



# MILLENNIUM DEVELOPMENT GOALS: FULL LESSON PLAN

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# CREATING GOALS FOR A BETTER WORLD

On the eve of the new millennium, world leaders came together to establish development targets to help lift hundreds of millions of people out of poverty. With a focus on eight specific goals and four important themes—poverty, education, health and sustainable development—the Millennium Development Goals are targets that countries in the United Nations have promised to achieve by 2015.

The Millennium Development Goals are central to National Me to We Day. In this section, you will have the opportunity to learn what these goals are, how they came to be and what they involve.

## What are the Eight Millennium Development Goals?

The following are the eight Millennium Development Goals as they have been agreed upon by world leaders.

- 1. Eradicate extreme poverty and hunger**  
(Cut poverty and hunger in half)
- 2. Achieve universal primary education**  
(Send every child to primary school)
- 3. Promote gender equality and empower women**  
(Make sure girls and boys are treated equally and have the same opportunities)
- 4. Reduce child mortality**  
(Make sure fewer children die because of poverty)
- 5. Improve maternal health**  
(Improve the health of each woman who is about to have a baby)
- 6. Combat HIV/AIDS, malaria and other diseases**  
(Stop the spread of HIV/AIDS, malaria and other diseases)
- 7. Ensure environmental sustainability**  
(Meet people's basic needs while protecting our environment)
- 8. Develop a global partnership for development**  
(Make sure rich and poor countries work together to support development)

## Take a Moment

Imagine...

Imagine what life is like for a child born in the poorest parts of the world. Hunger. Disease. No chance to go to school. Today, hundreds of millions of children live in conditions considered inhumane by most of us.

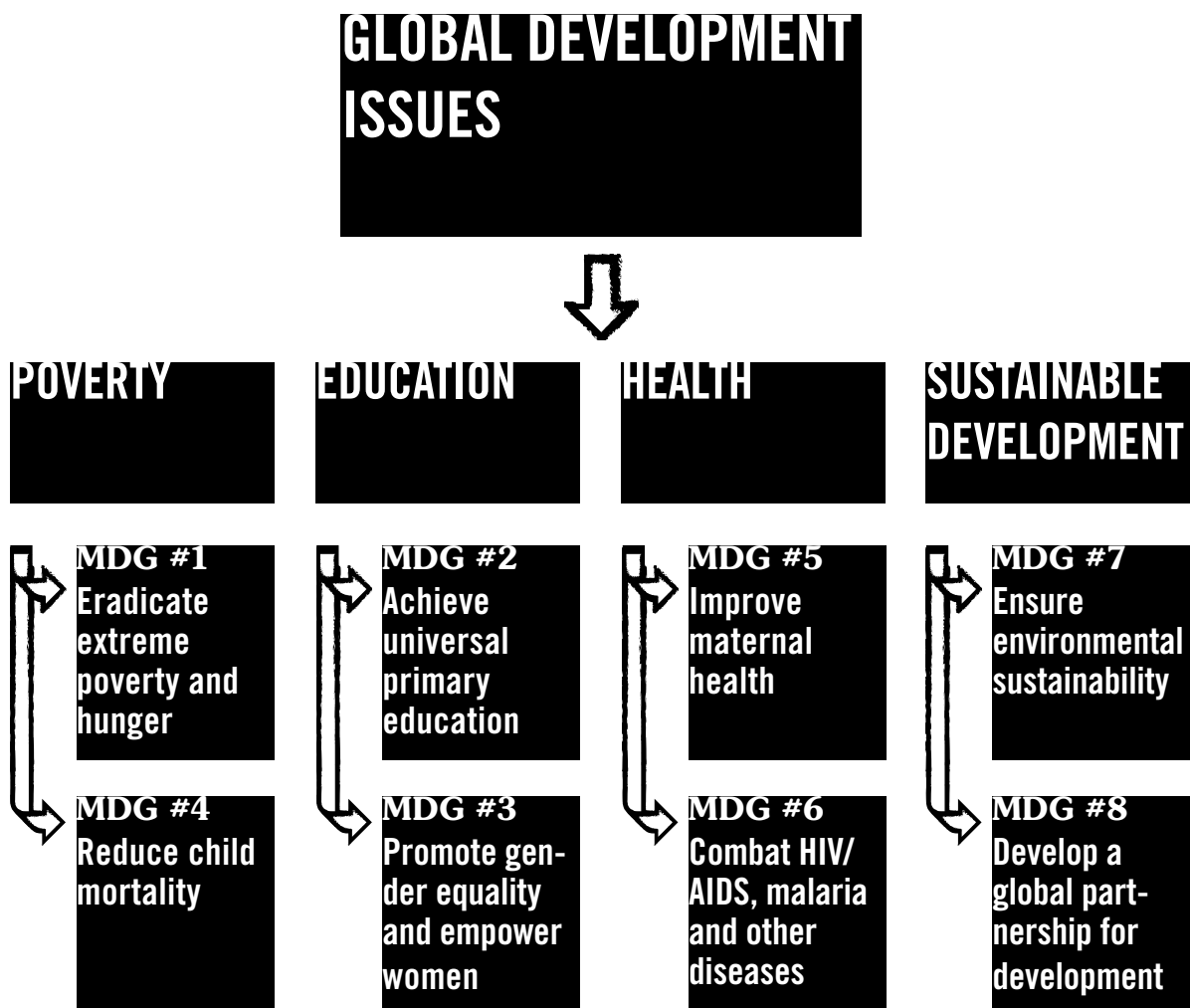
Now, imagine it was in your power to change the lives of these children—to provide nourishment, health care, education and hope for a better tomorrow. A brighter future isn't just a dream. It's a reality.

A global plan to achieve a more peaceful, prosperous and just world now exists and, as you read this, it is mobilizing people around the world to take action. It is called the Millennium Development Declaration, and it features eight Millennium Development Goals.

