



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 Secondary 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: Canadian and World Studies, English, and Social Sciences and Humanities.

Materials

- Chart paper or blackboard
- Computers and internet
- 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. Write the heading “Millennium Development Goals” on the board.
 - b. Ask students, popcorn style, to list all things they associate with these goals, writing their answers on the board under the title.
 - c. When this discussion is complete, explain that these goals were developed in the year 2000. Tell the students that these are eight United Nations indicators aimed at eradicating extreme poverty by 2015.
 - d. Ask students to independently review each of the eight goals. At this time, they must record point form notes about this goal outlining their ideas on what steps need to be taken in order to achieve this goal.

- 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
- e. When students have completed their notes, hold a class discussion over steps that need to be taken to reach the Millennium Development Goals. Ask students the following questions to facilitate the discussion:
- i. What were your ideas for achieving each of the Millennium Development Goals?
 - ii. How can they be implemented on a national scale? On a global scale?

Thinking

1. Reading Comprehension: Global Voices Column (estimated time: 15 minutes)
 - a. Pre reading steps:
 - i. Introduce the topic and encourage students to discuss what they already know about the topic, making predictions around what the column is about.
 - b. Reading steps:
 - i. Read: students must read the text independently, highlighting important points throughout the column.
 - ii. Ask: students must ask themselves what the story is about, recording five questions they are unsure of after reading the column.
 - iii. Paraphrase: encourage students to write point form notes in their own words around what the column is about.
 - c. Post reading discussion:
 - i. What are the main points of the column?
 - ii. What emotions did this column evoke in you?
 - iii. What problem is identified in the column?
 - iv. What questions do you have about the column?
2. Media Literacy (estimated time: 15 minutes)
 - a. Ask students to answer the following five key questions of media literacy:
 - i. Who created this message?
 - ii. What creative writing techniques are used to attract my attention?
 - iii. How might people understand this message differently?
 - iv. What values, lifestyles and points of view are represented in, or omitted from, this message?
 - v. Why is this message being sent?

Communication

1. Amina Az-Zubair (estimated time: 1 hour)
 - 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. When this discussion is complete, divide the class into pairs.
 - c. Ask pairs to select another country and look into the steps that have been taken in that country towards achieving the Millennium Development Goals, if any. Encourage students to research facts and statistics that support their findings.
 - d. When this research is complete, ask students to present their information to the class.

Application

1. Inspired Thinkers (estimated time: 1 hour of class time)
 - a. Explain to students that TED was organized because the founders believe 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 four 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, host an “Inspired Thinkers Conference” to have 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/>