisions:** The groups of farmers must operate under democratic principles.
5. **Community Development Investment:** Companies also contribute community development funds to support education, healthcare, and other social services.
6. **Environmental Sustainability in Production:** Only sustainable agricultural practices are used. No GMOs are permitted.

Source: Standards & Policies. Fairtrade Canada. <http://fairtrade.ca/en/business-centre/standards-policies>

GLOSSARY

Ensure that students understand what the following terms mean, especially in relation to the eighth Millennium Development Goal. Use this glossary to enhance your own understanding so you can explain the concepts to your students in age-appropriate terms.

TRADE: is the commercial exchange (buying and selling on domestic or international markets) of goods and services.

AID: is a term referring to the net flow of official development assistance (ODA). This is the transfer of capital, usually in the form of loans or grants, from governments, international agencies and public institutions of the industrialized world to governments of developing countries. The costs of other forms of assistance, technology transfer or provision of materials may also be included in the totals. The goal of the aid system is for wealthy nations to help nations that are less well off.

DEBT RELIEF: is the partial or total forgiveness of debt, or the slowing or stopping of debt growth, owed by the least developed nations, especially those which put more money toward paying off debt than they do toward social programs that improve development within a nation (such as education, health care, etc.).

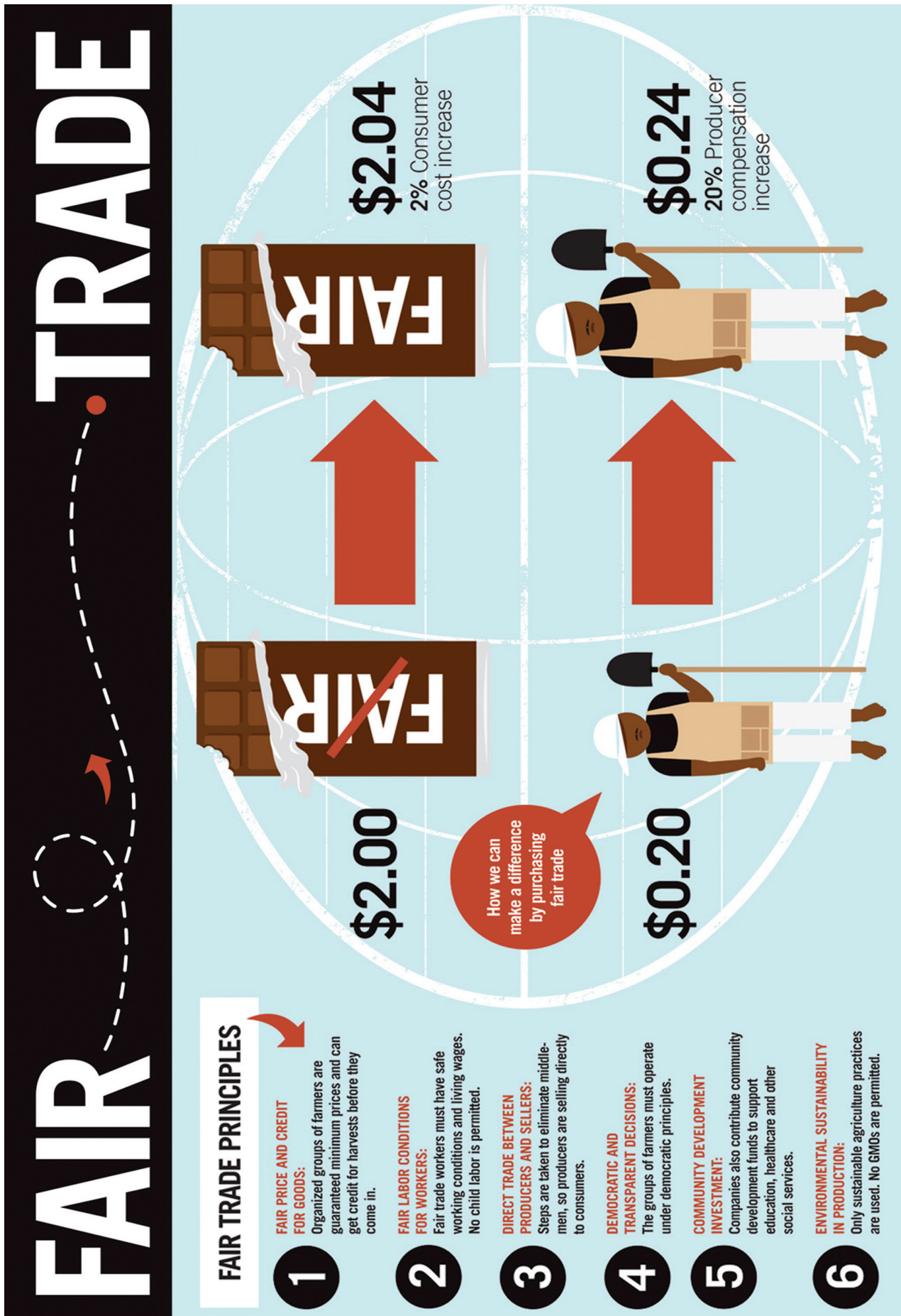
DEVELOPING COUNTRIES: is a loose term used to identify poor nations, using criteria based almost exclusively on per capita income. The 172 countries in this group include states which are variously labelled as developing countries, underdeveloped countries, low-income countries, the Majority World, the South or the Third World. These nations generally have low levels of technology, basic living standards and little in the way of an industrial base. Their economies are mainly agricultural and are characterized by cheap, unskilled labour and a scarcity of investment capital.