The goals are ambitious, and they are also achievable—if we honour our commitment to reach these goals by setting the right priorities and taking action. Everyone has a role to play!

# CHARTING THE FOUR CORE THEMES OF THE UNITED NATIONS MILLENNIUM DEVELOPMENT GOALS

Four core themes encompass the eight Millennium Development Goals. Each theme addresses two of the goals, as illustrated in the diagram below.



# WHERE DID THE MILLENNIUM DEVELOPMENT GOALS COME FROM?

In September 2000, 147 heads of State and Government, and 189 nations in total, convened for the Millennium Summit at United Nations Headquarters in New York City. They adopted the Millennium Declaration, a call for 'freedom from want,' 'freedom from fear' and 'sustaining our future.'

## **The declaration is founded on the following values:**

- Equality
- Respect for nature
- Shared responsibility
- Solidarity
- Tolerance

The objective of the Millennium Declaration is to promote 'a comprehensive approach and a coordinated strategy, tackling many of our world's most pressing problems simultaneously across a broad front.' To this end, it offers a set of measurable goals and targets to combat the world's most pressing challenges. These targets are the Millennium Development Goals.

## **Immeasurable Rewards**

According to UNICEF, "The stakes are high: If the [Millennium Development Goals] are met, an estimated 500 million people will escape poverty by 2015; 250 million will be spared from hunger; and 30 million children, who would not have lived past their fifth birthday, will survive."<sup>xviii</sup>

# WHAT DO THE MILLENNIUM DEVELOPMENT GOALS INVOLVE?

At the United Nations Millennium Summit in September 2000, world leaders agreed on the eight Millennium Development Goals as targets that must be achieved by 2015. The goals are meant to combat poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women. These are the goals that have been grouped into four themes: poverty, education, health and sustainable development.

Most nations will only reach these targets with support from the international community. Here are each of the goals, what needs to be done to achieve them and the statistics that outline the challenges for each goal.

## GOAL 1: ERADICATE EXTREME POVERTY AND HUNGER

What we need to do: Cut the proportion of people living in extreme poverty and suffering from hunger in half between 1990 and 2015.

### The Challenge:

- Today, more than 1 billion people around the world live on less than \$1 a day, and about 2.7 billion struggle to live on less than \$2 a day.
- In 2005, a total of 17 per cent or 815 million people in developing regions were undernourished
- 600 million of the world's children live in absolute poverty.
- Someone dies of starvation every 3.6 seconds. Most of these deaths are children under the age of 5.

## GOAL 2: ACHIEVE UNIVERSAL PRIMARY EDUCATION

What we need to do: Ensure all children—boys and girls alike—complete a full course of primary school.

### The Challenge:

- About 120 million children between the ages of six and 11 are out of school.
- Nearly three-quarters of these children live in sub-Saharan Africa and South Asia, and 56 per cent are girls.
- 150 million children drop out of primary school before they have completed five years of education—the minimum required for achieving basic literacy.
- Only 37 out of 155 developing countries have achieved universal primary school completion.

## GOAL 3: PROMOTE GENDER EQUALITY AND EMPOWER WOMEN

What we need to do: Promote gender equality and the empowerment of women as basic human rights and allow women to participate equally in education, employment and political decision-making.

### The Challenge:

- Two-thirds of the world's illiterate adults are women.
- Women work two-thirds of the world's working hours and yet earn only 10 per cent of the world's

income and own less than one per cent of the world's property.

- AIDS is spread twice as quickly among uneducated girls than among girls who have received even some schooling.
- When a woman has at least a secondary education, her children are twice as likely to survive than children born to less educated mothers.

#### **GOAL 4: REDUCE CHILD MORTALITY**

What we need to do: Reduce the under-five child mortality rate by two-thirds between 1990 and 2015.

##### **The Challenge:**

- Almost 11 million children under the age of five die each year from preventable causes. Sometimes, the cause is as simple as the lack of antibiotics for treating pneumonia or oral rehydration salts for diarrhea. Malnutrition contributes to over half these deaths.”
- Almost all (98 per cent) of these children live in the developing world, with 45 per cent in sub-Saharan Africa (even though the region only holds 20 per cent of the world's young children).
- Five diseases—AIDS, diarrhea, malaria, measles and pneumonia—account for 50 per cent of the under-five deaths.

#### **GOAL 5: IMPROVE MATERNAL HEALTH**

What we need to do: Improve maternal health by reducing the maternal mortality rate by three-quarters between 1990 and 2015.

##### **The Challenge:**

- Complications during pregnancy and childbirth are the leading cause of death and disability among women of reproductive age in developing countries.
- An estimated 529,000 women died from complications of pregnancy and childbirth in 2000—this is almost one death every minute of every day.
- For every woman who dies in child birth, 20 more are seriously injured or disabled.

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

What we need to do: Stop and reverse the spread of HIV/AIDS, malaria and other major diseases, including tuberculosis.

##### **The Challenge:**

- At the end of 2006, 39.5 million people were living with HIV, the highest number of people on record sub-Saharan Africa is home to 64 per cent of all people living with HIV.
- Every day, 8,000 people die of AIDS-related conditions. This is equal to about 3 million deaths per year.
- Malaria acutely infects almost 300 million people each year and kills more than 1 million annually, with almost 90 per cent of all cases in sub-Saharan Africa. Many researchers fear the situation could get worse due to climate change, civil unrest, population growth and increasing resistance to drugs and insecticides.
- Every year, 8.8 million people become newly infected with tuberculosis (TB). Every day, 5,500 die from it—that's one million deaths worldwide each year.

## GOAL 7: ENSURE ENVIRONMENTAL SUSTAINABILITY

What we need to do: Reverse the loss of environmental resources, including biological diversity, forests and the Earth's ozone layer, and provide adequate sanitation, affordable housing and safe water for the world's poor.

