



MILLENNIUM DEVELOPMENT GOALS: SECONDARY LEVEL- FULL LESSON PLAN

Millennium Development Goals – Backgrounder

- 3 Creating Goals For a Better World
- 3 What are the Eight Millennium Development Goals?
- 4 Charting the Four Core Themes of the United Nations Millennium Development Goals
- 5 Where Did the Millennium Development Goals Come From?
- 6 What Do the Millennium Development Goals Involve?

Millennium Development Goals – Activities

- 9 Activity #S1: Solutions to World Hunger
- 11 Handout/worksheet S7: Philosophy Handouts
- 12 Activity #S2: Global Strategies for Vaccinations
- 14 Handout/worksheet S8: The Global Polio Eradication Initiative – Student Case Study
- 15 Activity #S3: Exploring the Importance of Education
- 17 Activity #S4: The Invisible Girls
- 19 Activity #S5: The Story of a Birth
- 21 Handout/worksheet S17: The Story of a Birth
- 22 Activity #S6: Global Decision-Making—A United Nations General Assembly Simulation
- 25 Activity #S7: Finding Environmentally Friendly Alternatives
- 27 Activity #S8: G8 Summit at Gleneagles—Role Play
- 29 Handout/worksheet S23: G8 Summit at Gleneagles – Student Handout
- 30 Connecting the Millennium Development Goals
- 31 Culminating Activity Suggestions
- 32 World Map
- 33 About Free The Children

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.

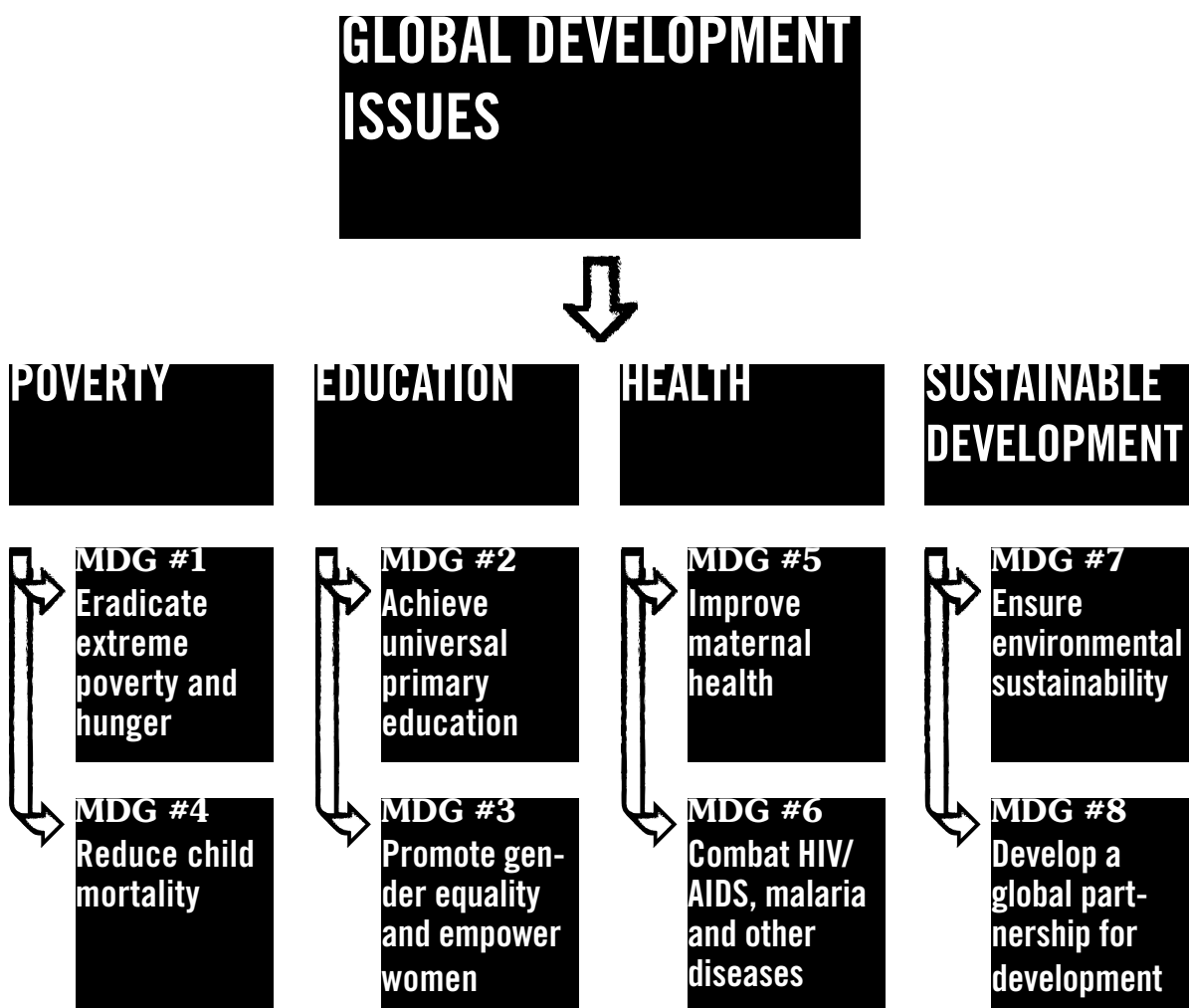
Now, imagine it was in your power to change the lives of these children—to provide nourishment, health care, education and hope for a better tomorrow. A brighter future isn't just a dream. It's a reality.

