

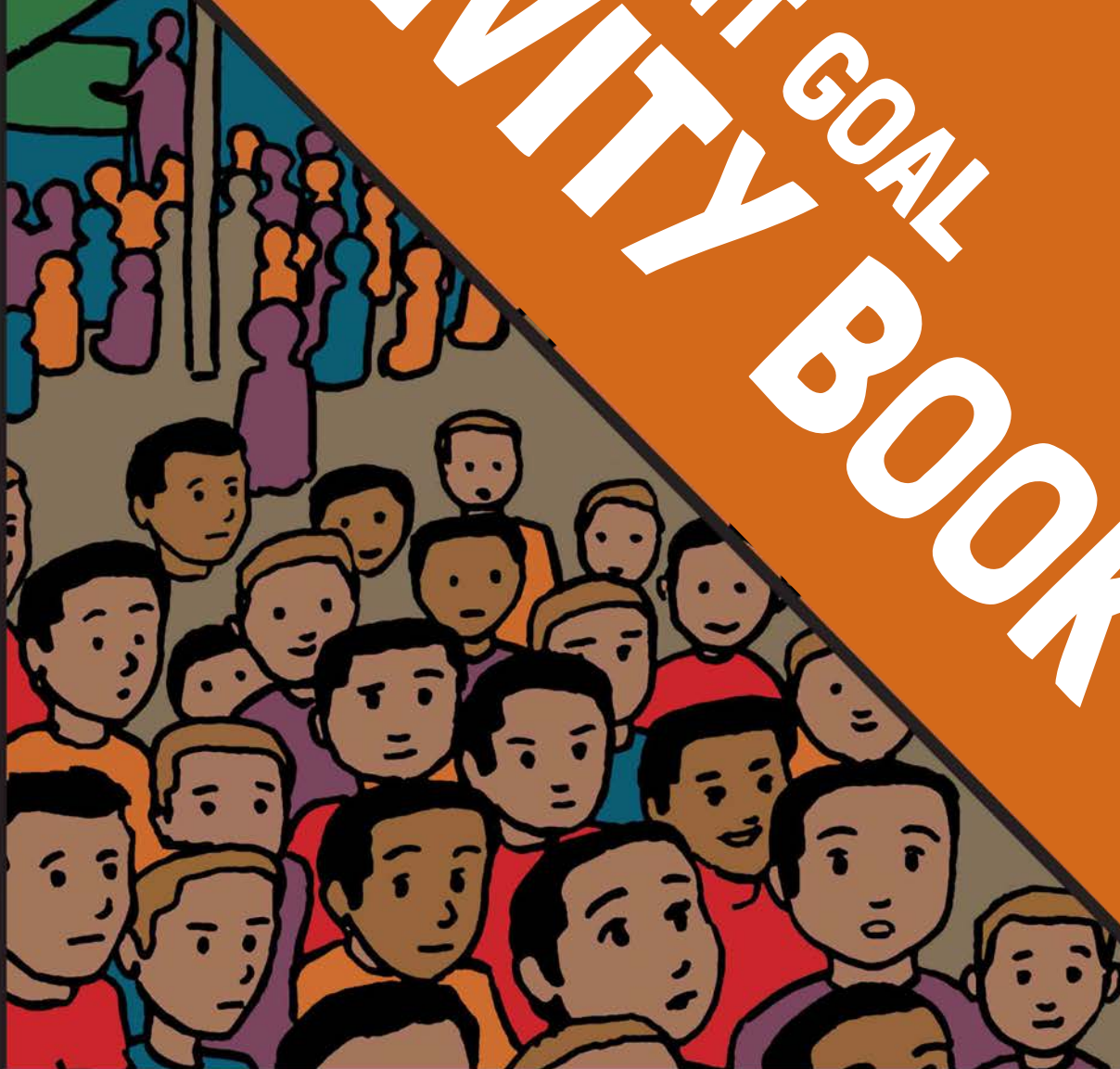


SCIC

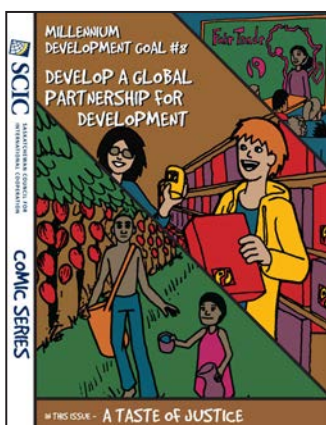
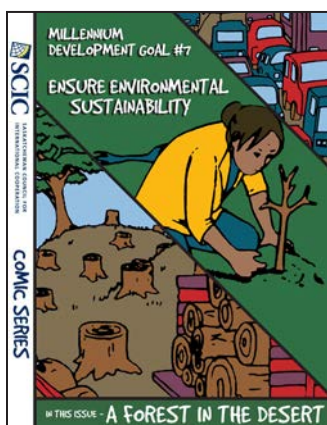
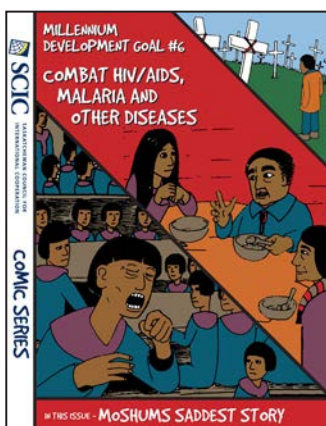
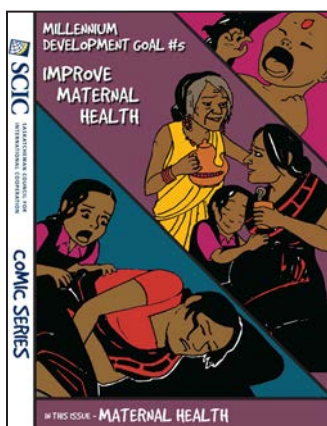
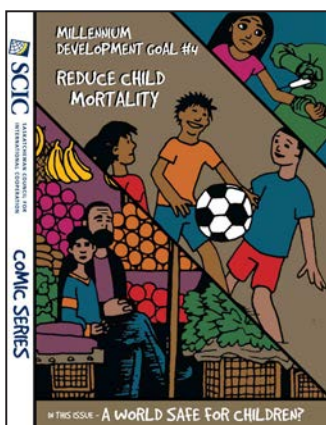
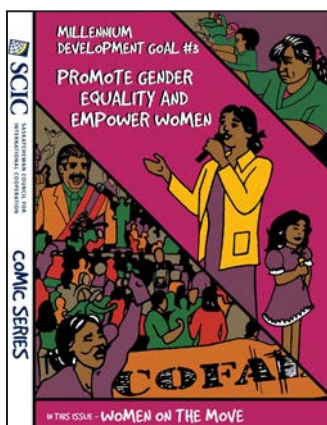
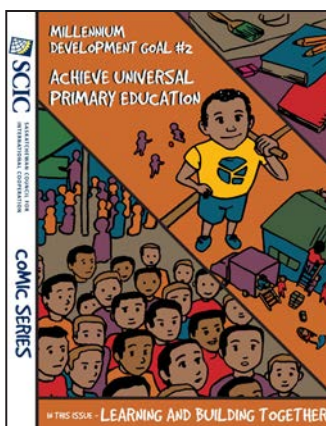
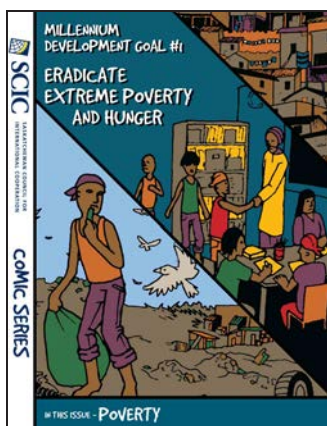
SASKATCHEWAN COUNCIL FOR
INTERNATIONAL COOPERATION

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.

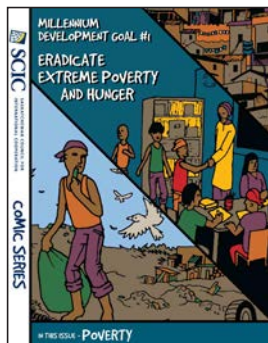
Global Poverty is a major global issue to Saskatchewan people, and SCIC is proud of the work our member agencies do to make the world more just.