### The Challenge:

- 2 million children die each year from infections spread by dirty water or the lack of toilets.
- 1.2 billion people lack access to safe drinking water and 2.4 billion people lack access to proper sanitation facilities.
- Fifteen per cent of the world's population living in high-income countries account for 56 per cent of the world's total consumption; the poorest 40 per cent account for only 11 per cent of global consumption.
- Climate monitoring indicates that the global average temperature has increased more in the last century than over the past 1,000 years.
- According to the United Nations, "Slum dwellers lack one or more of the following: adequate water, sanitation, durable housing, adequate living space indoors and security of tenure. In an urban setting, the lack of adequate water and sanitation often results from overcrowding, rather than having to travel long distances. Public toilets shared by up to 250 households, as in Nairobi [the capital of Kenya] slums, no doubt pose a health hazard. The less obvious, though equally severe consequence is the toll such conditions take on women. In slum settlements, it can be a grave loss of dignity for women to use the outdoors as a toilet. Worse, they risk being raped if they use the outdoors or public toilets at night."

## GOAL 8: DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT

What we need to do: Ensure richer countries support poorer countries through aid, trade and debt relief. Global partnerships also mean ensuring that people in developing countries have access to productive work opportunities for youth, affordable essential drugs and the benefits of new technologies.

### The Challenge:

- Only five countries—Denmark, Luxembourg, the Netherlands, Norway and Sweden—have achieved the 1970 UN target of 0.7 per cent of gross national income as official development assistance.
- The poorest 49 countries make up 10 per cent of the world's population, but account for only 0.4 per cent of world trade.
- Between 1970 and 2002, the poorest African countries received \$294 billion in loans, paid back \$298 billion in interest and principal, but still owed more than \$200 billion. If debt relief is made a priority, and poor governments no longer need to worry about repaying debt, they can spend more on things like food, clean water, housing, health care, jobs, education and building their economies.

# \$30 A MONTH

## ELEMENTARY LEVEL - MAKING A BUDGET

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**MILLENNIUM DEVELOPMENT GOAL #1:** Eradicate extreme poverty and hunger

### Activity snapshot:

Students will have to create two budgets. One budget will be based on using \$30 to pick fun activities to do in one month and the other budget will be based on grocery shopping for one month with only \$30. Realistically, in North America, doing extra-curricular activities and eating for one month is impossible on only \$30.

### Rationale:

In the most extreme cases of poverty, people live on less than \$1 a day. Almost half the world—that's three billion people—lives on less than \$2 a day. Students are often unaware of the role that money plays in their lives. Fun activities such as going to the movies or buying a new book or toy are often paid for by parents and adults without children paying attention to how much they cost. Even the simple act of eating lunch at school goes by without students considering how much money the food in their lunch box cost their family or school.

### Objective:

In this exercise, students will understand the difficulty in meeting basic needs on a budget of \$30 dollars a month (or \$1 a day). Through this experience, students will begin to understand the scope/degree of poverty and the impacts of extreme poverty on children around the world.

**Time:** 60 minutes

**Materials:** Handouts/worksheets E7: Entertaining Ourselves on a Budget, E8: Grocery Shopping on a Budget, chart paper

### Steps – Part 1

1. Generate a discussion about extra-curricular activities students participate in after school and on weekends. Make a list of these activities on the board or chart paper. (Note: Students can do this activity in a large group or in small groups with chart paper for each group.)
2. Introduce the concept of a budget and the idea that these activities they enjoy doing with their family and friends cost money. Ask students to look at their lists and estimate the cost for each activity.
3. Distribute Worksheet #E7: Entertaining Ourselves on a Budget. Go over the instructions with students and ask them to complete the budget. Remind students that the budget is for an entire month. It may be useful to go over the concept of “one month” (i.e. explain how many days there are in the school week, on the weekend, how many weeks in one month, etc.).
4. Once students have completed the sheet, generate a class discussion about how the activity made them feel. Ask:
  - a. Did you realize how much entertainment costs?
  - b. Do you think \$30 is a lot of money to spend on fun stuff or is the amount not enough?
5. Written Reflection: Ask students to write down how this activity made them feel as it will be useful in Activity #2.

**Steps – Part 2**

1. Ask students to think about the foods they eat on a regular basis, whether at home or at school for lunch and snacks.
2. On the board, make a list of the ingredients in these meals. Expand the list to include the foods they generally have in their refrigerator. Ask them to guess how much they think these basic items cost.
3. Distribute Worksheet #E8: Grocery Shopping on a Budget. Advise students to complete step #1. (Note: It might be helpful to reinforce that this is only an exercise, that the prices aren't necessarily accurate and the foods listed aren't necessarily the foods that their family would choose to buy.)
4. Lead a discussion to gauge how students felt about their experience doing the grocery shopping.
5. Do they think they bought enough food to sufficiently feed their family? Guide students to proceed with step #2 on the worksheet to help them answer this question.
6. Take students through a discussion about step #3 on their worksheet. At this point, students are introduced to the ideas of the developing world. They learn that billions of people—many of them children—live on less than \$1 a day or \$30 a month. Ask students how this fact makes them feel after completing this exercise. Ask students to think about how their own lives would be impacted if they had to live on this budget.
7. After the discussion, ask students to complete step #3 on their worksheet.

**Closure:**

Lead a large group discussion to talk about what students discovered.

**Assessment Suggestions:**

- Participation during discussions
- Completion of worksheets

**Handout/worksheet E7**

# ENTERTAINING OURSELVES ON A BUDGET

**Instructions**

- You have \$30 that you can use for one month to have as much fun as you can.
- Below is a list of all the things that you can choose from. Read the list carefully and think about which of these activities you would choose to do in one month.
- Remember, one month is a long time.

