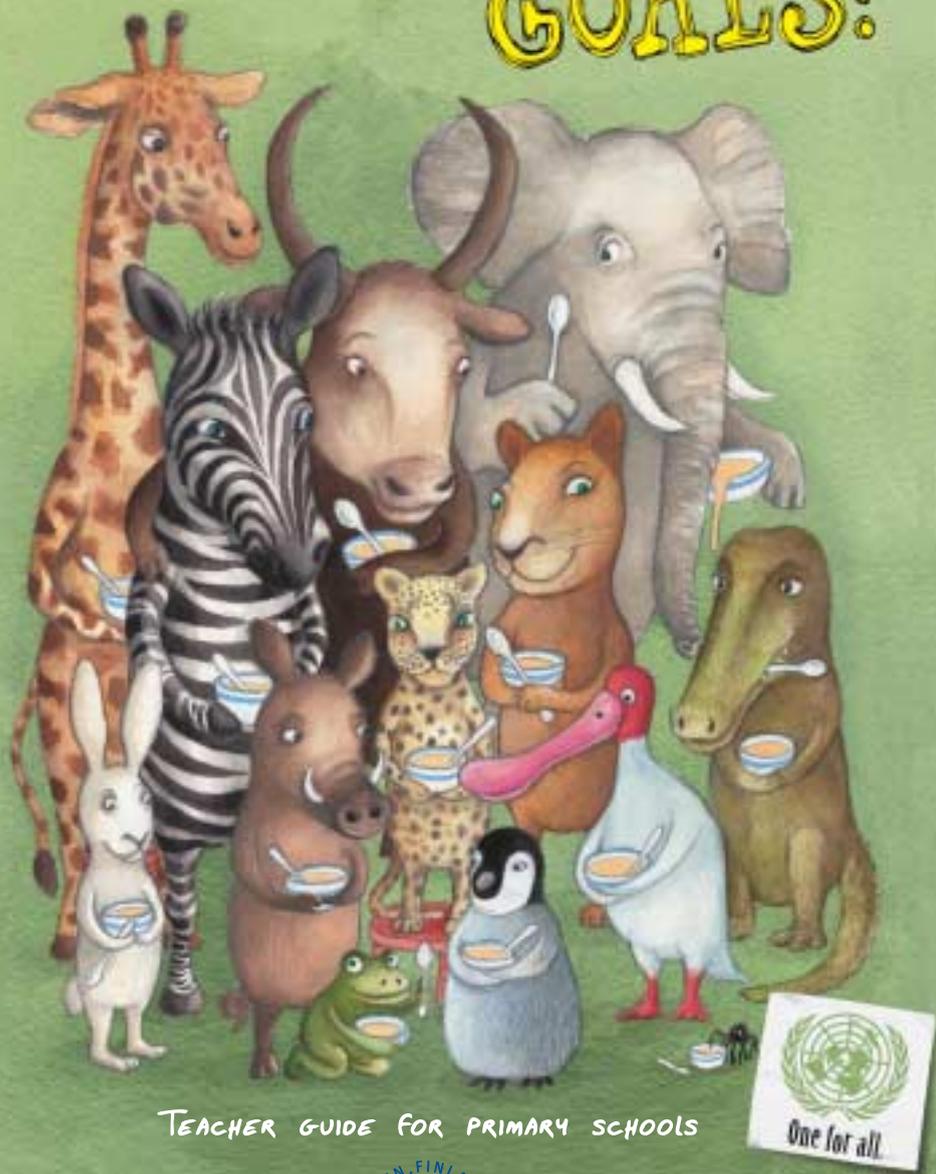


MILLENNIUM GOALS!



TEACHER GUIDE FOR PRIMARY SCHOOLS



MINISTRY FOR FOREIGN
AFFAIRS OF FINLAND

DEAR READER,

We hope that this guide will inspire as broad-based an examination and consideration of UN Millennium Development Goals in schoolwork as possible. This guide, which is primarily geared toward primary schools, is part of an information campaign on Millennium Development Goals conducted by the Ministry for Foreign Affairs of Finland. The goal of the campaign is to inspire the interest of children and youth in particular in development issues and provide support for global education in schools. This guide is naturally not restricted to the school world, as it can be utilized by all who are interested in development issues. Everyone is invited to use it as such, or adapt parts of its content for workshops, presentations, development of new awareness raising products and so forth.

Ministry for Foreign Affairs of Finland, Development Policy Information
September, 2006

Artist Julia Vuori is in charge of the illustrations in this guide.

Facts and figures presented in this guide have been collected from various UN reports available 2006. Ministry for Foreign Affairs of Finland is not responsible for the content of presented external websites.

THERE IS A WEALTH OF INFORMATION AVAILABLE ON THE MILLENNIUM DEVELOPMENT GOALS.

See the final page for further links.

WHAT IF ... THE WORLD COULD BE BETTER?

This question was discussed in New York at the United Nations Millennium Summit held in 2000. This was the first time that each and every state in the world met to come up with ideas on how they work together to speed up development. Result of this historic conference was the Millennium Declaration.

The purpose of the Declaration is that all members of the world community bear responsibility for the well-being of others. Good development simply means that all people are given the opportunity to live a good life, free from misery, hunger, illiteracy, illness and danger.

The Millennium Declaration was signed by 189 countries. All signatory countries have committed themselves to the values and objectives of the Millennium Declaration.

Eight Millennium Development Goals were then derived from the Declaration. The aim was to define clear and measurable goals, which aim to eradicate poverty and solve the world's major developmental problems. The deadline set for achieving these goals is 2015.

These goals, together with the Declaration, form the basis for new and hopefully revitalized development co-operation.

The Millennium Declaration and eight Millennium Development Goals are by no means limited to states (governments) and inter-governmental organizations. All actors, civil society organizations (NGOs), as well as private individuals, can be engaged in this common quest.