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

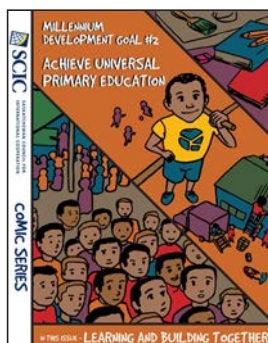
TABLE OF CONTENTS

PAGE

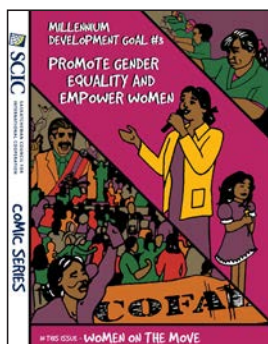
ABOUT THE GOALS	5
MILLENNIUM DEVELOPMENT GOALS PROGRESS CHART	6
IF THE WORLD WERE A VILLAGE OF 100	7



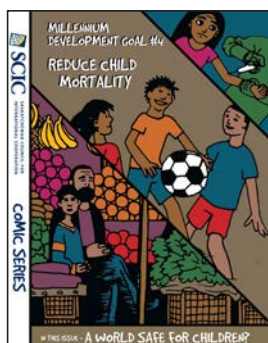
GOAL #1- ERADICATE EXTREME POVERTY AND HUNGER	8
Did you Know and Glossary	9
Infographic for Goal 1	10
ACTIVITY: The Jellybean Game	11
Social Studies; Grade 4—8 Explore disparity in wealth between developing and developed countries.	
ACTIVITY: The Jellybean Game Extension	12
Social Studies; Grade 4—8 Explore the reasons behind economic inequities.	
ACTIVITY: Imbalanced Musical Chairs	13
Social Studies; Grade 6—8 Experience the imbalanced distribution system of our world.	
ACTIVITY: A Dollar a Day	14
Social Studies; Grade 6—8 Imagine living on less than a dollar a day.	



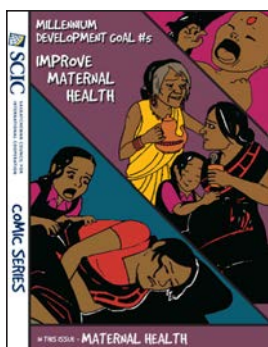
GOAL #2- ACHIEVE UNIVERSAL PRIMARY EDUCATION	15
Did you Know and Glossary	16
Infographic for Goal 2	17
ACTIVITY: Symbols of Education	18
Social Studies/Art; Grade 6—8 Understand and appreciate the right to education.	
ACTIVITY: Education and Conflict	19
Social Studies; Grade 6—8 Understand how conflict stops people from going to school.	
ACTIVITY: What Can We Do	20
Social Studies; Grade 6—8 Encourage thinking of ways to take action on a rights issue.	



GOAL #3- PROMOTE GENDER EQUALITY AND EMPOWER WOMEN ..	21
Did you Know and Glossary	22
Infographic for Goal 3	23
ACTIVITY: Princesses Don't Have to Be Passive	24
Social Studies/Health/Language Arts; Grade 4—6 Explain effects of gender bias on self-esteem.	
ACTIVITY: Men's Work or Women's Work	25
Social Studies; Grade 6—8 Understand the effects of gender stereotyping on career opportunities.	
WORKSHEET: Men's Work or Women's Work	26
Social Studies; Grade 6—8 Understand the effects of gender stereotyping on career opportunities.	
ACTIVITY: Can Jaya Stay at School?	27
Social Studies/English; Grade 6—8 Explore the reasons why some girls cannot go to school.	