**Fun Activity List**

- Go to a movie: \$8
- Buy popcorn and a drink at the movie: \$5
- Go Ice Skating: \$5
- Buy a new toy, video game, or DVD: \$20
- Go out for ice cream: \$4
- Buy a treat at the store: \$5
- Buy a new book: \$10
- Buy new clothes for school: \$20
- Play on a sports team: \$10
- Do an activity such as swim, dance, karate: \$10

Now list all the things you would choose to do. **BUT REMEMBER** you only have \$30. So, you can choose whatever you want as long as you don't spend more than the \$30 you have. You will have to use your math skills to make a budget. Choose carefully: You have one month, \$30 and a whole lot of fun to choose from.

My Choice of Fun:	Cost:
<b>Total Spent:</b>	

That was not so easy, was it? We like to do a lot of fun things on the weekends, after school and with our friends and family, and sometimes the cost can add up. Have you ever thought about this before? Take a minute to think about how much money we spend in our daily lives just on doing fun things.

Write your thoughts down in the space below (and use the back of this page if you need more space):

**Handout/worksheet E8**

# GROCERY SHOPPING ON A BUDGET

**Instructions**

- You have the task of doing all the grocery shopping for an entire month for your family—this is a big responsibility!
- As in the first exercise, you will only have \$30.
- Below is a list of common foods that we buy in the grocery store on a weekly basis.
- Some of these foods might not be what you and your family like to eat all the time, but remember this is only an exercise. You will have to choose from the list below and buy all your food with \$30.

**Your Shopping List**

Loaf of bread: \$2  
 Package of pasta: \$3  
 Rice: \$4  
 Carton of milk: \$2  
 Juice: \$2  
 Cheese: \$3  
 Chicken: \$7  
 Beef: \$7  
 Fish: \$7  
 Can of tuna fish: \$2

Eggs: \$2  
 Peanut Butter: \$3  
 Jelly: \$3  
 Lettuce: \$1  
 Tomatoes: 5 for \$2  
 Cucumber: \$1  
 Peppers: 5 for \$2  
 Potatoes: 5 for \$1  
 Apples: 5 for \$2  
 Oranges: 5 for \$2

Bananas: 5 for \$2  
 Grapes: \$2  
 Cereal: \$3  
 Cookies: \$2  
 Potato Chips: \$2  
 Ice Cream: \$3  
 Soda: \$2  
 Frozen peas and carrots: \$2  
 Frozen Fish Sticks: \$4

**Step #1: Make your budget**

My Groceries for One Month:	Cost:
<b>Total Spent:</b>	

Now that you have finished your shopping, do you think you bought enough food for all the people that live in your house for one whole month? Remember, there are 30 days (sometimes 31) in one month, and we have to eat three meals a day. Perhaps thinking about what we eat in one day will help us figure out if we bought enough.

In the space below, write down what you ate for all three meals yesterday.

### **Step #2: Yesterday I ate...**

Now we have figured out what we ate in one whole day and how much food we could buy with \$30 for one whole month. Do you think \$30 is enough money to live on for one whole month?

BUT WAIT A MINUTE.

In Activity #1 we had \$30 to do all the fun activities and in activity #2 we had \$30 to do the grocery shopping. What if you only had \$30 for every month, to do everything? What if you only had \$1 a day to live on for food, fun and everything else in your life? Now that you have done the above activities, think about how hard it would be to live on only \$1 a day, or \$30 dollars a month. How does it make you feel to think about children all over the world who actually live on this budget? How would you feel if you had to?

### **Step #3: Write down your thoughts**

# GETTING BETTER WHEN I'M SICK

## ELEMENTARY LEVEL

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**MILLENNIUM DEVELOPMENT GOAL #4:** Reduce child mortality

### Activity Snapshot:

Students will engage in a discussion about what happens when they get sick. They'll create a list on the board of the services they access (whether in their homes or at a medical facility) and then think about what would happen if these services were taken away.

### Rationale:

Child mortality in the developing world is a big concern. Every year, more than 10 million children die before the age of five from causes that are easily prevented in the developed world.

Half of the children who die before the age of five are killed by five diseases or illnesses: HIV/AIDS, diarrhea, malaria, measles and pneumonia. These children lack access to the essential services that would help them recover from the preventable diseases and illnesses that are killing children by the millions.

### Objective:

- Students will understand the importance of vaccinations as a way to prevent disease.
- Students will explore the levels of healthcare they have access to, from simple at-home treatments to the help of healthcare professionals.

**Time:** one 60-minute period

**Materials:** Black board and chalk, or chart paper and markers, world map on overhead or as a poster.

### Steps:

1. In a class discussion, ask your students to think about and respond to the following (make a list of the responses on the board or on chart paper as you go):
  - a. What do you do when you get sick? (Responses can include: tell parents, check temperature, take medicine, take a warm bath, etc.)
  - b. What can your parents do to help you? (Responses can include: tuck you into bed, make you soup, give you medicine, take you to the doctor, etc.)
  - c. What can the doctor do to help you? (Responses can include: take tests, check for infections, prescribe medicine, send you to the hospital or a specialist, etc.)
1. Once the list has been exhausted, slowly scratch things off the list and ask students to imagine along the way that these things are no longer available to them—what would happen? What would happen if you got sick and your parents didn't bring you soup? If you couldn't go to the doctor? If you didn't have medicine, etc.? (Note: Some students may mention death as a consequence of taking away some or all of these comforts or medical services. Gently explain in an age-appropriate way that this is possible with serious illnesses)
2. Discuss students' past experiences with vaccinations: What is it like to get a shot? Lead this line of questions towards a discussion of how shots are actually good, even though they hurt, because they protect us.
  - a. Ask the class to raise their hands if they have had chicken pox. Write the number on the board. (For older grades, create a fraction showing the percentage of the group).

- b. Introduce measles: measles is a lot like chicken pox. When your grandparents were kids, children in North America used to get sick from the measles. Ask if anyone in the class has had measles (record fraction of total group on the board).