EIGHT MILLENNIUM DEVELOPMENT GOALS

NO. 1: ERADICATE EXTREME POVERTY AND HUNGER

Halve the number of people living on less than one US dollar a day and in hunger from 1990 levels.

nro 2: ACHIEVE UNIVERSAL PRIMARY EDUCATION

Ensure that all children—both boys and girls—have the opportunity to complete their primary school education.

nro 3: PROMOTE GENDER EQUALITY AND EMPOWER WOMEN

Eliminate gender inequalities in primary and secondary education by the year 2005 and at all levels by 2015.

nro 4: REDUCE CHILD MORTALITY

Reduce the mortality rate for children less than 5 years of age by two-thirds of 1990 levels.

nro 5: IMPROVE MATERNAL HEALTH

Reduce maternal mortality by two-thirds of 1990 levels.

nro 6: COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES

Prevent the spread of HIV/AIDS, malaria and other major diseases.

nro 7: SUPPORT SUSTAINABLE DEVELOPMENT

- Internalise sustainable development principles in each country's policy and stem the depletion of natural resources.
- Halve the number of people suffering from a lack of clean drinking water and sanitation.
- Significantly improve the living conditions for at least 100 million people living in slums by the year 2020.

nro 8: DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT

- Develop a just and statutory international trade and financial system.
- Increase development co-operation to reduce poverty for committed developing countries.
- Meet the special needs of the least developed countries.
- Address the special needs of land-locked countries and small island developing countries.
- Solve the debt problems of developing countries.
- Guarantee employment to youths all over the world.
- Ensure the availability of medicines to developing countries.
- Make new technologies—information technologies in particular—available to developing countries.

ASSIGNMENTS

1. ASSIGNMENTS COMPREHENDING ALL GOALS

Project work

Choose one developing country and make a presentation of it using the Internet and other resources. Also try to explain how the development challenges described in the Millennium Development Goals occur in the country chosen.

Trivia competition

Look up information on a selection of developing countries. Prepare assignment cards; for example, make them look like the cards used in Trivial Pursuit.

Storytelling

Choose one of Julia Vuori's pictures. Examine the picture. Name the characters in the picture. Make a mind map for each character in the picture and put your thoughts concerning the character in question. Then write down a list of words that describe things that the characters might do. Think about what is happening in the picture. Write down your ideas on what might have been happening in the time 'before' the picture. What might happen in the time 'after' the picture? Then write a story. Be sure to include in your story some of the text found in the picture.

Plays

Do the same as above in storytelling, except take it one step further and put on small plays in groups.

Guess the poster

a. Put all the posters or mini-posters on display. A student chooses one poster and tells a story about it. The other students have their eyes closed or heads down. When the student telling the story is done, the rest of the class has to say which poster he/she was talking about. Then another student tells a story.

b. A student chooses one poster and describes it. The student tries to describe the poster in such a way that the subject is not readily apparent. The first student to guess which poster the story was about gets to tell the next story about a poster of his/her choosing.

Poster message

Learn more about each Millennium Development Goal and the corresponding poster. Try to figure out together how each Goal's picture and the poster text correspond to the Goal in question.

Sounds

Come up with ideas on what sounds or music might be heard in each of the UN Millennium Development Goal posters. Divide the class into eight groups. Each group puts together a 'soundtrack' for the poster assigned. Rehearse and then perform.

Poster poetry

The posters use very eloquent language and words, which the students can use to write their own poems.

Own poster series

In groups, the students prepare a new series of Millennium Development Goals posters. The whole class can together come up with ideas for the posters. Each group decides what will be put in its posters. The most important thing here is to get the Goal's message across.

Puzzle

Glue the chosen poster or part of it onto a piece of cardboard and cut it into pieces to make a jigsaw puzzle.

News report

a. During one week (for example), collect newspaper articles that are in one way or another related to Millennium Development Goals. What news did you find? What discoveries and conclusions could you make?

b. Divide the world roughly into developing countries and other countries. For one week collect news on developing countries. What discoveries and conclusions could you make?

c. Every day deliver a 'TV' news report. What news concerning developing countries would you broadcast?

Pictures of the world

Collect pictures from all over the world. Arrange them according to themes. The students can decide what themes to use. What conclusions can be made? What issues are emphasised? Why? What geographical areas are most often represented? Which are least often represented? Why? Finally, find out how the Millennium Development Goals can be seen in the pictures.

Board game

Using a world map, make a board game about developing countries.

Morning meetings

At morning meetings each UN Millennium Development Goal and its corresponding poster are discussed. The students talk about what they think the poster means.

Lessons, interactive games and quizzes on Internet

The United Nations Cyberschoolbus website contains materials and activities designed for educational use. Many of the materials include teacher guides. Explore the site and choose an activity or game.

TIME TO EAT!