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."^{xviii}

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.

SOLUTIONS TO WORLD HUNGER

SECONDARY LEVEL

MILLENNIUM DEVELOPMENT GOAL #1: Eradicate extreme poverty and hunger

Activity snapshot:

In small groups, students will be assigned a specific strategy for solving world hunger—distribution, education, technology or debt cancellation. Each group will receive a brief explanation of their solution and a potential problem with that solution. As part of a structured, round-table discussion, all four groups will envision a plan to address world hunger that solves each identified strategy problem by combining aspects of all four solutions. While the objective is to create one plan comprised of opinions from all groups, consensus will be a challenge. This mirrors the reality of creating plans in global issues. Any difficulties are to be expected and should be discussed during the closure debriefing.

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. It is difficult and often impossible to meet nutritional needs on this kind of a daily budget. Hunger is a major barrier to breaking the cycle of poverty; when people, especially children, are hungry, they are unable to learn, grow, fight disease or play. There are many schools of thought when it comes to finding solutions to world hunger. Though there is value in each of these philosophies, they all fall short of being a complete solution on their own.

Objectives:

- By creating their own development strategy that holistically approaches a problem, students will gain an understanding of the complexities of world hunger and development strategy.
- Students will explore diplomacy by working together to build a consensus.

Time: Two 60-minute periods

Materials: Handout/worksheet S7: Philosophy Handouts

Steps:

1. In a large group discussion, briefly review the issue of world hunger.
2. Divide the class into four groups. Explain that there are many differing schools of thought when it comes to solving world hunger. For the purpose of this exercise, we will focus on four different approaches. Each group will represent one philosophy.
3. Hand out one philosophy to each group from the paragraphs on S7: Philosophy Handouts. Each group will represent their philosophy in a round-table discussion that will combine all four philosophies into one solution framework.
4. Groups will split up and spend the remainder of the period creating a list of five benefits of their philosophy and five challenges or potential reasons why it cannot be a long-term solution to world hunger on its own.
5. Possible extension: teacher may assign at-home research in preparation for the round-table to take place next class.
6. At the beginning of the next class period, each group will choose one student to represent their philosophy at the round-table.

7. Remind students that though they may not personally agree entirely with their philosophy, their goal in this exercise is to negotiate so that is as much a part of the unilateral solution as possible while coming to a consensus with the other three groups.
8. The exercise will begin with one representative from each small group meeting at the round-table to present their groups' philosophy in two minutes. After all presentations are made, students will return to their small group and create a strategy which combines all four philosophies to their liking. They will have 30 minutes to draft this strategy.
9. Representatives will then return to the round-table for the first round of negotiation. Each will share the new strategy and attempt to generate one strategy acceptable to all.
10. The activity is complete when the round-table group produces a written resolution which the teacher approves as a plan that effectively combines all four philosophies.

Written reflection:

Ask students to respond to the following questions:

- What do you see as the most difficult challenges to resolving a health crisis?
- Why is it so difficult for different groups of people to agree?
- Is consensus necessary? Why/why not?

Closure:

Come together in a large class discussion to assess the negotiations. Ask students to share their experience. What worked well? What did not work well? How do they feel about the plan they have developed?

Assessment Suggestions:

- Student participation during large and small group activities.
- Written reflection to gauge the depth of understanding.

Handout/worksheet S7

PHILOSOPHY HANDOUTS

Distribution:

The problem of world hunger is a problem of distribution. The amount of food produced by the entire world could feed seven billion people. The world population is estimated to be about six billion. There should be enough food for everyone, and yet many people are malnourished while food goes to waste in many developed countries. By redistributing the world's food resources through aid programs, we can ensure that everyone is properly fed.

