

CAUSE

*Unit Plan: Understanding
Our Global Community*



Elementary School – Grade 5-6 Class

6.5 classroom hours + presentation day

Total hours: 8.5



Day 1 (2 hours, with lunch break in the middle)

- ◆ Introduction – Me, CAUSE, CIDA, map
- ◆ Kids take turns to draw everything they can think of in a Canadian house & compare to developing world house
- ◆ CAUSE Kids DVD
- ◆ Walk/Stop/Opposites
- ◆ Debrief
- ◆ Falling Country Game
- ◆ MDGs
- ◆ ‘Point and Turn’ as intro to inspiration of UN to develop MDGs
- ◆ Homework - write about day with CAUSE Canada and choose one idea re having a positive effect on the world around you.
- ◆ ‘Machine’ as drama warm-up and intro to tableaus – students stands in a circle and choose an action and sound. On the count of three, they perform the action and sound together. Then have students stop and start by touching their shoulders. Debrief: Ask them how this relates to the world i.e everyone has a function and we need to work together. What happens when there are breakdowns in the machine? (10 min.s)
- ◆ Tableaus: Students in a circle, create tableaus of different events (birthday party, sports etc.) Begin to add elements of narration and feedback (can the other groups see what is happening in the tableau?)
- ◆ Give one – Get one – record ideas, then share them by speaking with all of the other students. Debrief by having students share ideas they heard from others.

Day 2 (2.5 hours)

- ◆ Review MDGs (5 min.s). Introduce the MDG postcards and assign students the task of deciding what they will write.
- ◆ Fear/Protector
- ◆ Tableaus Continued: Practice tableaus of life in a village and MDGs.
- ◆ Drama: Now we’re going to take this idea and turn it into a drama with actors, narrators and puppets. *Teacher helps choose roles of actors and narrators and records dialogue.
- ◆ Scene 1: Life in a village without MDG. One or two sentences to describe the situation. Narrator/teacher records.
- ◆ Scene 2: Solution to crisis and meeting the MDG. Narrator/teacher records .
- ◆ Scene 3: The village once the MDG is met. Narrator/teacher records.
- ◆ Groups show their scenes to each other and get feedback.

Day 3 (2 hours)

Watch Sarah MacLaughlin – ‘World on Fire’ on You Tube and discuss.

Review MDGs

Continue working on plays – help groups script out final versions.

Have a partial dress rehearsal together. Students give each other positive feedback.

Day 4 (2 hours)

Full dress rehearsal in the gym, include speeches, MDG demos, MCs and plays.

Performance of plays for parents and other classes in the school.

Unit Plan Overview – Understanding our Global Community

Number of Lessons: 6

Time: Approximately 30 – 35 minutes each

Use: This unit is best used when followed as a series, but it is also possible to use each unit as a single lesson. The lessons are inspired by the CIDA sponsored workshops that CAUSE Canada conducts in schools throughout southern Alberta (and other localities when possible). We have taken our two to three hour long workshops and expanded them into a unit composed of 6 lessons.

The lessons are geared toward students in Grades 3 to 5, but some parts of them can be adapted to Grades 1 and 2. As well, Grade 6 students will enjoy the lessons with a few adjustments to make them a bit more challenging.

Description: Students will be led through a series of games and exercises that are designed to challenge their existing ideas about poverty and wealth. They will be encouraged to share their observations and to develop their critical thinking skills. Ultimately, they will be asked to take what they have discovered to the next step – having an impact on their local and global community.

Rationale: In this mini-unit, students will begin to develop an understanding of the complexities of poverty and poverty related issues. In other words, they will start to see that the answer to MDG (Millennium Development Goal) #1, which is 'Eradicate Extreme Poverty and Hunger' is not as simple as giving things to or doing things for people who live in poverty. They will be challenged to see the strengths of all members of the global community and to see poverty reduction as a justice issue. Finally, they will be encouraged as they are given opportunities to take concrete action and share what they have learned with others.

Support from CAUSE Canada: The lessons in the following pages have typically been conducted by a CAUSE Canada representative. Please contact us if you are interested in having a presentation at your school. Workshops range from one to three hours, or six to eight hours for those who are interested in the 'Giant Puppets Bring Giant Change' workshop.

If you are interested in trying the unit with your class and have any questions or comments, feel free to email us at education@cause.ca. There will also be links to resources, attachments of workshop outlines and actual examples of student letter writing campaigns.

Outline of Unit: Understanding our Global Community

Lesson 1

Define global citizenship, consider what is necessary to live and consider basic human rights as a justice issue.

Lesson 2

Redefine 'rich' and 'poor' according to the global situation; open our eyes to the global community; think about changes we can make today.

Lesson 3

Learn the Millennium Development Goals and what they mean to our world today.

Lesson 4

Knowledge is power! Learn about other countries to be better global partners and promote understanding.