"ALL RIGHT, LET'S ALL GET OUR SNOUTS IN THERE!" EXCLAIMED GIRAFFE

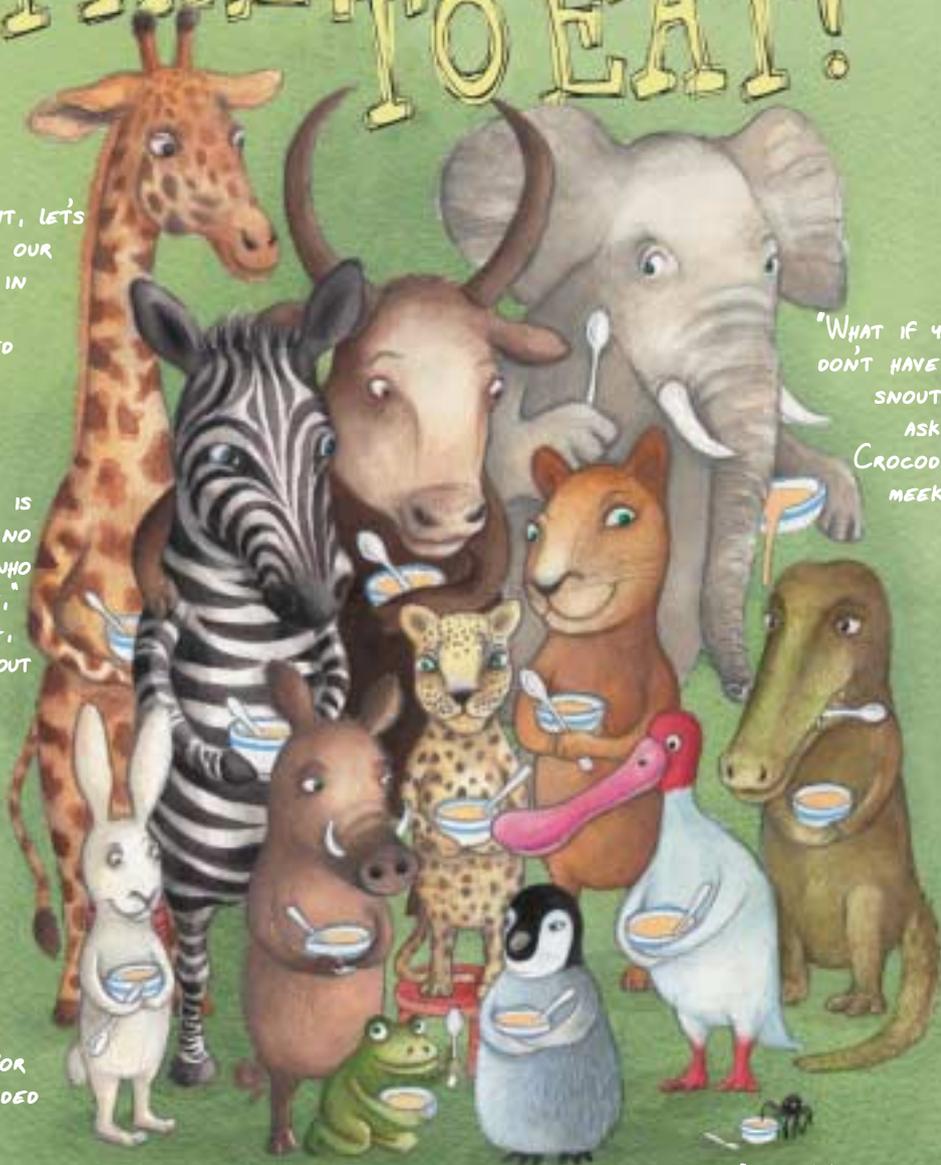
"WHAT IF YOU DON'T HAVE A SNOUT?" ASKED CROCODILE MEEKLY.

"HUNGER IS HUNGER NO MATTER WHO YOU ARE," SAID PIG, PASSING OUT LITTLE BOWLS.

"ONE FOR ALL," ADDED RABBIT.

"THE UN", FINISHED SPIDER.

EVERYONE THOUGHT THE CO-OPERATION TASTED JUST GREAT.



MILLENNIUM GOAL NO. 1: ERADICATE EXTREME POVERTY AND HUNGER.

“WHAT IF YOU DON’T HAVE A SNOUT?”

What if all you had to eat was oatmeal? Or go to bed hungry? One out of every six people in the world lives on less than one dollar a day. The first Millennium Development Goal aims to halve the number of people doing just that by the year 2015.

The world has never been as rich as it is today. Yet this wealth is very unevenly distributed. Poverty means much more than just a low level of income. Poor people are deprived of voice, dignity and freedom of choice.

Enough food is produced to feed everyone in the world. Despite this fact nearly one in seven people goes hungry. Extreme hunger means that the body receives less nutrition than it uses every day. Continuous, long-term hunger eventually leads to malnutrition, diseases and, in the worst cases, death. A number of people equal to the number of people suffering from hunger are undernourished (over 800 million).

Hunger is linked to poverty. The uneven distribution of arable land and various natural upheavals like storms, floods and droughts further exacerbate extreme poverty and hunger. War and other conflicts also generate food crises and poverty.

“HUNGER IS HUNGER IS HUNGER”

Numbers: Of the planet’s six billion people, one out of every six lives in extreme poverty. Work together to figure out what one-sixth of your class is. What about of your school? Of your town? Of your country?

A dollar a day: what could you get for a dollar a day, if you had to pay for rent, food, clothing, health care, school, transportation and everything else?

One day’s consumption: in one cardboard box collect pictures of all the products, goods and services (along with prices) used by students in one day; in another cardboard box collect pictures of all the products, goods and services that could be had for a total of one dollar. For example, a glass of milk or a bus ticket already uses up a lot of that one-dollar. What is the poverty line in your country?

“EVERYONE THOUGHT THE CO-OPERATION TASTED JUST GREAT”

In the history of our nation we, too, have suffered from hunger and want here in Finland. The 1860s were branded “The Great Finnish Famine”, during which time nearly one-sixth of the then population died. The reason for the famine was many years of poor harvests, during which the food crops for that year and seed stores for subsequent years were lost. At that time, people were dependent on their own country’s harvest and poor people did not have the money to buy food from anywhere else. This situation is happening in countries suffering from extreme hunger and poverty. The uneven distribution of arable land and various natural upheavals further exacerbate extreme poverty and hunger.

Discuss: • What does poverty mean? What are its consequences? • Why is arable land unevenly distributed in some countries? • How can natural upheavals have an impact on human poverty? • How much is one-sixth of the world’s six billion people? • If the number of people suffering from hunger could be halved, how many people would that be? • How much nutrition per day does a person need in order to stay alive? • How would you feel if you were hungry all the time?

What can we do? What could we do to ensure that everyone would have both work and food?

World Food Day is celebrated on 16 October. Aim of this global event is to raise awareness on hunger and malnutrition. Each year highlights a particular theme. Find out about and participate in activities taking place in your community, or organize your own events. Further information: <http://www.feedinminds.org>

White Band

The White Band is the international symbol of the global fight to end poverty. A White Band is very easy to produce. By wearing it you take part in a worldwide campaign that is mobilizing millions of people. The White Band serves as a reminder of the promise to eradicate poverty. The White Band is for example worn by many on the International Day for the Eradication of Poverty, celebrated each year on 17 October. Further information: <http://www.noexcuse2015.org>

TIME FOR SCHOOL!

"YOU'RE TERRIBLY
CLEVER FOR A BLOCK-
HEAD," GIGGLED A
CHARMED CROCODILE.