Problem: How does better distribution ensure that developing regions are empowered to eventually solve their own hunger problems? What other development measures are necessary to strengthen a society? Is there a place for food distribution, perhaps early on in a development strategy?

Education:

Education is the solution to world hunger. By teaching people how to grow food more efficiently, they will be better able to meet their own food needs. Even a basic primary education—which is not directly related to agricultural training—will better prepare people to meet their own needs because they will be able to earn a better income and provide for their family.

Problem: How can education be a priority when children are too hungry to learn and families cannot afford to send their children to school? What other development measures are necessary to strengthen a society so that education can be effective?

Technology:

World hunger can be solved by technology. Many countries do not have enough land that is good for farming. People are unable to grow enough food and/or a variety of food to make up a nutritionally-balanced diet. In addition, droughts and floods can jeopardize a whole season of crops, placing a community at great risk for starvation. Technology can help to solve these problems in many ways. Mechanization of farming implements, artificial fertilizers and genetically modified crops that resist hard weather fluctuations are three technological solutions to hunger in the developing world.

Problem: How will these technological advancements affect the environment, considering that they are genetically modified and/or not native to the area? What happens when the fertilizer or special seeds run out, or the machinery breaks? What other development measures are necessary to strengthen a society so that technology can be effective?

Debt cancellation:

The crushing effect of world debt in developing countries is responsible for the world hunger problem. Governments in developing countries are unable to spend needed funds on relieving hunger because so much of their budget goes towards repaying debt, and the restrictions on their loans prevent them from needed social spending. By eliminating debt, we give developing countries the freedom to solve their hunger problems for themselves.

Problem: In cases where government is corrupt or under-developed, how does the cancellation of debt guarantee effective social spending? What other development measures are necessary to strengthen a society so that debt cancellation can be effective?

GLOBAL STRATEGIES VACCINATIONS

SECONDARY LEVEL

MILLENNIUM DEVELOPMENT GOAL #4: Reduce child mortality

Activity Snapshot:

Students will analyze a case study of a successful World Health Organization vaccination campaign. They will develop an understanding of why this campaign was effective and discuss reasons why it is still incomplete.

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.

Of the 130 million children born in a year, two to three million will die from diseases that could have been prevented with a simple vaccine. These children lack access to vaccinations against the preventable diseases and illnesses that are killing children by the millions.

Objectives:

- Students will understand the importance of vaccinations as a way to prevent disease.
- Students will explore a vaccination case study to understand global vaccination as a form of development
- Students will apply their new understanding of vaccination programs to a current child health issue affecting the developing world.

Materials:

Handout/worksheet S8: The Global Polio Eradication Initiative – Student Case Study

Steps:

1. As part of a large group discussion, assess student knowledge about vaccinations. Begin by asking students to share their own experience of immunization as young children. Do they know what they were vaccinated for and why?
2. Introduce polio. Describe the disease and discuss the North American polio epidemic of the mid-twentieth century. Ask students if any of their grandparents or older relatives suffered from polio, or knew anyone who did.
3. Draw the link between the eradication of polio in North America and the immunization which children still undergo in North America today (i.e., is this disease no longer a threat as a result of vaccinations?)
4. Discuss the availability of vaccinations in other parts of the worlds. Share the stats in the “Rationale” section of this lesson plan. Introduce the role of the World Health Organization’s vaccination campaigns.
5. Distribute the handout/worksheet S8: The Global Polio Eradication Initiative – Student Case Study.
6. Students will work individually with the handout to answer the two “Analysis Questions” at the bottom of the document. Allow students 30 minutes to complete this part of the activity.
7. When students have completed the handout questions, come together as a large group. Through a

group discussion, record answers on the board or chart paper.

Transition:

8. Divide the class into small group of three to four. Each group will identify two changes to the polio campaign that would make it more effective. They will write their changes in the form of a resolution and present it to the class.

Example resolution: The WHO will add an education component to the campaign to help dispel rumours of vaccination contamination.

9. Each group will present their resolutions to the class.

Closure:

Facilitate a group discussion that addresses common themes which arose during the resolution presentations.

Assessment suggestions:

- Student participation during discussions and small group work
- Worksheets can be collected and assess analysis questions

Handout/worksheet S8

THE GLOBAL POLIO ERADICATION INITIATIVE — STUDENT CASE STUDY

In 1988, the World Health Organization (WHO) announced a plan to eradicate polio by 2005 through a widespread international vaccination program. The \$4.6 billion program was extremely successful, with polio cases reduced by 99.8 per cent by the 2005 target.

How did/does it work?