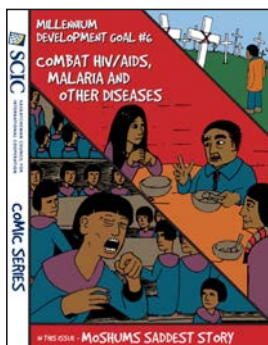


GOAL #4- REDUCE CHILD MORTALITY	28
Did you Know and Glossary	29
Infographic for Goal 3	30
ACTIVITY: Child Soldier Stories	31
Social Studies; Grade 8 Explore the issue of child soldiers around the world.	
ACTIVITY: A World Fit for Children	32
Social Studies; Grade 6—8 Learn about the Convention on the Rights of the Child.	
WORKSHEET: A World Fit for Children	33
Social Studies; Grade 6—8 Learn about the Convention on the Rights of the Child.	
ACTIVITY: A Day in the Life	34
Social Studies; Grade 4—6 Learn about some dangers children face each day.	



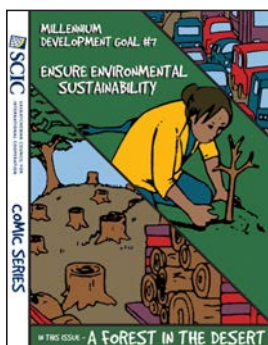
GOAL #5- IMPROVE MATERNAL HEALTH..... 35

Did you Know and Glossary	36
Infographic for Goal 5	37
ACTIVITY: Celebrating Mothers	38
Social Studies; Grade 1—6 Learn about how people in other cultures celebrate mothers.	
ACTIVITY: Mothers' Health Around the World	39
WORKSHEET: Mothers' Health Around the World	40
Social Studies/Health; Grade 6—9 Explore facts about maternal health in developing countries.	
ACTIVITY: The Story of a Birth	41
WORKSHEET: The Story of a Birth	42
Social Studies/Health; Grade 6—9 Interview guide to discover a North American birth story.	



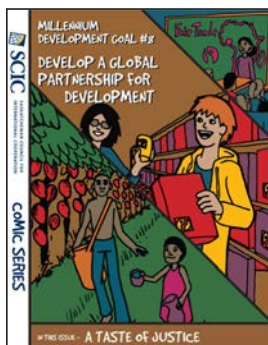
GOAL #6- COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES 43

Did you Know and Glossary	44
Infographic for Goal 6	45
ACTIVITY: A Talk Show on Health	46
Social Studies/ Media Studies; Grade 6—12 Explore health and poverty issues in the developing world.	
ACTIVITY: South Africa's AIDS Epidemic	47
WORKSHEET: South Africa's AIDS Epidemic	48
Social Studies/Health; Grade 8—12 Examine the effects of AIDS on children in South Africa.	
ACTIVITY: Global Decision Making	49-50
Social Studies; Grade 8-12 Experience the process of Global Decision Making through debate.	



GOAL #7- ENSURE ENVIRONMENTAL SUSTAINABILITY 51

Did you Know and Glossary	52
Infographic for Goal 7	53
ACTIVITY: Developing the Rainforest	54
WORKSHEET A: Developing the Rainforest	55
WORKSHEET B: Developing the Rainforest	56
Social Studies/Biology; Grade 7—9 Explore economic development and the environment.	
ACTIVITY: Finding Environmentally Friendly Alternatives	57
Social Studies; Grade 6—9 Understand how one aspect of life contributes to climate change.	
ACTIVITY: Preferable Future	58
Social Studies; Grade 6—9 Explore issues of global warming and sustainable development.	



GOAL #8- DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT... 59

Did you Know and Glossary	60
Infographic for Goal 8	61
ACTIVITY: Our World	62
WORKSHEET: Our World	63
Social Studies/Geography; Grade 8—12 Understand Planet Earth as an ecosystem.	
ACTIVITY: A Fair Share of the Profits	64
WORKSHEET: A Fair Share of the Profits	65
Social Studies; Grade 6—8 Learn 'who gets what' in international trade.	
ACTIVITY: Our Connected World	66
Social Studies; Grade 6—8 Create a visual representation of global interconnection.	

APPENDIX A: IMPORTANT DAYS IN THE YEAR 67

APPENDIX B: INTERACTIVE GAME WEBSITES 68

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.