"YOUR SISTER WAS A LIZARD!"
SAID FROG, SURPRISED AT THE
DISCOVERY.



SPIDER HAD MADE IT
UP TO THE LETTER
'S' IN THE ALPHABET
AND DREAMED OF
BECOMING SPIDERMAN
WHEN HE GREW UP.



EVERYONE HAD A GREAT TIME AT SCHOOL.

MILLENNIUM GOAL NO. 2: **ACHIEVE UNIVERSAL PRIMARY EDUCATION.**

“TIME FOR SCHOOL”

Would you rather go to work or to school in the morning? Over one hundred million children in the world cannot go to school, no matter how much they would like to. The objective of the second Millennium Development Goal is to ensure that every boy and girl in the world completes his or her primary school education.

Universal Declaration of Human Rights of 1948 states that elementary education should be free and compulsory. However, this is not the case in all parts of the world. In many countries families must pay for their children to go to school and this can be a serious obstacle to learning. Girls in particular have a difficult time getting to school, as many girls are required to help their mothers with housework – this means they do not have the time or opportunity to study. The UN and the global community aims to ensure universal primary education by 2015, so that each and every child in the world can learn reading and writing, arithmetic, natural sciences, social studies and health.

“YOU’RE TERRIBLY CLEVER FOR A BLOCKHEAD”

Numbers: There are 100 million children in the world who do not go to school. Girls account for 60 per cent of these children. How many millions of girls do not go to school? What about boys? What is 60 per cent of your class? What about of your school? Of your town? Of your country?

Discuss: If schools in your country started charging tuition fees and you could only go to school one day a week, what subjects would you study? Why would you choose those subjects?

“EVERYONE HAD A GREAT TIME AT SCHOOL”

Discuss:

- Why is it so important that all children have the opportunity to go to school?
- Do you think that study is important?
- How would you get through life if you could not read or count?

What can we do?

- What could you do to give all the children of the world the opportunity to go to school?
- How could you help your friends and other students in the school with their studies?

Global Action Work

Millions of people have participated in events taking place around the world during Global Action Week. The Action Week is organized by Global Campaign for Education and is held annually in April. Find out how you can participate and promote universal access to education.

For more information: www.campaignforeducation.org

Adopt-a-Student or Adopt-a-class

If there is any interest in your class or school to directly help children go to school, there are good and many opportunities to do so. Many organisations have designed special programmes for the support of individual students and/or schools in developing countries. Taking part in such a programme requires a commitment of several years, so a great deal of thought must be given to starting one. Helping is not to be taken lightly, as its impact on the lives of people you are helping can be profound.

ROOSTER OR CHICKEN?

WHICH CAME FIRST - THE
CHICKEN OR THE EGG?

WHICH WEIGHS MORE - A
ROOSTER OR A CHICKEN?

IS EVERYONE EQUAL, BUT
SOME ARE MORE EQUAL
THAN OTHERS?



WHEN WEIGHED ON THE SAME SCALE, THE TWO GENDERS ARE INDEED EQUAL.

MILLENNIUM GOAL NO. 3: PROMOTE GENDER EQUALITY AND EMPOWER WOMEN.

“WHICH CAME FIRST – THE CHICKEN OR THE EGG?”

What if a large percentage of girls of your school never learned how to read or write? And few women had control over their own money? This is the reality in much of the world. The third Millennium Development Goal is to ensure that girls go to school along with boys and that the social status of women is improved.

Each and every person is a unique individual, with his or her own talents and skills. Letting these go to waste is just plain foolish. This, however, happens in countries where girls and women have no access to education, work and social and political decision-making processes, simply because of their gender. True equality comprehends the same opportunities and obligations for all – true human rights.

“WHICH WEIGHS MORE – A ROOSTER OR A CHICKEN?”

Discuss:

- What does equality mean?
- Why should boys and girls have the same opportunities to go to school?
- How is equality ensured at your school?
- How about at home?
- Is there such a thing as boys’ and girls’ work? What is that work? Why is there such work?
- Should boys and girls always do the same things? Why?
- Where do you see equality at your school?

Differnet environments

Cut out a picture of a woman/man from a magazine and glue it on a piece of paper. Draw a background/job around the woman/man that differs from the norm. Hang up the finished illustrations and discuss:

- Why do the combinations seem unusual?
- Do the people in the pictures fit the work shown?
- What kind of work typical for the opposite sex would you like to do?
- Why would it be impossible/possible for you to do such work?

Play

Put on a play in which the boys play the roles of women/girls and the girls play the roles of men/boys.

“WHEN MEASURED ON THE SAME SCALE”

Discuss an existing equality plan or draft one for your school/class.

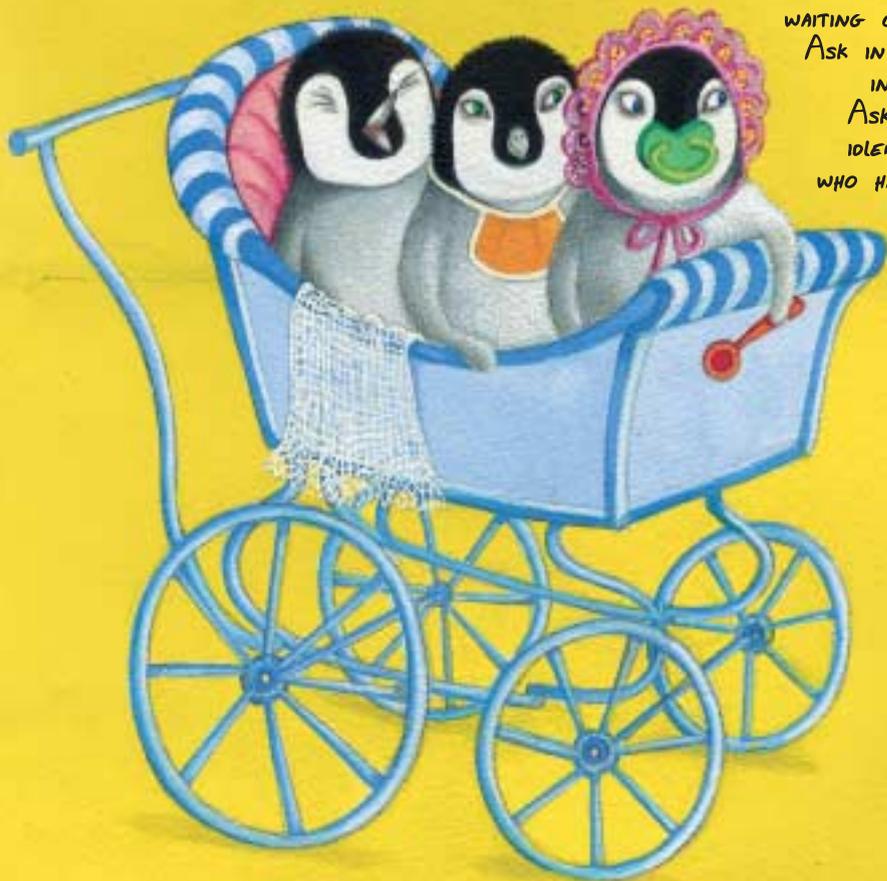
What can we do?