The WHO initiative functioned in four main ways:

1. National Immunization Days in countries where the disease is a major problem. WHO workers set up a series of days when a given nation's children were vaccinated.
2. Routine immunization of young children: all children are vaccinated when they reach a certain age.
3. Surveillance of new cases: new cases are investigated and/or identified when acute flaccid paralysis—the major symptom of polio—is reported.
4. “Mop-up” campaigns: the WHO enters areas where the disease continues to spread and conducts vaccinations.

Current Program Status:

In order for a disease to be completely eradicated, it must be 100 per cent eliminated, which means that the polio initiative is still incomplete. Polio remains a problem in a few select countries because of resistance to vaccinations:

- Nigeria, 2003. The State of Kano suspends the campaign to investigate allegations that the vaccination needles were infected with HIV and anti-fertility drugs; part of a western plot to control the West African population.
- Pakistan, 2007. Clerics use loudspeakers, radio stations and word of mouth to spread a rumour that the WHO polio vaccine sterilizes children. An estimated 24,000 children do not receive the vaccine because their parents refuse. WHO health workers are targeted with violence.
- In addition to Nigeria and Pakistan, polio is still a problem in India and Afghanistan.

Projections:

When a disease is not entirely eradicated, those who are infected with it can continue to spread the disease to others. The rate of infection will grow, rather than decrease. The WHO must find a way to gain the confidence of parents in these regions in order to complete the campaign.

Despite this roadblock, the polio vaccination program has been extremely successful and is likely to eventually eradicate the disease entirely.

For more information:

The Global Polio Eradication Initiative: <http://www.polio.info/polio-eradication/front/index.jsp?&siteCode=POLIO&lang=EN&codeRubrique=9>

Analysis Questions:

1. Identify three reasons why the campaign was effective
2. Identify three reasons why the campaign is still incomplete

THE IMPORTANCE OF EDUCATION

SECONDARY LEVEL

MILLENNIUM DEVELOPMENT GOAL #2: Achieve universal education

Activity Snapshot:

Students will understand the importance of basic education in their lives by considering the impact of their education on daily activities. Through research, they will apply this understanding to the ability of people in the developing world to meet their basic needs in the areas of health, hunger and income generation.

Note: “Basic needs” are those required for survival, including access to sufficient nutritious food, clean water and sanitation as well as shelter, clothing and access to adequate health care.

Rationale:

Around the world, approximately 120 million young children are not in primary school.^{iv} These children never get the chance to learn the basic skills that children in North America take for granted. They cannot read, write or do simple arithmetic—basic skills that allow people to lift themselves out of the cycle of poverty. Universal education ensures that all children are equipped with these basic skills, giving them a fighting chance at improving their own lives and the lives of their children.

Objective:

- Students will draw empathetic links between their own privileged experience of education and the experience of their peers around the world who do not benefit from education.

Time: 60 Minutes

Materials: Chart paper or blackboard

Steps:

1. Ask students to identify each instance during a normal day when they either read or use math. Introduce the activity by explaining the difference between an “active” or “deliberate” act of reading or math (e.g., reading a book, writing a math test) and an “Unconscious” act of reading or math (e.g., instant messaging on the computer, sending e-mail, calculating the price of an item after tax). Ask each student to create a list that is inclusive of school and at-home activities.
2. In a large, group discussion, ask students to share their answers. Record answers on the board or chart paper.
3. Now ask students to identify broader activities that they wouldn’t be able to do as well or necessities that they wouldn’t be able to meet as easily if they couldn’t read or do simple math (e.g., managing finances, signing contracts, etc.). Make a separate list on the board.
4. Split the class into smaller groups of four to five students.
5. Each group will create two short day-in-the-life narratives based on a broader activity that they select from the list. They will create one story for an adult living in their community and one for an adult living in a rural village in the developing region they are studying. For example, if their topic is managing finances, they could create two stories that address the difference in financial literacy

between someone who has received a basic education and someone who has not. They will ask themselves, “How do levels of financial literacy affect daily life” and use the two diverse stories to answer the question.

6. Explain to students that the day-in-the-life narrative should focus on the specific issue they have selected. It can follow the subject through an entire day or just through one particular activity.
7. If time and resources allow, you may require students to support their narratives with two to four facts from online research or with anecdotes from the Stories About Education section of this binder.

Closure:

Students will present their narratives to the class. They may do so by reading their stories or by acting them out in a skit.

Assessment Suggestions:

- Student understanding of the cycle of education
- Student participation during discussions
- Presentation of narratives/skits

THE INVISIBLE GIRLS

SECONDARY LEVEL

MILLENNIUM DEVELOPMENT GOAL #4: Promote gender equality and empower women

Activity Snapshot:

Through simulation, the class will understand a gender equality statistic in more tangible terms. They will then analyze a story to identify barriers facing women in the developing world, and strategies for working towards equality.