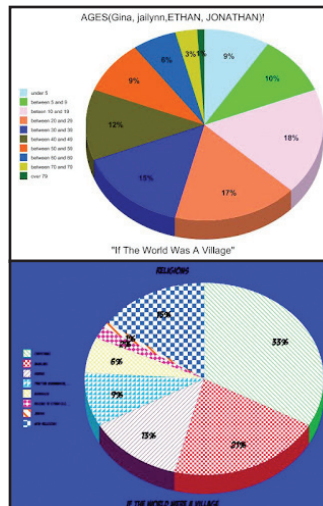
Sources: United Nations, based on data and estimates provided by: Food and Agriculture Organization of the United Nations; Inter-Parliamentary Union; International Labour Organization; International Telecommunication Union; UNAIDS; UNESCO; UN-Habitat; UNICEF; UN Population Division; World Bank; World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

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

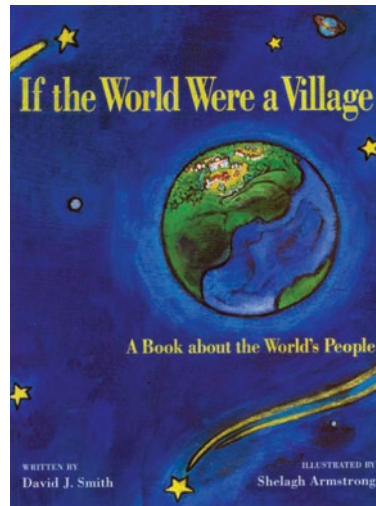
If the World Were A Village of 100 People

If the world were a village of 100 people, what would the composition be?

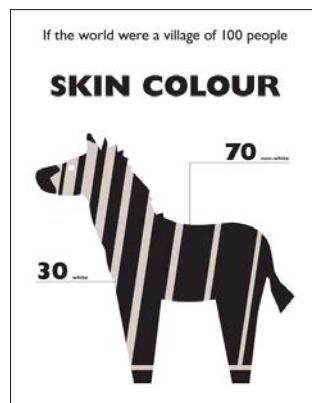
Consider this composition of the global village and consider other methods of how this could be represented; i.e. graph, pie chart, video tape kids saying the figures, power point, or other creative mediums. Doing this will help students to engage in the concept and represent the people of the world in an easily understandable way.



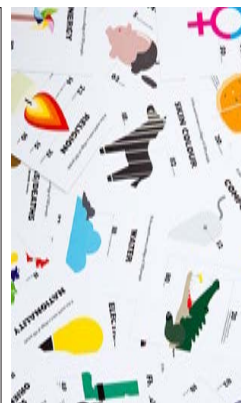
<http://34danielson.blogspot.ca/2012/03/if-world-were-village.html>



<http://www.oxfamshop.org.au/products/5559896/95321>



www.toby-ng.com/graphic-design/the-world-of-100/



www.miniature-earth.com/



<http://teachingalternativeartlessons.wordpress.com/2010/03/15/if-the-world-was-a-village/>

59 would be Asian
14 would be American (North & South)
14 would be African
12 would be European
1 would be from the South Pacific

50 would be women
50 would be men

30 would be children
70 would be adults

70 would be non-white
30 would be white

90 would be heterosexual
10 would be homosexual

33 would be Christians
21 would be Muslims
15 would be Hindus
6 would be Buddhists
5 would be Animists
6 would believe in other religions
14 would be without any religion

15 would speak Chinese (Mandarin),
7 English, 6 Hindi, 6 Spanish, 5 Russian,
4 Arabic, 3 Bengali, 3 Portuguese
The others would speak Japanese,
Indonesian, German, French,
or another language

20 people consume 80% of the energy
80 share the remaining 20%

Of the wealth in this village:
6 people own 59% (all from USA)
74 people own 39%
20 share the remaining 2%

20 don't have clean, safe water
56 have access to sanitation

20 are undernourished
1 is dying of starvation
15 are overweight

15 adults are illiterate
1 has a university degree
7 have computers

1 person in the village will die
2 babies will be born

(The statistics are derived from Donella Meadows "State of the Village Report" first published in 1990) www.mysterra.org/webmag/coup-de-coeur_en.html

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/