Discuss different things you could do to promote equality. Examine different ways that you could ensure that all girls would go to school.

International Women's Day is celebrated every year on 8 March. Plan events and actions for that day. For more information: www.un.org/cyberschoolbus/womensday

LIFE'S LITTLE MIRACLES

JUST ASK ANYONE. ASK
IN THE NORTH. ASK IN
THE SOUTH. ASK IN THE
EAST AND WEST. ASK THE
YOUNG, ASK THE OLD. ASK THE
WOMAN PASSING BY OR THE MAN
WAITING ON THE BENCH.
ASK IN THE CITY, ASK
IN THE COUNTRY.
ASK DIRECTORS OR
IDLEERS. ASK THOSE
WHO HAVE DISCOVERED
THE WISDOM
OF LIFE, ASK
THOSE STILL
MIRRED IN
FOOLISHNESS.



ASK. EVERYONE WILL GIVE YOU THE SAME ANSWER: EACH AND EVERY CHILD IS A LITTLE MIRACLE.

MILLENNIUM GOAL NO. 4: **REDUCE CHILD MORTALITY.**

“JUST ASK ANYONE”

What if measles was a disease that killed many children in your community? In developing countries over 10 million children die of preventable or treatable diseases every year. The fourth Millennium Development Goal aims to reduce the mortality rate for children under five years of age to a third of 1990 levels.

In many developed countries, there is a capacity to care for extremely premature infants (weighing as little as 400 grams), allowing them to survive and thrive. In developed countries children under five years of age generally do not die. This, however, is not the case everywhere. Child mortality is a major problem in many countries. In these countries families have a large number of children to serve as a sort of ‘social security’ for the parents in the future. Child mortality can be reduced by adequate and proper nutrition, clean water, general cleanliness, vaccinations and health care, and the education of girls and women.

”ASK DIRECTORS OR IDLERS”

Discuss:

- What kind of nutrition do children need in order to grow?
- Why is poverty related to child mortality?
- What vaccines have the students in your school been given? Why haven’t all the children in the world been vaccinated against those?
- Where do we get our clean water? Why can we have clean water?
- Why isn’t clean water available all over the world? What happens when people use polluted water?
- Why is it important for all communities to have a proper sanitation system?
- In what ways can children be protected against various diseases and accidents?
- What belongs to the concept of ‘maternity clinic system’? What benefits have maternity clinics provided and still do? Where are the maternity clinics near you?

“EACH AND EVERY CHILD IS A MIRACLE”

Immunization has saved some 20 million lives in the last two decades. For as little as 20 dollars it is possible to give a child protection against a large number of deadly diseases. Investigate how immunization programs can save lives. For more information:

Countless children die every year due to malaria infections transmitted by a mosquito bite. An insecticide-treated net offers effective protection during sleep and rest, and costs only 5-7 US dollar. For poor families even this is too much money. Investigate if you can participate in an ongoing mosquito net campaign.

Homework assignment

Ask the students to go through their own maternity clinic or other health records with their parents. What kind of information is there in the records?

What can we do

Come up with different projects, such as drilling wells, building toilets and sewage systems, vaccination schemes, etc.

Right to life – Universal Children’s Day

20 November is celebrated as the international day for children. 20 November marks the day on which UN General Assembly adopted the Declaration of the Rights of the Child, in 1959, and the Convention on the Rights of the Child, in 1989. Discuss the rights of children. Plan events and actions for that day. For more information: www.un.org/depts/dhl/children_day