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.

Objectives:

- 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

Materials: masking tape, bag of pencils or other writing instruments, copies of handout/worksheet G11: Easing the Heavy Loads of Kenyan Women and Children, blackboard or chart paper

Steps:

Fact: 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.^v

1. Create two arbitrary groups by separating students based on their birthdays—everyone born between January and June is in one group and July to December is in another group. One group will represent women and one group will represent men. Keep this representation information from students until the activity is debriefed.
2. Using masking tape, create a box on the classroom floor that represents about one per cent of the room. Use a larger room, like the gymnasium or cafeteria, if possible. The entire group representing women must try to fit within that box, or as close to it as possible. The other group is free to stretch out around the room.
3. Distribute the bag of pencils between the two groups. Give approximately 10 per cent to the women's group. Give the rest of the bag to the men's group to share.
4. Now announce to the class that they will be doing writing assignments. The women's group will write two assignments and the men's group will write one. These are due by the end of the day. They must work within the classroom space they have been assigned.

5. Distribute copies of handout/worksheet G11: Easing the Heavy Loads of Kenyan Women and Children to every student. Ask them to read the story as it will provide the background for the writing assignment.

Transition:

6. When students are finished with the stories, reveal that the previous activity was a simulation about gender equality. Read this statistic to the class: 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.^{vi} Explain how each element of the statistic was represented in the simulation (work=writing activity, income=pencils, property=masking-taped area). Also reveal that there is actually no written assignment!
7. Debrief the activity by asking students to share their reactions. How did members of each group feel? How do they feel now, knowing that the simulation represented gender inequality?
8. 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 don't have the same learning opportunities as boys. Girls and women are more likely to suffer from poverty because they don't get the education they need. Explain that part of the reason women are not in school is because of the roll they are expected to fill, the work they must do in their communities and the effects of poverty.
9. As part of a large group discussion, review the story that was distributed in Step 5. Ask students to brainstorm a list of barriers facing girls and women based on this story. Ask them to consider familial and societal expectations and the effects of poverty. Record answers on the board.
10. Working with the list, ask students to brainstorm ways that education could help to eliminate these barriers. Record answers in a separate column on the board.

Closure:

Students will write a reflection about their experience in this activity. These reflections will specifically address the student's reaction to the causes for hope outlined in the last two paragraphs of the story. What do they hope for the future of women in the developing world?

Assessment Suggestion:

- Student participation during activity and discussions
- Depth of understanding as indicated in the written reflection

THE STORY OF BIRTH

SECONDARY LEVEL

MILLENNIUM DEVELOPMENT GOAL #5: Improve maternal health

Activity Snapshot:

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

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 disease. 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.
- 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. 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 they are uncomfortable.

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

Materials: Handout/worksheet S17: The Story of a Birth

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. Ask students to consider the assumptions held by North Americans regarding healthcare experiences for pre/post natal care (i.e., doctors, not midwives deliver babies, babies are delivered in hospitals not homes, medicine for pain is preferable).
3. Talk to your students about their experiences with childbirth (e.g. younger siblings, neighbours,

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.) as well as the prenatal care to which we are accustomed in North America.

4. Distribute handout/worksheet S17: The Story of a Birth and ask students to speak to a woman who has given birth about her experiences during pregnancy and childbirth.
5. The next day, hold a discussion about some of the information they gathered.
 - a. What are some of the similarities between all of their experiences?
 - b. What are some of the differences?
 - c. What did they learn that surprised them?
 - d. Share their ideas about how things would be different for new mothers in the developing world.
 - e. How might extreme poverty make these birth stories different?
6. 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.
7. As a class, identify five measures that could be implemented to improve maternal health in the developing world, based on the findings from the worksheet.

Handout/worksheet S17

THE STORY OF A BIRTH

My interviewee was pregnant from (month/year) _____ to (month/year) _____

During this time, she visited the doctor _____ times.

She took the following health measures while she was pregnant:

-
-
-
-

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

-
-
-

She bought the medicines from: _____. Did she pay for the medicines herself, or were they covered by insurance or public health programs? _____

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)

How did the childbirth class help her?

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

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)

My interviewee stayed at the hospital for _____ days.

With your interviewee's help, write a paragraph on the following:

Mothers in the developing world sometimes have a harder time when having a baby because they don't have easy access to doctors, hospitals and other services. My interviewee believes that if she had been a mother in a developing country, maybe things would have been different. This is how (write a paragraph on the back of this page):

MOCK UNITED NATIONS

SECONDARY LEVEL

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

Activity Snapshot:

In a simulation, students will represent different countries in the United Nations to debate and vote on a resolution that asks industrial nations to contribute more funds toward the Global Fund to Fight AIDS, Tuberculosis and Malaria.