FAIR TRADE: is a trading partnership based on dialogue, transparency and respect. Fair trade seeks greater equity in international trade. It contributes to sustainable development by offering better trading conditions to, and securing the rights of, marginalized producers and workers. Fair trade organizations (backed by consumers) are engaged actively in supporting producers, raising awareness, and campaigning for changes in the rules and practice of conventional international trade.

SWEATSHOPS: are work environments in which employees work long hours at low wages under poor conditions.

CHILD LABOUR: is the phenomenon of children who work. In many countries, it is considered inappropriate or exploitative if a child below a certain age works, except for some household chores and of course, school work. An employer is often not allowed to hire a child below a certain age. This minimum age depends on the country. Children are generally docile, fast, agile and above all, cheap and dispensable. Consequently, millions of children in developing countries toil long hours for little reward; they enjoy no benefits, insurance or security. Working children are more likely to suffer occupational injuries because of unsafe working conditions, inexperience and fatigue because most work places and machinery have been designed for use by adults. The UN Convention on the Rights of the Child, adopted in 1989, affirmed the rights of the world's children to be protected against all forms of abuse, neglect and exploitation, including labour.

Source: http://www.freethechildren.com/getinvolved/educator/5d1ocs/MDGactivities_Elem.pdf



Infographic: GOOD.is

Activity: Our World

PURPOSE

1. Begin to appreciate global inter-connections
2. Develop an understanding of Planet Earth as an ecosystem
3. Take the first steps to consider the world from a citizenship viewpoint

SUBJECT AND GRADE

Social Studies/Geography; Grades 8-12

TIMING

1 hour

MATERIALS

Copies of Globingo worksheet
Image of the Earth or a globe
A political world map
Atlases

PROCEDURE

1. Distribute **WORKSHEET: GLOBINGO** and allow students to circulate freely. Encourage them to consult the world map and atlas. Discuss students' findings emphasising the range of countries encountered. Discuss with students the number of countries they have depended on in the course of the morning. Ask them to think about their own household and what each family member would have done by now: getting dressed, washing, eating, travelling, using appliances etc.
2. Explain that, in the course of the following lesson, students will embark on a journey where they will discover many new things about the world, how it works, and how they fit into its web of life. Above all, they will explore how people are connected to one another.
3. Brainstorm what might disrupt the earth's equilibrium, while including ideas such as meteorites, global warming, climate change, and natural disaster. Distinguish natural from manmade threats.
4. Take a few minutes of silent reflection on what each student likes best about life on Planet Earth today—and also about things they do not like. Encourage students to examine wider issues such as ease of travel and transport, technology, availability of medicine, spread of disease.
5. Ask students to list them by writing or drawing on a divided page. The group should then share ideas and record best and worst things. Each group extracts an agreed list of 5 best and worst things. Record results on display paper. (Suggested format: design a globe in the center with the 5 best listed above and the 5 worst below.)
6. Discuss results with the rest of the class and introduce the idea of responsibility—who is responsible for maintaining the good things and for improving the bad.
7. Wrap up by explaining that students, by learning about the world, are earning the right to a voice as both citizens and stewards of the world's resources.