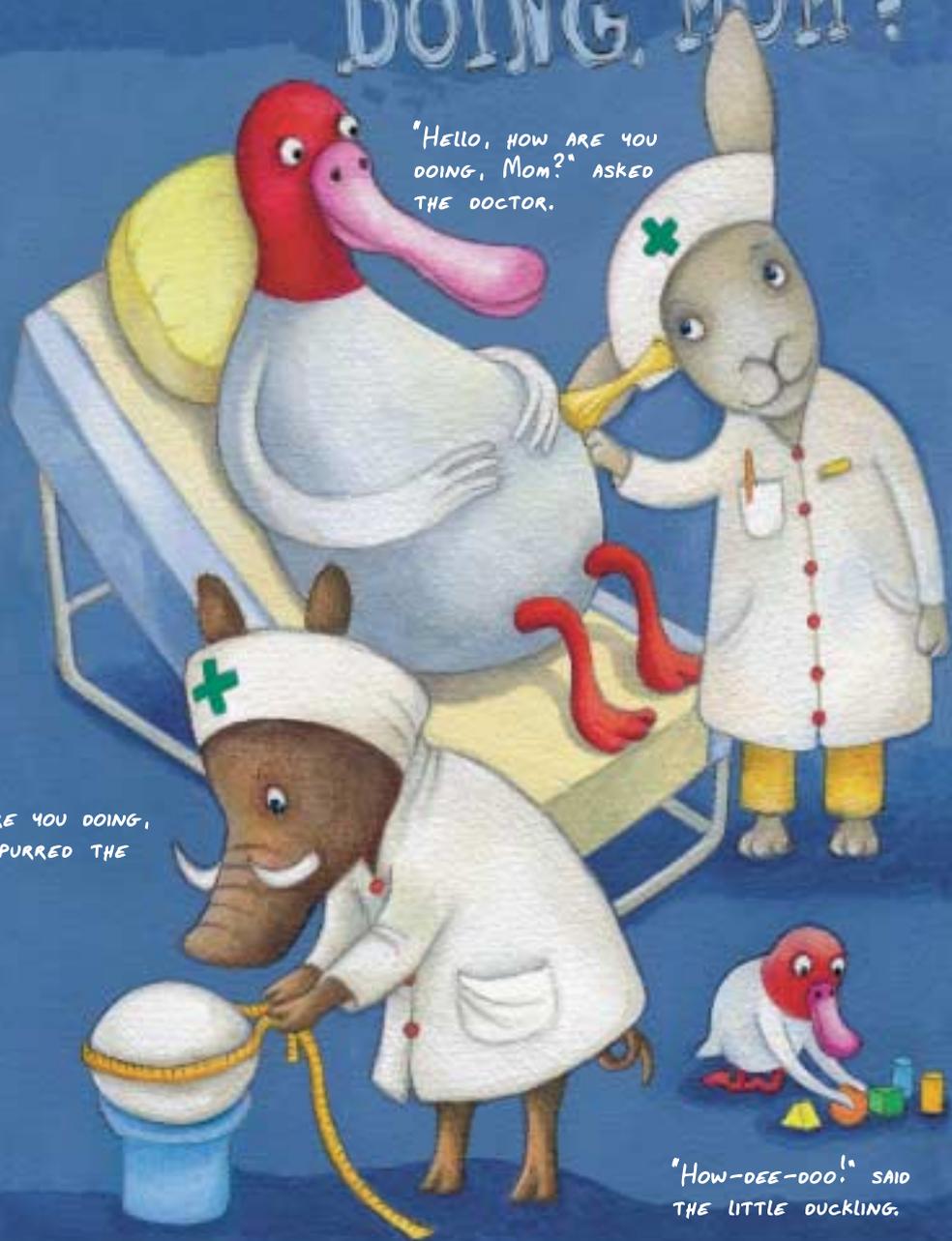
HOW ARE YOU DOING, MOM?

"HELLO, HOW ARE YOU DOING, MOM?" ASKED THE DOCTOR.

"HOW ARE YOU DOING, EGG?" PURRED THE NURSE.

"HOW-DEE-DOO!" SAID THE LITTLE DUCKLING.

THE WAIT IS LONG.



MILLENNIUM GOAL NO. 5: IMPROVE MATERNAL HEALTH.

“HOW ARE YOU DOING, MOM?!”

Would you dare to dream of having a child if pregnancy and childbirth were an extremely high health risk? In developing countries expecting and having a child is the leading cause of death among 15–19-year-old girls. The fifth Millennium Development Goal aims to reduce maternal mortality to one-quarter of 1990 levels. Maternal mortality is the death of the mother during pregnancy or childbirth.

In developed countries expecting mothers do not generally need to worry during their pregnancy – they are allowed to calmly prepare for the arrival of their little miracle. In countries with a comprehensive maternal health care system, the well-being of mothers is looked after from the very beginning of the pregnancy. Paediatric clinics see to the needs of the child from birth and in many countries all the way to the start of school. Maternity and parental leaves ensure the parents’ right to care for their children at home.

“HOW-DEE-DOO!”

Discuss:

- How many children were born in your area last year?
- How many maternity clinics/health care centres are there in your area? How many people work in the clinics?
- Many 15–19-year-old women in developing countries die during pregnancy or childbirth. What thoughts does this bring to mind?
- Is sexuality and reproductive health education included in the curricula of your school? Why is this an important teaching subject?
- What factors contribute to the higher mortality rate of women in developing countries during pregnancy or childbirth?

Maternity package

Make a list of child care items, clothes and other things that would be good to put in a “maternity package”, that would be sent to a mother-to-be in a developing country. When coming up with things to put in, take the health of the expecting/new mother as well as the growth and development of the child into consideration.

A letter to mothers

Have the students compile poems and thoughts about their own mothers. Make a book of these. Illustrate the book with appropriate pictures.

“THE WAIT IS LONG”

Discuss:

- Explain how maternal mortality was reduced.
- What factors would contribute to the reduction of maternal mortality in developing countries.
- Can we do anything?

Health for all – World Health Day

Make every mother and child count – was the theme of World Health Day in 2005. World Health Day is observed annually on 7th April. Plan events and actions for that day. For more information: www.who.org

BEAT THE BUGS

IN THE WAR AGAINST AN UNSEEN ENEMY, DOCTORS HAVE DONNED THEIR STANDARD-ISSUE COMBAT GEAR: A WHITE COAT AND CAP. THEY ARE ARMED WITH A STETHOSCOPE AND THERMOMETER, COMFORTABLE SANDALS AND FRESHLY SCRUBBED HANDS.



EVEN THOUGH MANY ENEMIES HAVE ALREADY BEEN DEFEATED,
THE BATTLE AGAINST BUGS STILL RAGES ON.

MILLENNIUM GOAL NO. 6: **COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES**

“BEAT THE BUGS”

The risk of HIV/AIDS is known. But what if mosquitoes in ALL countries of the world would spread malaria? In 2005, nearly five million people were infected with HIV. Every year over one million people die of malaria. The sixth Millennium Development Goal is to prevent the spread of the most widespread contagious diseases.

HIV is passed from person to person through bodily fluids, such as sexual intercourse or contaminated needles. The virus can break out into full-blown AIDS, which weakens the body's immune system. HIV/AIDS can be prevented through sexual education and better hygiene.

Mosquitoes in warm, humid regions of the planet spread malaria. Malaria causes high fever, which can kill children, elderly people and pregnant women who are in a weakened condition. Antimalarial medication and use of mosquito nets can stop the spread of the disease. Proper water supply and sewage systems and the clearance of stagnant water reduce the incidence of malarial infections.