**Transition:**

1. Ask students: What would happen if you didn't get any vaccinations? What would happen if you lived in a country with unsanitary living conditions like unclean water?
2. Explain that, in other parts of the world, kids don't get the shot to stop them from getting measles. In fact, they don't get any shots at all. Point out the following regions on the map to show that these areas are affected by measles: Sub-Saharan Africa, South Asia, East Asia & Pacific, Middle East & North Africa
3. Ask students to think about and discuss some reasons why children in these places don't get shots – questions like: do they visit the doctor? Do they have a doctor to visit? Why or why not?

**Closure:**

Discuss the fact that more than 10 million children under the age of five in the developing world do not have access to a lot of the things that are available in rich countries—like vaccines, doctors, medicines, healthy meals, clean water, etc.

**Extension Idea:**

Ask students to create a poster—either individually or in groups—to share what they know about the differences in their own experiences as compared to those of children in the developing world. They can share their poster with the class.

**Assessment Suggestion:**

- Participation during discussions
- Collect the posters and assess based on criteria as outlined by teacher

# CREATING A LIFE MAP

## ELEMENTARY LEVEL

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**MILLENNIUM DEVELOPMENT GOAL #2:** Achieve universal education

**Activity Snapshot:**

Students will design a map of their life. They will make a list of the opportunities school has provided them thus far in their life and where they hope school will lead them.

**Rationale:**

Children living in Canada and the United States can safely dream of what they want to be when they grow up. As educators, we teach them that they can be whatever they want, as long as they stay in school, work hard and dream big. It is fun for kids to brainstorm and think about where their education will take them in life. It is also important for students to understand how different their life would be without their education. By thinking about their past, present and future and the role that an education plays, students can gain insight into the value of an education.

**Objective:**

Students will understand the importance of education as a part of their life cycle.

**Time:** 60 Minutes

**Materials:** chart paper, white paper, markers, pencils

**Steps:**

1. On the board or on chart paper, write the phrase: "When I grow up, I want to be...."
2. In a class discussion, brainstorm different professions that interest students and list them on the board or paper.
3. On their own sheet, ask students to make a list of skills they have and how they learned them. Ask them to create a timeline or map of their own life using these skills or other school-related milestones. This way, they will think of the many ways in which education has had an impact on their lives and how it will affect their futures. (Note: Students should have as many points as their age on this map. (i.e., if students are 10 years old, they should think of 10 points to put on their map).

For example:

- I began kindergarten when I was four years old. That's when I learned to draw, share, cross the street on my own, etc.
- When I was six, I entered Grade 1 where I learned to read, write, add and subtract. I discovered that year that I love math!
- In Grade 3, our teacher brought in a doctor to talk to us in our classroom about being sick and what we can do to stay healthy. He made suggestions about healthy eating, exercise and sharing food at school. My mom also had an operation that year and I remember that I began to think I wanted to be a doctor.

4. The map should end with: "When I finish school, I want to be ..."
5. Lead a class discussion to gauge what students gained from the exercise. Ask students if they could still become what they want to be when they grow up if they had to stop going to school?

**Transition:**

6. Ask students: What would your life look like if you didn't have a school to attend?
7. Once you have gained the impression that the students are aware of the importance of education in their own lives, bring up the topic of education and the developing world.
8. Ask students to respond to the fact that many children around the world are unable to go to school. (Statistic: Let students know that about 121 million children between the ages of six and 11 cannot attend school.)

**Extension:**

Encourage students to use a different colour to create a life map of one of the 121 million children in the developing world who has no access to education. What would the map look like? How would the map be different from the one they've made of their own lives?

**Closure:**

Ask students to share their life maps with a peer. End with what the students want to do to help children in developing countries gain access to the same opportunities and dreams they have written down on their own life maps. Ask students: Why is it important that all children attend school?

**Assessment Suggestions:**

- Collect life maps and assess based on pre-determined criteria
- Student understanding of the cycle of education as indicated in their life map or in verbal presentations
- Student participation during discussions

# THE GIRL CHILD

## ELEMENTARY LEVEL

**MILLENNIUM DEVELOPMENT GOAL #3:** Promote gender equality and empower women

### Activity Snapshot:

Students will be randomly selected to participate in a simulation that demonstrates how some children in developing countries have limited or no access to a formal education.

### Rationale:

Globally, there are 121 million children between the ages of six and 11 who are not in school. More than 65 million of these children are girls. Around the world, girls and women lack equal access to the opportunities and the rights that would give them a chance at a brighter future and a fulfilling life. Girls and women are disproportionately affected by everything that prevents successful growth and development within the family and nation—poverty, AIDS, violence, lack of education, lack of job opportunity and so on. Until girls and women have equal access to their rights, social, political and economic development will continue to suffer.

### Objective:

- Students will be introduced to the issue of gender equality, specifically access to education.
- The objective of this activity is to generate class discussion about lack of opportunity for half of the world's population based on something over which they have no control—their gender.

**Time:** One hour, including time for debriefing

### Steps:

1. Without explanation, separate students based on their birthdays—everyone born between January and June is in one group and July to December in another group. Ask one group to sit at the back of the room. Note: The random selection of students who sit at the back should include both girls and boys.
2. Tell this group they can not use pens, pencils or any other writing tools (but must try to keep up with the other group during the activity. If possible, take away all of their notebooks and textbooks. Conduct a regular mathematics or language arts lesson. (Note: Your lesson may be quickly interrupted by concerns raised by the group at the back.)
3. After the lesson, ask the group at the back how they felt to have been asked to keep up without any materials. Explain that the entire lesson has actually been a simulation and that they were divided into the two groups based on their birthdays. Ask them if it is fair that the group was divided based on something over which they had no control?