Source: Irish Aid, Department of Foreign Affairs and Trade. Government of Ireland.
[www.irishaid.gov.ie/uploads/Our World Our Future.pdf](http://www.irishaid.gov.ie/uploads/Our%20World%20Our%20Future.pdf)

Worksheet: Our World

GLOBINGO

CONNECTING TO THE WORLD - FIND A DIFFERENT PERSON FOR EACH GLOBAL CONNECTION.

Find someone who:

GLOBAL CONNECTIONS	WHICH COUNTRY?	WHO?
Ate something recently with ingredients from another country		
Has a relative from another country		
Has a piece of news about another country		
Can count to five in a foreign language		
Has visited another country		
Can name a river in another country		
Can name a desert in another country		
Can name an animal native to another country		
Can say "hello" in a foreign language		
Can name the capital city of another country		
Is wearing clothes made in another country		
Has read a book about another country		

DISCUSSION:

1. How many different countries did you encounter?
2. Which countries is your food imported from?
3. Where were your clothes made?
4. The world is an interconnected web of trade—how often do you think this trade is fair and just?

Activity: A Fair Share of the Profits

PURPOSE

To help students learn about 'who gets what' in international trade and to develop their skills of enquiry.

SUBJECT AND GRADE

Social Studies; Grades 6-8

TIMING:

1 Hour

MATERIALS

Photocopies of the job cards on page 5 (see link below). Students in the same group will need copies of the same job card.

Two large-scale drawings of a banana for class display. One should be blank, the other divided into sections according to the income received by different groups (as illustrated).

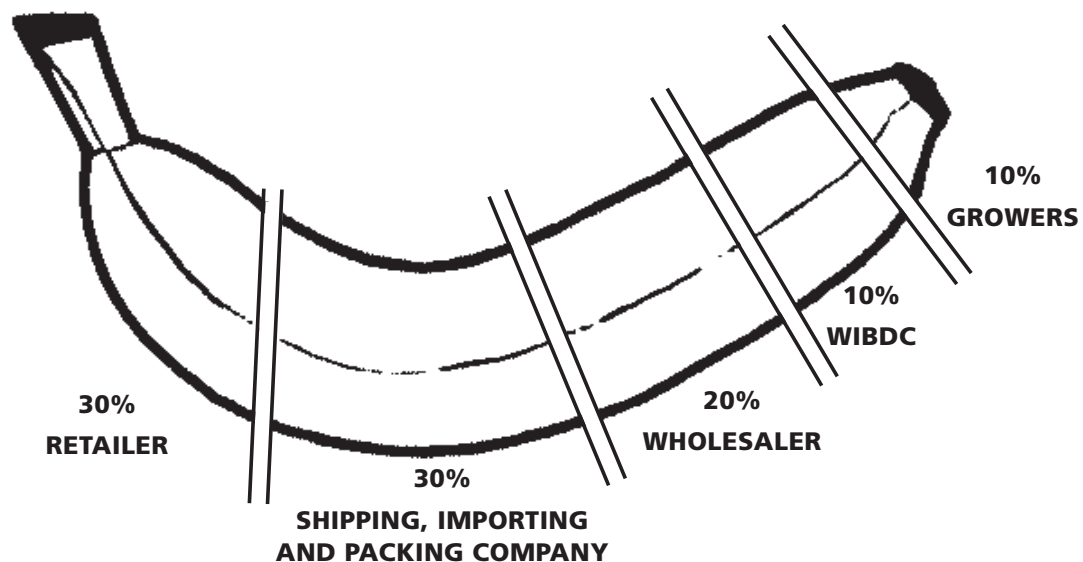
PROCEDURE:

1. Divide the class into five groups. Each group will take on one role. Give each group enough job cards for each student to be able to see one.
2. Put up the large blank drawing of a banana and tell the class it costs 30 cents.
3. Ask each group to decide what 'share' they should earn of the total banana price. They should consider the amount of work involved, what their job entails and the expenses they have to meet.
4. After five minutes ask each group to present its case. Write the amounts on the banana.
5. If the total comes to more than 30 cents, hold a discussion between the groups and get them to negotiate a division of income between themselves.
6. Now reveal the actual division of income by showing the banana drawing marked up with the true income of each group.
7. Discuss the following points:
 - Who gets what?
 - How do the growers feel?
 - What division would be fairer?
 - How could the growers get a better deal?

Source: Change the World in Eight Steps. Oxfam UK.

www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps

Click on Goal 8: Build a global partnership for development – information and activities



Worksheet: A Fair Share of the Profits

MARKET SHARE JOB CARDS

GROWER:

You are a small farmer who grows bananas. After planting it takes nine months before the bunches of bananas are ready to cut down. During that time you must protect them against damage from the weather, pests and pesticides by covering the bunches with plastic sheets. You must pay for the plastic, fertilizer, and pesticides. When the bananas are ready to pick, you cut them down with a large machete (knife) and pack them in boxes. Then you drive them to the port in your pick-up van.

WINDWARD ISLAND BANANA DEVELOPMENT COMPANY:

You are a new company, owned half by your Windward Island governments and half by the island's grower's associations. You are the vital link between farmers and the outside world. You work to get a good price for the farmers' bananas and cheaper prices for the shipping. You buy pesticides, fertilisers, boxes and plastic sheeting in bulk, which the farmers can then buy from you. You offer advice about banana growing and can help arrange insurance. The Windward Islands are a group of islands in the southern Caribbean.

SHIPPING, IMPORTING AND PACKAGING COMPANY:

Your company transports the boxes of bananas in refrigerated ships. The voyage from the Caribbean to the UK takes about six days. Once the bananas arrive in the UK, you organise the transportation, insurance, tax and customs clearance. Bananas are then ripened and packed in your factory. They have to be ripened in special rooms and kept in constant temperature for about a week. They are then sorted into different sizes. Some are weighed and priced for selling direct to the supermarkets. Others are repacked into boxes to be sent to a wholesaler.

WHOLESALER:

You receive boxes of ripened bananas from the packaging company and sell them to fruit shops, market stalls and supermarkets.

RETAILER:

You sell the ripened bananas in your shop or your market stall. You have to sell them fast, before they over ripen and turn brown.



Activity: Our Connected World

PURPOSE

Students will create a visual representation of global interconnection, which will set them up for a discussion on equity and trade.

SUBJECT AND GRADE

Social Studies; Grades 6-8.

TIMING

2 hours

MATERIALS

World Map

Small stickers

TEACHING POINTS

The success of the first seven Millennium Development Goals is dependent on a concrete commitment to uphold this eighth MDG, which calls for global partnerships to support development. The existing global partnerships benefit rich countries, especially when it comes to the issue of trade. Many countries are still struggling to pay only the interest on loans they acquired decades ago, making actual repayment of the principal impossible.

PROCEDURE

1. Ask students to look at the tags on their clothes, shoes and backpacks, the food in their lunches (fruits with stickers, pre-packaged items, etc.) and other possessions to find out where they were made or grown. Ask students to create the following chart to complete this exercise:

ITEM DESCRIPTION	WHERE DID IT COME FROM?

2. For every item, put a sticker on the country of origin on a map of the world. (Note: Students can take turns putting stickers on the map. Some countries may require multiple stickers. In this case, stickers can be put on a piece of paper beside the country.) Once possessions have been exhausted, move on to ask where students' families, how ever many generations back, came from in the world. Again, mark these locations with thumb tacks on the map.
3. At this point, the map should be covered with stickers or thumb tacks, creating a visualization of the international connections of our everyday lives.