Tuberculosis is a bacterial infection, which usually presents in the lungs. Tuberculosis is spread by coughing and sneezing of an infected person. Tuberculosis can be prevented through vaccination and generally good hygiene.

“WAR AGAINST UNSEEN ENEMY”

Numbers

The world's population is approximately six billion. There are approximately 42 million people infected with HIV. What percentage of the world's population is infected with HIV? How many people in your country or community would be infected with HIV if the disease would be as common there as it is in worst affected countries? See UNAIDS for reference: www.unaids.org

Presentations

Work in groups to determine what diseases AIDS, malaria, tuberculosis, cholera and measles are.

Essay

Turn things on their head. One-third of the population of your country has been infected with an unknown fatal disease called labas. There is still no medical cure for the disease. Ask the students to write about living in a place where so many people are falling ill with a fatal disease. How could the disease be brought under control?

“EVEN THOUGH MANY ENEMIES HAVE ALREADY BEEN DEFEATED, THE BATTLE AGAINST THE BUGS STILL RAGES ON”

Discuss:

- How is it possible that diseases that have been brought under control from epidemic levels (tuberculosis), which can be prevented (malaria), and for which effective treatments are available (HIV/AIDS) are still deadly in the developing world?
- How could vaccinations be increased in developing countries?

How could we help?

Come up with ideas and discuss various alternatives on how to combat diseases.

World AIDS Day

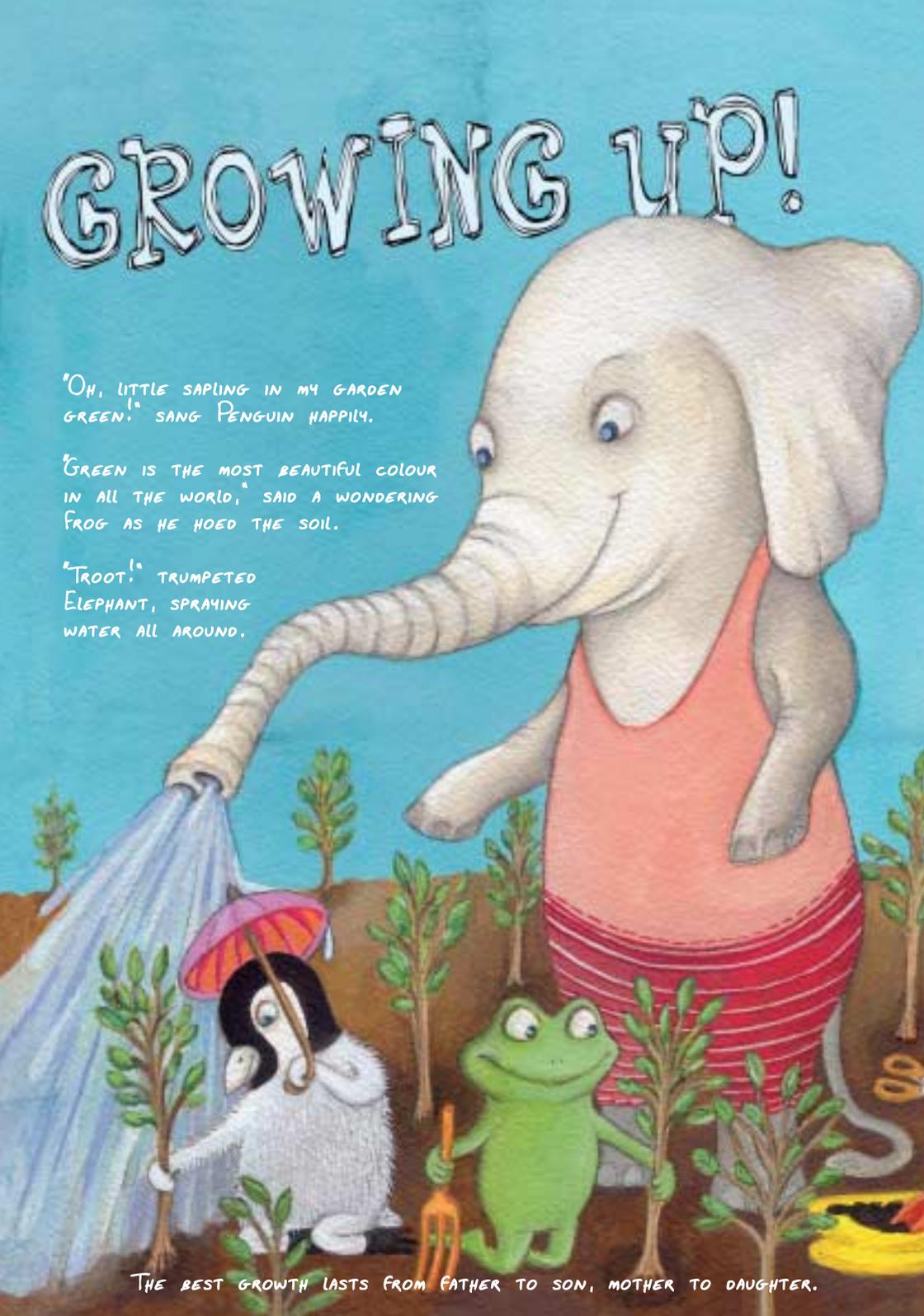
December 1 is dedicated to the global struggle against HIV/AIDS. Plan events and actions for that day. For more information: cyberschoolbus.un.org/aids2003/, www.worldaidscampaign.info

GROWING UP!

"OH, LITTLE SAPLING IN MY GARDEN GREEN," SANG PENGUIN HAPPILY.

"GREEN IS THE MOST BEAUTIFUL COLOUR IN ALL THE WORLD," SAID A WONDERING FROG AS HE HOED THE SOIL.

"TROOT!" TRUMPETED ELEPHANT, SPRAYING WATER ALL AROUND.



THE BEST GROWTH LASTS FROM FATHER TO SON, MOTHER TO DAUGHTER.