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 and care for younger siblings, even though they are still children themselves. Although HIV/AIDS is a global issue, it most seriously affects those living in poverty because they lack access to life-saving medicines. Not only is HIV/AIDS a contributor to poverty, in some cases it is actually reversing progress that has been made to alleviate extreme poverty. By putting themselves in the place of global leaders, students will think about the decision-making process at the national and international levels in matters of unified mobilization.

Objective:

- Students will learn how the United Nations works.
- By representing and researching a country, students will learn about the devastation of HIV/AIDS and how it hinders development in some of the poorest countries in the world.

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

Materials: Research time on the Internet, materials to create flags (option: print the flags from the Internet)

Online resources:

The United Nations: An Introduction for Students: www.un.org/Pubs/CyberSchoolBus/unintro/unintro.asp

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

The Global Fund: www.theglobalfund.org

UNAIDS Country Information: www.unaids.org/en/Regions_Countries/Countries/default.asp

UN General Assembly Session on HIV/AIDS: www.un.org/ga/aids/coverage/index.html

Millennium Campaign: www.millenniumcampaign.org

Steps:

Research and Introduction

1. Explain to students how the United Nations works based on information you read in “The United Nations: An Introduction for Students” at www.un.org/Pubs/CyberSchoolBus/unintro/unintro.asp. This should be a quick overview so that students understand the basics of this international organization. (Note: Depending on prior knowledge of the United Nations, this step may require a whole class.)
2. Working in pairs, students will be randomly assigned to countries. Ideally, there will be an equal representation of African, Asian and developed countries (you can select the countries in advance and

place names in a hat). Each pair must represent a different country.

3. Share the following resolution with your students and let them know this will be the basis of their debate and it will be the resolution on which they will vote as members of the General Assembly at the United Nations.

Be it resolved that all UN member nations commit 0.25 per cent of their gross national income to the Global Fund to Fight AIDS, Tuberculosis and Malaria. This amount will be separate from each country's foreign aid contributions (or Official Development Assistance). Member nations that do not comply will forfeit their voting rights in the General Assembly for a period of six months

4. Give students sufficient class time (and homework time) to do research based on the following criteria:
 - a. Information about the Global Fund
 - b. General information about the country they are representing (population, GDP/GNI, political situation, etc.)
 - c. Specific information about the HIV/AIDS situation (infection rates, access to anti-retroviral drugs, deaths, AIDS orphans, etc.) in the country and the national response to HIV/AIDS
 - d. Information about global support and barriers to address HIV/AIDS as a global pandemic

Presentation

5. Ask students to prepare an official statement (2-3 minutes) that will tell the General Assembly (all the other student-represented countries) about their national stance on the resolution. The official statement should provide all the elements of their research on the four areas listed above. It should end with a "[Name of country] supports/does not support this resolution." These presentations will likely take up an entire period.
6. Encourage students to take notes on these official statements for the debate the next day (i.e., each pair will want to keep track of what the representatives from the other countries are saying in relation to the resolution so that they may speak for or against these statements during the debate. Students should make a list of questions they want to ask or remarks they want to make to certain representatives.).

Debate and vote

7. In the third period, open up the floor to allow students to debate the resolution. Begin by reading the resolution out loud and then allow country delegates to ask questions of each other based on their own official statement or one they've heard from another country.
8. Fifteen minutes before the class period ends, bring the debate to a close. Give students five minutes to confer with their partner on what their final stand will be on the resolution. Then read the resolution one last time and ask countries to vote. Each country only gets one vote (each pair should vote the same way). Ask them to stand if they:
 - a. Agree
 - b. Disagree
 - c. Undecided
9. Record and then count the number of people standing next to each of the three categories. The one with the highest number of votes wins. If the votes are highest in the "Disagree" or "Undecided" category, the resolution fails. This means that the resolution dies right there. If the highest number of votes is in the "Agree" category, the resolution passes. This means the United Nations General Assembly has decided to move the resolution to action.
10. Make an official announcement on whether the resolution passes or fails.
11. Hold a class discussion to debrief what they've learned. Discuss the following:
 - a. How easy or difficult is it to come to an international consensus? Why?

- b. Do governments stop to think of the human cost of their decisions?

Extension and ideas for running a debate:

Set up the room with desks in a horseshoe style so that students can speak directly to each other from their chairs/desks. Encourage students to print off or reproduce the flag for their countries to place on their desks. On the day of the presentations and debate, they can come dressed in attire that is culturally or nationally specific (Note: This should be built in to their research).