### Closure:

4. Explain to your class that, in the developing world, millions of girls don't have the chance to go to school simply because they are girls. In some cases, those who are attending school do not have the same learning opportunities as boys. Girls and women are more likely to suffer from poverty because they do not get the education they need.
5. Now ask the group how they would feel if they had to sit at the back of the room everyday. What if they never got the chance to go to school?
6. Ask students to write a reflection on the activity. Students can be guided by the following questions: How did you feel during the activity (i.e. if they were not at the back did they feel privileged)? What did they learn from the activity? Is it fair that girls and boys are treated differently?

### Extension:

Ask students to create a poster—either individually or in groups—that shows why girls should have equal access to an education. Encourage students to share their posters with the rest of the class.

**Assessment Suggestions:**

- Participation during discussions
- Depth of understanding as indicated in written reflection
- Extension poster activity based on criteria outline by the teacher during instructions

# WHEN I WAS BORN...

## ELEMENTARY LEVEL

**MILLENNIUM DEVELOPMENT GOAL #5:** Improve maternal health

### Activity Snapshot:

Your students will discover the story of their birth by talking to their mothers or another parent or guardian to complete the attached worksheet.

### Rationale:

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 diseases. They are also more likely to have numerous births and they lack access to trained health care workers and medical facilities.

### Objective:

- Students will discover the range of experiences and health care services provided for pregnant women and compare the experience between North America and developing countries.
- Through discussion, both at home and at school, they will see the different experiences a pregnant woman can have based on where she lives or the poverty with which she must live.

## NOTE TO EDUCATORS

Please keep in mind that not all students will have been born in a hospital or in a developed country. You may also have students in your class who are adopted children, and may not necessarily know or have access to the story of their birth. Let students know that you're looking for all the stories that are represented in your classroom. Be sensitive to any discomfort or anxiety expressed about this assignment and consider talking with students about the exercise one-on-one if you sense that they are uncomfortable.

**Time:** Two 30-minute periods (or more time, based on level of discussion)

**Materials:** Handout/worksheet E17: When I was born...

### Steps:

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. Talk to your students about their experiences with child birth (e.g. younger siblings, neighbors, cousins, etc.). What do they remember? What do they remember about the mother? Hold a discussion about the things a mother may need when she is about to give birth (doctor, medicines like vitamins, help from family, etc.).
3. Distribute handout/worksheet E17: When I was born..., and ask students to speak to their mother (or their parent/guardian) about her experiences during pregnancy and childbirth. With your students, review the instructions for the written paragraph on the worksheet.
4. The next day, hold a discussion based on the information they gathered.



- a. What are some of the similarities between their experiences?
  - b. What are some of the differences?
  - c. What did they learn?
  - d. Did the birth stories interest students? Why or why not?
  - e. Looking at their written paragraph on the worksheet, share some of the descriptions that express how things would be different for new mothers in the developing world?
  - f. Is it fair that, in parts of the world, poverty is a big reason why so many mothers are denied doctors and medicines for a safer birth?
5. Explain to students that the United Nations came up with the fifth Millennium Development Goal (improve maternal health) 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. End the lesson by asking students to write a reflection on what they learned through this assignment. How are their mothers' experiences different from that of mothers in developing countries? What is unfair about this difference?

**Closure:**

Ask students to read from their reflections and share with the rest of the group.

**Assessment Suggestions:**

- Student worksheets and depth of understanding as indicated in the written reflection.

## Handout/worksheet E17

**WHEN I WAS BORN...**

My mother was pregnant with me from (month/year) \_\_\_\_\_ to (month/year) \_\_\_\_\_

During this time, she visited the doctor \_\_\_\_\_ times.

The doctor told my mother to take care of me by doing these things:

- 
- 
- 

She took these medicines and/or vitamins while she was pregnant:

- 
- 
- 

She bought the medicines from:

She took a childbirth class: Yes or No (Circle one)

The class was provided for free through public health or a hospital: Yes or No (Circle one)

My mother was mostly comfortable/uncomfortable while she was pregnant.

Her labour pains started on (date) \_\_\_\_\_. She went to the hospital on (date) \_\_\_\_\_.

She had the following people help her while she was in the hospital: (list doctors, nurses, family members, etc.)

- 
- 
- 

She took some medicine to lessen the pain when she began delivery: Yes or No (Circle one)

I was born on: \_\_\_\_\_

My mother stayed at the hospital for \_\_\_\_\_ days before bringing me home with her.

With your mother'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 mother believes that if she had been a mother in a developing country, maybe things would have been different. This is how (write a paragraph on the back of this page):

# A TALK SHOW ON HEALTH

## ELEMENTARY LEVEL

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**MILLENNIUM DEVELOPMENT GOAL # 6:** Combat HIV/AIDS, malaria and other diseases

### Activity Snapshot:

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.

### Rationale:

The sixth Millennium Development Goal addresses the devastation being 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.

### Objectives:

- Students will research specific diseases—including HIV/AIDS, malaria and tuberculosis affecting people in the developing world.
- Students will apply and synthesize the knowledge they are gaining about the interconnections between the issue of health and some of the other issues, like poverty or education (for example, if there is an improvement in health, children can go to school, which gives them the knowledge they need to stay healthier, gain skills, earn an income, etc., leading to a break in the cycle of poverty).
- Students will incorporate research and communication skills as well as technology and media studies.

**Time:** Three 60-minute periods (or more, if time requires)

**Materials:** Research time on the Internet, props for the talk show (as suggested by students), video cameras (if available and if students wish to tape their skits)

### Online resources:

Joint United Nations Programme on HIV/AIDS (UNAIDS) – [www.unaids.org](http://www.unaids.org)

The Global Fund – [www.theglobalfund.org](http://www.theglobalfund.org)

UNAIDS Country Information – [www.unaids.org/en/Regions\\_Countries/Countries/default.asp](http://www.unaids.org/en/Regions_Countries/Countries/default.asp)

UN General Assembly Session on HIV/AIDS – [www.un.org/ga/aids/coverage/index.html](http://www.un.org/ga/aids/coverage/index.html)

Millennium Campaign – [www.millenniumcampaign.org](http://www.millenniumcampaign.org)

**Steps:**

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 the implications of inaction on these health issues.

