



Global Voices Information Sheet

The Millennium Development Goals



Courtesy of the United Nations

What are the MGDs?

- In 2000, world leaders came together at the United Nations and adopted the United Nations Millennium Declaration.
- This consisted of a set of eight goals aimed at reducing extreme poverty through a series of time-bound targets.
- The deadline for meeting these targets was set at 2015.

The Goals

- **Goal One: Eradicate Extreme Poverty and Hunger** by halving the number of people living on less than \$1 per day, halving the number of people suffering from hunger and achieving full and productive employment.
- **Goal Two: Achieve Universal Primary Education** by ensuring that all boys and girls everywhere complete a full course of primary schooling.
- **Goal Three: Promote Gender Equality** by eliminating inequality in both the primary and secondary education system.
- **Goal Four: Reduce Child Mortality** by cutting by two-thirds the under-five mortality rate.
- **Goal Five: Improve Maternal Health** by cutting by three-quarters the maternal mortality ratio and achieving universal access to reproductive health.
- **Goal Six: Combat HIV/AIDS, malaria and other diseases** by halting their spread and achieving universal access to treatment.
- **Goal Seven: Ensure environmental sustainability** by reducing biodiversity loss, creating access to clean water and sanitation and improving quality of life in slums.
- **Goal Eight: Develop a global partnership for development.**

Key Terms

- **bond** – an interest-bearing certificate of debt due to be paid to an individual
- **corruption** – the act or practice of giving or accepting a bribe
- **delinquency** – failure in or neglect of duty or obligation
- **innovative** – something new or different
- **microcosm** – world in miniature
- **windfall** – an unexpected piece of good fortune

Learn more about the Millennium Development Goals: <http://www.un.org/millenniumgoals/>

See how countries are doing with the MDG Monitor: www.mdgmonitor.org

Global Voices Elementary Educator Resources

Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

Themes and Course Connections

- Themes: Millennium Development Goals, poverty, achievement, passion and world issues.
- Course Connections: Language, and Social Studies.

Materials

- Chart paper or blackboard
- Global Voices column

Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

Knowledge and Understanding

1. Millennium Development Goals (estimated time: 30 minutes)
 - a. Divide the class into eight groups.
 - b. Assign each group one of the following eight goals.
 - i. **Goal 1:** cut poverty and hunger in half
 - ii. **Goal 2:** send each and every child to primary school
 - iii. **Goal 3:** make sure girls and boys are treated equally and have the same opportunities
 - iv. **Goal 4:** make sure fewer children die because of poverty
 - v. **Goal 5:** improve the health of each woman who is about to have a baby
 - vi. **Goal 6:** stop the spread of HIV/AIDS, malaria and other diseases
 - vii. **Goal 7:** meet people's basic needs while protecting our environment
 - viii. **Goal 8:** make sure countries work together to support development

- c. In their groups, ask students to write point form notes answering the following questions:
 - i. Why is this goal important?
 - ii. How can this goal be achieved?
- d. When groups have finished answering their questions, ask them to present their goal and thoughts to the class.
- e. When this discussion is complete, ask students if they know what these goals represent. Explain that these are the Millennium Development Goals which were developed in the year 2000. Tell the students that these are eight United Nations indicators aimed at eradicating extreme poverty by 2015.
- f. Hold a discussion around any previous knowledge that students have about these goals. What do they know about the world's progress in achieving these goals?

Thinking

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
 - a. Have students sit in a circle and distribute one copy of the Global Voices column to each student.
 - b. Pre-reading steps:
 - i. Make predictions: ask students to read the title of the column and view the pictures. After doing so, ask them to make predictions as to what the column is going to be about.
 - ii. Introduce vocabulary: conference, disseminate, innovative, philanthropist, Millennium Development Goals, minority, microcosm, eradicating, corrupt, bonds, under five mortality rate, maternal mortality rate, and restoration.
 - iii. Assess prior knowledge: ask students to discuss what they already know about these topics.
 - c. Reading steps:
 - i. Go around the circle and have each student read a section of the column to the class, so that everyone gets a turn to read.
 - ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
 - d. Post reading steps:
 - i. Encourage students to provide a summary of the column in order to ensure they have understood the series of events.
 - ii. Ask questions about the text to judge comprehension.
2. Media Literacy (estimated time: 15 minutes)
 - a. On a piece of paper ask each student to write the title of the column at the top of the page. Underneath the heading, have them create a chart with two columns across and five rows down.
 - b. In the first column, have them write the following questions:
 - i. What is the title of this column?
 - ii. Who is the author?
 - iii. What is the purpose of the column?
 - iv. What statistics or facts are listed in the column?
 - v. Are there biases or obvious points of view?
 - c. Have the students revisit the Global Voices column and fill in the chart answering the above questions.
 - d. Discuss students' charts as a class. Address the reasons why it is important to understand the source and potential bias of a website or print resource offering news information. Explain that just because a source has a bias doesn't mean it has no value. One of the traditional purposes of publications is to express opinions and attempt to convince readers of their validity. Explain that this is why

it's important for each of them to form their own opinion while reading publications instead of agreeing with everything.

Communication

1. Amina Az-Zubair (estimated time: 20 minutes)
 - a. As explained in the Global Voices column, Amina Az-Zubair has accomplished a great deal in Nigeria. Ask students to explain what Amina Az-Zubair has done to help bring Nigeria closer to achieving the Millennium Development Goals.
 - b. Following this discussion, ask students to write a reflection about the reasons they think Amina was able to achieve such great things for her country (e.g.: her attitude, her determination, her education etc.).
 - c. When their reflections are complete, ask students to hand them in for grading.

Application

1. Inspired Thinkers (estimated time: 1 hour of class time)
 - a. Explain to students that TED believes in the power of ideas to change attitudes, lives and ultimately, the world. TED offers free knowledge and inspiration from the worlds most inspired thinkers.
 - b. Tell students that you believe every individual in the classroom is an inspired thinker and because of that, you would like to hold your own "Inspired Thinkers Conference."
 - c. Ask students to list off issues they feel passionate about. Next, as a class, make a list of ideas for making the world a better place, and write these ideas on the board.
 - d. Instruct students to choose one of the topics on the board. They must write a one minute speech on their topic to be presented to the class.
 - e. The speech must have the following structure:
 - i. Introduction to the issue and topic being addressed.
 - ii. Statement addressing the purpose of the speech.
 - iii. Points and supporting evidence.
 - iv. Conclusion that sums up everything addressed in the speech.
 - f. Allow students class time to begin their research. They must finish the rest of their speech on their own time.
 - g. When students have completed their speeches, have the students present them to the class.

Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

Free The Children – www.freethechildren.com
TED Conference - <http://www.ted.com/>