Record some of the highlights of this simulation and, with the principal's permission, ask one or two of the students to read them as part of morning announcements at school or at an assembly. They can read the resolution and announce whether it passed or failed.

Create a scrapbook with all official statements, flags, the resolution, the final decision and any pictures taken. Put it in the library for other students in the school to look through.

Closure:

In discussions afterward, students will be able to draw connections between the reality of AIDS for children in the developing world and how it impacts the global community.

Assessment Suggestions:

- Research reflected through preparation for the Model United Nations
- Presentation skills during reading of official statement and debate

FINDING ENVIRONMENTALLY-FRIENDLY ALTERNATIVES

SECONDARY LEVEL

MILLENNIUM DEVELOPMENT GOAL #7: Ensure environmental sustainability

Activity Snapshot:

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

Rationale:

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

Objectives:

- Students will understand how individual actions contribute to environmental degradation.
- Students will generate strategies for reducing their impact on the environment in different aspects of their lives.

Time: Two 60-minute periods

Materials: blackboard and access to Internet or library to conduct research

Steps:

1. Provide a brief recap of global warming and climate change. See handout/worksheet G18: The Local Experience: Our Own “Environmental Report Card.” (Note: Students may have seen the popular documentary, *An Inconvenient Truth*, created by former US vice-president Al Gore.)
2. Write these five categories as headings on the board: Household Activities, School Activities, Transportation, Food and Drink, Entertainment and Fashion.
3. In a large discussion, identify two to three activities or products for each of these categories that consume resources, create emissions and/or contribute to climate change. Provide the following examples if students are slow to provide answers:
 - Household Activities: heating, cooling, lighting
 - School Activities: paper use, lighting, heating (can also be specific to your school)
 - Transportation: Idling engines in cars or buses, traveling via airplanes vs. cars vs. carpooling vs. buses vs. cycling or walking, paving and maintaining roads
 - Food or Drink: heavily processed food, food with lots of packaging, food that is shipped from far away vs. locally grown, organic foods
 - Entertainment and Fashion: Buying new clothes all the time vs. buying vintage or used clothes, buying clothes that are heavily processed vs. buying organic clothes

Transition:

4. Split the class into five groups and assign one of the five categories to each group.
5. Provide each group with resources for research—either access to the Internet or the library. Research can also be completed as homework if necessary. Each group will choose one to two aspects of their category as a focus for their research. They will choose a specific problem—like consumption of energy through heating—and then use their research time to learn about more environmentally friendly alternatives (i.e., solar or wind power).
6. Each group will prepare a skit in the form of a commercial about their alternative, environmentally friendly practice. The purpose of the skit is to educate the rest of the class about a small change they can make in one aspect of their life to reduce their consumption.

Closure:

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

Assessment Suggestions:

- Depending on the experience level of your students, establish assessment criteria that students can work from while creating their skits (required length, use of visual aids/technology, amount of factual detail required etc.).

Extension activities:

- a. Create a list for the classroom wall with five to 10 actions that students will take to reduce their consumption. Each student can sign the bottom of the list demonstrating their personal commitment to their action.
- b. Students can perform the most effective skit at the next school assembly, with the goal of raising awareness amongst the student body.

Useful Links:

Climate Action Network: <http://www.climatenetwork.org/>

Energy Saving Trust: <http://www.est.org.uk/>

Renew-Reuse-Recycle: <http://www.renew-reuse-recycle.com/>

United Nations Environmental Program: <http://www.unep.org/>

International Institute for Sustainable Development: <http://www.iisd.org/climate/>

US Environmental Protection Agency: <http://www.epa.gov/>

To measure your own ecological footprint, visit www.earthday.net/footprint/index.asp.

G8 SUMMIT AT GLENEAGLES

SECONDARY LEVEL - ROLE PLAY

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

Activity Snapshot:

Working in groups, students will re-enact/simulate elements of the 2005 G8 Summit. They will present the promises that were made to reduce or cancel debt. They will also address reasons why more debts were not cancelled. Finally, students will present arguments that explain or justify why G8 governments have not yet met their obligation of giving 0.7 per cent of their gross national income (GNI) toward foreign aid (also known as Official Development Assistance).

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. A good place to start is with developed nations living up to the internationally agreed-upon promise of devoting 0.7 per cent of GNI to foreign aid. Another place for such a partnership to flourish is the annual G8 Summit. At these meetings, the governments of the eight largest economies in the world—Canada, France, Germany, Italy, Japan, Russia, United Kingdom and United States—meet to discuss international economic, political and social issues. It is one of the best opportunities for developed nations to take a leadership role in global development. While the G8 Summits usually receive a lot of media attention and international interest, the Live 8 concerts and Make Poverty History movement shifted the 2005 G8 Summit at Gleneagles into the spotlight for the average citizen.