**Extension:**

Draw a life map on the board to show what students think will happen in the developing world if people continue to go untreated or without access to the medicines they need. Now draw a life map that shows what will happen if they get the necessary education and medicines. How are the maps different? How does this make students feel?

**Assessment Suggestions:**

- Research and communication skills
- Use of technology and media for research purposes
- Assessment for the skit can include each group’s ability to clearly outline the content as well as their effectiveness in communicating their information. If this activity is assessed and evaluated, a grading rubric or criteria should be presented to students prior to the skit presentation
- Depth of understanding as indicated in the life map (in the extension activity)

# GARBAGE WEIGH-IN

## ELEMENTARY LEVEL

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**MILLENNIUM DEVELOPMENT GOAL #7:** Ensure environmental sustainability

### Activity Snapshot:

In this activity, students will understand their own contribution to environmental problems through an experiential exercise. They will measure their classroom garbage for one day and consider the impacts of this waste over a longer period of time. As a conclusion to the activity, students will produce posters to raise awareness of garbage produced in the school, in hopes of encouraging their peers to waste fewer resources.

### Rationale:

Complex environmental issues can seem like problems without easy solutions. Ultimately, the resolutions to these issues lie in the decisions of regular people. Each North American produces about 4.5 pounds of garbage each day (which includes commercial waste produced on their behalf). This number could easily be cut in half if we each make more environmentally friendly choices, which would reduce the overall yearly landfill to half its current rate.

### Objective:

- Students will draw a connection between their decisions and the amount of waste they produce
- As a class, students will produce guidelines for reducing garbage output in the future

**Time:** Three 60-minute periods

**Materials:** a bathroom scale, one day's worth of classroom garbage, garbage bags, latex or rubber gloves, black board, chart paper

### Steps:

1. For the day prior to the lesson, have students deposit all their garbage (including lunch-time garbage) into one bin, container or bag. (Note: If students do not eat in their classrooms, designate a separate garbage can in the lunch room or cafeteria.)
2. Begin the lesson by showing students the container filled by the previous day's garbage. Ask them to guess the weight of the garbage. Students can take turns picking up the container to estimate its weight.
3. Briefly discuss the idea of landfill with the class. Ensure that students understand where their garbage goes after it is collected. Share the 4.5 lbs. per day statistic with the class and explain the meaning of "commercial waste produced on their behalf" (materials that go into producing everything they consume).
4. In front of the class, weigh the garbage on a bathroom scale. Record the number on the black board. To make the weight easier to understand, compare it to other objects whose weight children might be familiar with. (Note: Remember to weigh the garbage can separately so the weight is not included in the number.)
5. Multiply this number by seven to show students how much garbage their classroom would produce in one week (if they went to school on the weekends). Multiply the number by 365 to find out how much garbage they would produce in one year (if they went to school through the summer).

6. While wearing the latex or rubber gloves, sort the garbage into three or four categories by spreading it out on garbage bags in front of the class (e.g. wasted food, packaging, paper, etc.). If you have extra gloves, choose some student volunteers to help you, and have the rest of the class assist with choosing the categories and assigning each item to a category.
7. Once the garbage is sorted, write the categories on the board (or chart paper) and ask students to identify the most common items in each category. (e.g., organic waste, paper/plastic products, etc.).

**Transition:**

8. Ask students to select items from the list that they could do without. Cross the items off on the board as they are listed. (Note: If students require guidance, suggest that plastic wraps could be replaced by reusable containers.)
9. Continue by asking students to identify garbage items that are necessary, but could be reduced in quantity (e.g., students could reduce their paper consumption by reusing scrap paper when possible).
10. Explain to students that the next day will be a chance to reduce the amount of garbage they produce as a class. At the end of the next day, the class' garbage will be weighed again. Students can discuss the activity at home for help from parents in packing their litter-less lunches. (Option: Students can write a brief newsletter to take home to their parents and to explain to their families what they are doing.)
11. Near the end of the next day, weigh the garbage again and compare the amounts.
12. As part of a classroom discussion, talk about the change. Ask individual students to share what they did to reduce their garbage.

**Written reflection:**

Ask students to consider the personal changes they intend to make and the impact they believe these changes will make in the world.

**Closure:**

As a classroom group, come up with a list of five to 10 guidelines for the class to follow in order to reduce the amount of garbage produced. Post this list where it is visible in the classroom.

**Assessment Suggestions:**

- Participation during activity and discussion
- Depth of understanding as indicated in the written reflection

**Extension Activity:**

- Follow up throughout the year with more garbage weigh-ins, using the results from this activity as a benchmark. Create a graph on the classroom wall to track the progress of this activity.
- Students can make a presentation during a school assembly to challenge other classes or to recommend a school-wide policy.
- Students can write and design a class newsletter that can describe their activities and make suggestions for reducing litter at home.

# OUR CONNECTED WORLD

## ELEMENTARY LEVEL

**MILLENNIUM DEVELOPMENT GOAL #8:** Develop a global partnership for development

**Activity Snapshot:**

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

**Rationale:**

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.

**Objective:**

- Students will understand the interconnections between themselves and the larger world
- Students will explore issues of equity with respect to trade

**Materials:** world map, dot stickers, thumb tacks, Internet

**Steps:**

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?

1. 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.)
2. Once possessions have been exhausted, move on to ask where students' families, however 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:**

5. 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.

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.)?

## NOTE TO EDUCATORS

Some students may think the current situation is fine since it seems to work in the favor 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.

### Extension:

After explaining the concept of fair trade in greater detail, ask students to do a small research project on the practices and availability of fair trade products.

### Closure:

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 labeled 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.

# CONNECTING THE MILLENNIUM DEVELOPMENT GOALS

To organize the Millennium Development Goals, Free The Children divides them into four core themes—poverty, education, health and sustainable development. For simplicity's sake, these themes are presented separately, but it is essential that students understand that they are all interconnected, helping to meet the one larger goal of a better world for everyone.