TRANSITION

4. In a large group, talk about the reasons behind the specific aims of the eighth Millennium Development Goal. This discussion is intended to summarize the ideas of inequality brought up by previous MDG lessons. To simplify the discussion for your students' understanding, tell them to think of "global partnership" as a strategy for reaching out to other countries and helping people.
5. Here are some specific questions to address through the discussion:
 - If we believe our lives are globally interconnected as we saw on the map, how can the eighth MDG benefit all countries? For example, how does a better life for children in China benefit people in North America?
 - The reality that a large part of the population in many countries remains in poverty creates a dilemma. We have so much while other people have so little. How can we make the world a fair place for everyone?
 - Ask students what they think may be the advantages and disadvantages of creating global partnerships. From this discussion, have students complete a Pro/Con table for their notes.
 - What are some solutions to making things fair (e.g. fair trade, no sweatshops, etc.)?
6. Note for Educators: Some students may think the current situation is fine since it seems to work in the favour of developed countries like the United States and Canada. Encourage these students to think about a child in a place like China, who has to work in a small factory making fireworks to pay for school fees because his or her family only makes an annual income of \$90 US. Or reread one of the stories to encourage students to empathize.

Appendix A: Important Days In the Year

JANUARY 16: Martin Luther King Jr Day

FEBRUARY 20: United Nations Social Justice Day

MARCH 21: International Day for the Elimination of Racism

22: World Water Day

24: World Tuberculosis Day

APRIL 7: World Health Day

22: Earth Day

25: World Malaria Day

MAY 8: International Women's Day

8: World Fair Trade Day

JUNE 5: World Environment Day

8: World Ocean's Day

12: World Day Against Child Labour

20: World Refugee Day

21: National Aboriginal Day

JULY 7: International Day of Cooperatives

AUGUST 9: International Day of the World's Indigenous Peoples

12: International Youth Day

SEPTEMBER 21: International Day of Peace

OCTOBER 1: Child Health Day

5: World Teacher's Day

16: World Food Day

17: International Day for the Eradication of Poverty

24: United Nations Day

NOVEMBER 20: Universal Children's Day

25: International Day for the Elimination of Violence Against Women

DECEMBER 1: World AIDS Day

3: International Day for Climate Change

4: International Volunteer Day for Economic and Social Development

6: Day of Remembrance and Action on Violence Against Women

10: Human Rights Day

Appendix B: Interactive Games

These online games are a great way to get students to learn about different social justice issues. Most of these games are geared towards older groups of students (grade 6+) and cover various issues—from poverty, to environmental sustainability, to human rights and international development. Games can also be combined with many of the lessons in this activity book.

MDG 1 Eradicate Extreme Poverty and Hunger

FREE POVERTY : www.freepoverty.com

HELP POOK HELP THE WORLD: (grade 1 to 4) : www.un.org/cyberschoolbus/pook/index.asp

AGAINST ALL ODDS : www.playagainstallodds.com/

FOOD FORCE: THE FIRST HUMANITARIAN VIDEO GAME : www.wfp.org/how-to-help/individuals/food-force

SPENT : <http://playspent.org/>

MDG 4 Reduce Child Mortality

SWEATSHOP : www.playsweatshop.com/

MDG 7 Ensure Environmentally Sustainability

STOP THE DISASTER : www.stopdisastersgame.org/en/playgame.html

VIRTUAL GREEN FOREST : www.scholastic.com/growgreen/virtualforest/

MCDONALDS PARODY : www.mcvideogame.com/game-eng.html

CITIZEN SCIENCE : www.filamentgames.com/projects/citizen-science

THE CURFEW : www.thecurfewgame.com/

INSIDE THE DISASTER: EXPERIENCE THE HAITI EARTHQUAKE : www.insidedisaster.com/experience/Main.html

FARM BLITZ : <http://financialentertainment.org/play/farmblitz.html>

GARBAGE DREAMS : www.pbs.org/independentlens/garbage-dreams/game.html

WILDFIRE : <http://byimplication.com/#wildfire>

THE RIVERBED : An Eco-Noir Mystery : www.riverbedgame.com/

AYITI: THE COST OF LIFE : <http://ayiti.globalkids.org/game/>

DARFUR IS DYING : www.darfurisdying.com/

ENERGYVILLE : www.willyoujoinus.com/energyville/