Many promises were made, but the eight nations that account for a big part of the world's economy (and only 13 per cent of the population) still fell far short of the commitments needed to pull almost half of the global population—that's close to three billion people—out of poverty.

Objectives:

Students will:

- be introduced to the purpose and practices of G8 Summits.
- understand the concept of debt reduction and cancellation.
- see the difficulty when G8 nations make promises that are not followed through upon.

Time: Two or three 60-minute periods

Materials: Internet, handout/worksheet S23: G8 Summit at Gleneagles – Student Handout

Steps:

Introduction:

8. Divide your students into seven groups (information for Russia's ODA contribution is unavailable). Each group will represent one of the following G8 countries: Canada, France, Germany, Italy, Japan, United Kingdom and United States. Conduct a large group introductory discussion to assess the knowledge levels of the terms "trade," "aid" and "debt."
9. Ask students to do Internet research in their groups to learn more about trade, aid and debt. They

should find some basic information on how fair trade, sufficient aid and the cancellation of debt will help billions of people in the developing world.

Transition:

10. Each group should prepare a five to eight-minute presentation as representatives from the G8 country they have been assigned.
11. As representatives from the countries they have been assigned, students' presentations should include the following elements:
 - a. Promises made at the 2005 G8 Summit with an explanation of intended outcomes of these promises
 - b. Explanation of why the G8 leaders felt these were sufficient results for the summit (and why more was not promised)
 - c. A rationale on why more was not done
 - d. Valid reasons why their government does not contribute 0.7 per cent of their gross national income to foreign aid

Extension:

Encourage some of the students to take on the role of some of the other people who played an instrumental role in raising awareness in 2005. Some examples can include: a representative from the Make Poverty History movement, musicians Bono or Bob Geldof, representatives from the developing world, etc. These people can make up a panel that questions the "leaders" of the G8 governments on their performance at the summit (i.e. during their presentations). They can ask questions like:

- a. Why don't countries always follow through on their promises?
- b. What kinds of measures can you take to ensure that national governments will stay the course with their promises even when political agendas change (especially through elections, special interest groups, etc.)?

Closure:

Based on what your students have learned, create five "We believe" or "We know" or "We recognize" statements that students create as a group. Ask all students to sign the document and post it in a visible place in your school. Share the statements with the rest of the school at an assembly or over the morning announcements.

Assessment Suggestions:

- Student discussion and debate
- Presentations

Handout/worksheet S23

G8 SUMMIT AT GLENEAGLES – STUDENT HANDOUT

Your presentation will include the following elements for the country you are representing:

1. Promises made at the 2005 G8 Summit with an explanation of intended outcomes of these promises
2. Explanation of why the G8 leaders felt these were sufficient results for the summit (and why more was not promised)
3. A rationale on why more was not done
4. Valid reasons why their government does not contribute 0.7 per cent of their gross national income to foreign aid

Something to consider: Many nations count their contributions to war or peacekeeping efforts as part of their foreign aid (for example, Canada's involvement in Afghanistan is included in the dollar amount of Canada's ODA).

Preliminary list of research sources:

- G8 Gleneagles: www.g8.gov.uk
- Perthshire G8 2005: www.perthshireg8.com
- University of Toronto G8 Information Centre: www.g7.utoronto.ca
- Aid Statistics, Donor AID Charts: www.oecd.org/countrylist/0,2578,en_2649_34447_1783495_1_1_1_1,00.html
- Make Poverty History: www.makepovertyhistory.org (Make Poverty History response to G8 communiqué: www.makepovertyhistory.org/docs/8-07-MAKEPOVERTYHISTORYresponsetoG8communique.doc)
- Data: www.data.org

| G8 Country | Net ODA in 2004 (US \$ billion)* | Net ODA in 2004 as percentage of GNI (%)* | GNI in 2004 (US \$ billion)** |
|----------------|-------------------------------------|---|----------------------------------|
| Canada | 2.6 | 0.27 | 905 |
| France | 8.47 | 0.41 | 1,900 |
| Germany | 7.53 | 0.28 | 2,500 |
| Italy | 2.46 | 0.15 | 1,500 |
| Japan | 8.91 | 0.19 | 4,700 |
| Russia | Info not available | Info not available | 491 |
| United Kingdom | 7.88 | 0.36 | 2,000 |
| United States | 19.7 | 0.17 | 12,200 |

Sources:

*Organization for Economic Co-operation and Development.

**World Bank.

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.