It is crucial students realize that it is difficult to talk about effecting change in terms of one theme or goal and not acknowledge the impact this will have on the other goals. Progress in one goal can lead to progress in other goals. As we have seen, progress in eradicating poverty helps with everything from decreasing child mortality to promoting sustainable development to empowering women and much more. It is important that students keep these interconnections in mind.

## **Activity: Understanding the Interconnections**

The purpose of this activity is to demonstrate in a concrete and hands-on way that social issues are complex and that positive change toward the achievement of one of the Millennium Development Goals can affect the others.

## **Strategy:**

In a large space such as a gymnasium or field, organize students into eight groups. Each group will get a ball of yarn or string and a sign with one of the eight Millennium Development Goals listed. It is most effective if the eight balls of yarn are all different colors. One at a time, ask each team to describe a connection to one other MDG. The original team holds the yarn but extends the ball-end to the new connection. Then continue making the connections as many times as you can. If done slowly, a multi-coloured web will result.

Back in the classroom, replicate the process with different coloured chalk so students can make their own copy. Alternatively, you can make a permanent illustration on chart paper.

# CULMINATING ACTIVITY SUGGESTIONS

After completing the lesson plans and learning activities in the Millennium Development Goals—Teaching Tools section, students can apply their new knowledge and understanding in engaging and fun ways.

Try these activities with your students.

1. **Present school-wide assemblies.** Students can write and act out plays, perform songs or write short speeches to inform their peers on what they are learning.
2. **Film social issue documentaries.** Students can use video cameras to create a documentary television show. It could be done in a newscast format or with skits written by students to depict the social issue conditions in developing countries.
3. **Create board games.** Using the facts they have learned about social issues, students can design games for other students to play. If needed, students can use popular board games or television game shows as models, but should generate their own ideas for visuals, props and challenging questions.
4. **Publish a newspaper on social issues.** Assign various roles—editor, reporter, photographer, etc.—to your students and have them create a newspaper they can share with others.
5. **Design a poster campaign.** This information campaign can provide information on social issues that will be displayed in the hallways and classrooms or in the community.
6. **Plan a social issues information fair.** Students can work in teams and concentrate on one of the four key themes of the Millennium Development Goals—poverty, education, health or sustainable development. They can set up information stations in a school gymnasium and invite students to visit. As an option, students can design an information scavenger hunt sheet that visitors could use as a guide for the event. Don't forget to invite parents and visitors.
7. **Create picture books.** Encourage students to create picture books, on their own or in groups. One approach could be through making caricatures of themselves as world-changing superheroes and visiting developing countries to help.
8. **Invite guest speakers.** Based on the local experience with social issues, students can research leaders from their community to come in and talk about their programs (e.g., food bank director or environmental scientist).
9. **Construct a “before” and “after” village.** Ask students to create a three-dimensional model based on what they have learned about the conditions of schools, access to water, sanitation or medical services. The scale of the project can reflect the materials available and amount of space for a display.
10. **Create a large mural about active global citizens.** The mural can incorporate pictures, letters to the earth, poems or songs and suggestions for how kids can change the world. This can be done as puzzle pieces where each student has his or her own “piece of the puzzle” or as pieces of a quilt where each student does needlepoint or uses fabric paint to create their message.

Ideas can also be generated by your students—encourage them to be creative!

# WORLD MAP



# CHILDREN HELPING CHILDREN THROUGH EDUCATION

## About Free The Children

Free The Children is the world's largest network of children helping children through education, with more than one million youth involved in our innovative education and development programs in 45 countries.

## Our Mission

Free The Children was founded in 1995 by a group of 12-year-olds, led by international child rights activist Craig Kielburger, who dreamed of changing the world. Since then, it has grown into a youth movement that spans the globe. The primary goals of the organization are to free children from poverty and exploitation and free young people from the notion that they are powerless to affect positive change in the world.

## Youth Empowerment and International Development Programs

Through youth empowerment programs, Free The Children educates, engages and empowers young people to develop as socially conscious global citizens and become agents of change for their peers around the world. The immediate impact of our programs is significant. We can tally the hours youth log as volunteers, and count the dollars they fundraise to support overseas development. But the long-term impact is immeasurable: lifelong global citizens who put their global family at the forefront of their choices.

Our international development model, called Adopt a Village, is designed to meet the basic needs of developing communities and eliminates the obstacles preventing children from accessing education. Both holistic and sustainable, Adopt a Village is made up of four pillars crucial to lifting communities from poverty: education, alternative income, health care, and water and sanitation.

## Educational Partners

Free The Children works closely with a broad network of educators and school boards around the world as partners in education on global citizenship, character education and service learning. Our programming provides educators and students with lesson plans, learning tools, innovative engagement opportunities and fundraising and awareness campaigns that create tangible connections for students with the world around them.

Our programs:

- Improve student engagement and success
- Increase levels of student achievement
- Close the achievement gap
- Improve school visibility and reputation

Our goal and passion is to create a **generation of active global citizens**, students who are:

- **Educated** about the world and inspired to care about the issues
- **Engaged** in action to create positive social change
- **Empowered** to lead social action

## Track Record of Success

Free The Children has a proven track record of success. The organization has received the World's Children's Prize for the Rights of the child (also known as the Children's Nobel Prize), the Human Rights Award from the World Association of Non-Governmental Organizations, and has formed successful partnerships on youth empowerment programs with leading school boards, Oprah's Angel Network and Virgin Atlantic.

### Partner with Free The Children

If you are interested in engaging your school or classroom in our educational and empowerment programs, please call

**1.416.925.5894** to speak with a youth programming coordinator, e-mail

**youth@freethechildren.com** or visit us online at

**www.freethechildren.com** to learn more about our programs, resources and youth-driven campaigns.