MILLENNIUM GOAL NO. 7: SUPPORT SUSTAINABLE DEVELOPMENT.

“ THE ENVIRONMENT IS IN OUR HANDS”

How does brown muddy water taste like? What if you lived in a hut with no toilet and a yard where all trees have been cut down for firewood? The seventh Millennium Development Goal aims to ensure the sustainable use of natural resources and that as many people in the world have access to clean drinking water – even in big city slums.

Sustainable development means that the deeds and actions of today will also guarantee a good life, clean environment and biodiversity for generations to come.

Major problems requiring solutions include reducing waste and improving the living conditions of people in slums to such an extent that no one would have to live in slums anymore.

“GREEN IS THE MOST BAUTIFUL COLOUR IN ALL THE WORLD”

Numbers

Eighteen percent of the world’s population do not have access to clean water. At the same percentage, how many students in your class would be without clean water? What about in your school? In your town? In your country?

Opening meeting – clean drinking water Brown water – clear water

Reducing water consumption

Clean water ensures good health. However, there is a serious shortage of clean water in the world. Come up with a plan to reduce unnecessary water consumption in your school and family. Find out how much water you use every day. For more information on water and on-going campaigns: <http://cyberschoolbus.un.org>

“THE BEST GROWTH LASTS FROM FATHER TO SON, MOTHER TO DAUGHTER”

School recycling programme

The school drafts its own recycling programme, whose aim is to ensure sustainable development.

Questions

- Why is recycling beneficial?
- What is nature conservation so important?

How could we help?

- Come up with ideas and discuss various alternatives on how to promote environmental protection.
- How could you yourself promote recycling?

Environment agents

In your school, train environment agents, whose mission is to provide information on and guidance in environmentally-friendly living. The agents will also monitor for any environmentally-unfriendly behaviour and intervene where necessary.

Global action

World Environment Day is celebrated each year on 5 June for promotion of worldwide awareness of the environment and to stimulate action for the protection of it. World Day of Water is observed on March 22. Plan events and actions. For more information and inspiration: www.unep.org, www.worldwaterday.org, www.cleanuptheworld.org, www.unicef.org/voy/

TEMPO 01

PENGUIN AND OX ARE DANCING
THE INTERNATIONAL PARTNERSHIP
DANCE.

"FANTASTIC!" EXCLAIMED FROG,
HOPPING ALONG AT THE SAME
TEMPO.

SPIDER WAS ALSO DRAWN
IN, LETTING THE RHYTHM
CARRY HIM AWAY.



REAL PARTNERSHIP IS WHERE EVERYONE FINDS A COMMON TEMPO.

MILLENNIUM GOAL NO. 8: DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT

“TEMPO 0.7”

Would you be prepared to buy Fair Trade fruit, even if it is more expensive? It is the responsibility of wealthy countries to remove obstacles to development. Achieving the eighth Millennium Development Goal is measured by, for example, development aid: the globally accepted target is 0.7 per cent of the GDP. Only a handful of countries have reached this target.

“INTERNATIONAL PARTNERSHIP DANCE”

Fair trade products

- Together with your students, find out what fair trade products are. What makes them ‘fair’?
- Make a list of the fair trade products that can be bought in your area.
- Design packaging for a fair trade product. For more information on fair trade: <http://www.fairtrade.net>

“REAL PARTNERSHIP IS WHERE EVERYONE FINDS A COMMON TEMPO”

Friendship Do claywork in the theme of international friendship.

Co-operation Even the mightiest river starts with a single drop of rain: organise a fund-raising campaign or event.

Logo Design a logo, whose theme is “One for All – UN”

Three tables

Divide the class into three groups by passing out coloured pieces of paper (three different colours) randomly to the students in advance. The teacher organises the school desks into three long tables, each assigned one of the three colours. The students will not know what the objective/background of the assignment is, i.e. one table represents a poor country, one a moderately wealthy country and one a very rich country.

The first table (Poor) is set with a pitcher of water, cups, a pot of cooked rice and plates. The second table (Moderately wealthy) is set with two litres of milk, glasses, a loaf of rye bread, margarine, a pot of rice, stewed vegetables, plates, forks and knives. The third table (Rich) is set with a pitcher of water, five litres of milk, three litres of fizzy drinks, glasses (two for each student), plates (with extra plates left over), forks, knives, spoons, two pots of rice, lots of stewed vegetables, chicken breast fillets for each student (with extra fillets left over), five litres of ice cream for dessert, caramel sauce, chocolate sauce, etc.

1. Discuss the dinner before starting:

- How did each student end up at the table where they are sitting?
- Did the students feel that the division of tables was fair?

2. Each table begins eating the meals set out on the table

- How do the students feel about the dinner?
- Is the amount of food fair in proportion to the other tables?
- Can anything be done about the situation? What?

Discuss:

- Who is responsible for the problem? What about solutions?
- “Other peoples’ problems are not our responsibility!”

How could we help?

- Discuss and come up with ways to promote equal, global partnership.
- If the students decide to split up the food on all three tables amongst themselves, who does the deciding? Why?
- On what basis is the division made?
- Is the food to be divided up entirely without trade? How did this solution feel?

A day for all - United Nations Day is celebrated on 24 October and aims at informing people of how and why UN is making a difference in the world. Plan events and actions for that day. For more information: www.un.org/events/unday

TIME FOR SCHOOL!



BACKGROUND FOR MILLENNIUM GOALS

The links below will get you off to a good start. Materials, some of which are suitable for educational purposes, can be ordered from the organisations in question.

Finnish links

Ministry for Foreign Affairs Millennium Development Goals web pages: global.finland.fi
Finnish UN Association Millennium Development Goal web pages: www.ykliitto.fi
Global Education information web pages: www.kansainvalisyyskasvatus.net

International information resources

UN Millennium Campaign - No Excuse: www.millenniumcampaign.org
UN on MDGs: www.un.org/millenniumgoals, www.unmillenniumproject.org, cybershot.un.org
UN statistics and progress reports: millenniumindicators.un.org
United Nations Development Program (UNDP): www.undp.org/mdg/
World Bank: www.developmentgoals.org

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