Lesson 5

Sharing knowledge with others – an MDG poster display for your school; use drama exercises to visualize and express ideas

Lesson 6

Experience activism – a letter writing campaign; make plans for life long learning and engaging in the global community.

Attachments

- ◆ MDG Power Point for Lesson Three (can also be printed as cards to teach the MDGs)
- ◆ Sample of International Flags for Lesson 4
- ◆ Example of a 4 day workshop, including the writing of a play by Grade 5 students, Examples of letters and postcards written by students to show support for the MDGs (Millennium Development Goals)
- ◆ MDG postcard that can be printed by schools for an MDG postcard campaign
- ◆ Websites for Action and Awareness

Lesson 1 of 6

Grades: 3 - 5 (Can be adapted to Grades 1 – 2; see notes at end)

Unit: Understanding our Global Community

Time: 30 – 35 Minutes

Materials: World map or globe, white board

Objectives: To introduce the idea that a just world is one in which everyone has the basic human rights of clean water, nutritious food and shelter.

Introduction: (5 – 10 minutes)

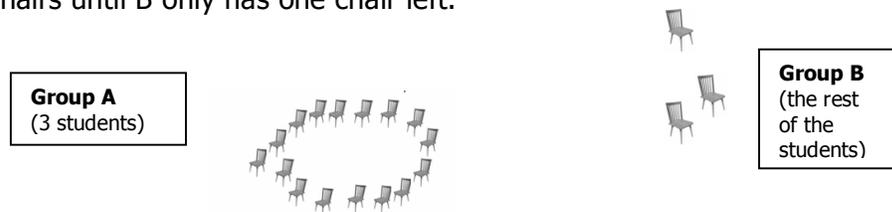
- ◆ Ask the students to name as many countries as they can think of. Write all responses on the board. If a city, province, etc. is given rather than a country name, explain which country they are referring to and write it on the board.
- ◆ Ask the students which countries on the list might have the most difficult circumstances/lives and why they think so.
- ◆ Ask the students to try and remember these countries and then erase the list.
- ◆ Establish a class definition of what it means to be a global citizen. This might be something like 'A person who learns about other people in the world and cares about their problems', but it is good to get the students' ideas too.

Body: (15 - 20 minutes)

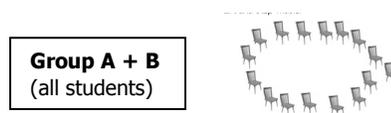
- ◆ Students close their eyes and imagine their homes in Canada. They try to visualize the items in their homes. After a few seconds, they open their eyes.
- ◆ Draw a large outline of a house on the board. Ask the students to draw things that would be in most Canadian homes. Tell them to raise their hands when they are ready with an idea (it's also good to draw one thing in the house to demonstrate that you are looking for fast, simple pictures). Explain that they are not creating rooms, just drawing items anywhere that there is space.
- ◆ When everyone has had a chance to draw, get a few more responses, if necessary, to make the house very full of things. Make sure there is a stick person in the house.
- ◆ Ask the student to recall some of the countries where life is difficult. Ask them if people in these countries would have all the things in the house on the board. They will say that these people would not have these things.
- ◆ Very quickly, erase almost everything from the house, while giving explanations such as: 'They wouldn't have a light because they don't have electricity.'
- ◆ You should be left with the frame of the house, the stick person and little else. Ask the students if they think the roof would be pointed and change it to a flat roof.
- ◆ Ask the students what the basic needs of survival are. What do we need to live? Accept only survival essentials: food, water, shelter, clothing and love. Explain that we need love to live. (I usually draw a piece of corn, a drop of water, a heart and some clothes on the stick person to symbolize these things.)
- ◆ Ask the students, if it fair (just), that many people in the world do not have these basic things. Explain that organizations such as CAUSE Canada do the work they do because they believe that everyone should have these human rights.

Closure: (5 – 10 minutes)
Play imbalanced musical chairs

- ◆ Divide students into 2 groups: one group of 3 (Group A) and one group with the rest of the students (Group B).
- ◆ Arrange the classroom chairs into 2 sets of circles. Have ALL the chairs (except 3) moved into one circle, and have 3 chairs in another circle.
- ◆ Put Group A with the large circle of chairs, and put Group B with the 3 chairs.
- ◆ Explain the 'new' rules of musical chairs: students must stay with their groups and circle around the chairs while the music plays. When the music stops, they must find a spot (however, more than one person can sit on the same chair)
- ◆ Start and stop music.
- ◆ Take away a chair from Group B and give it to Group A. Continue playing. Keep taking chairs until B only has one chair left.



- ◆ Now, rearrange the chairs so that there is one big circle. Combine groups A and B. Play the game again. Start and stop the music.



- ◆ Discussion: How did you feel in this game? Was it fair? Why/why not? Do we need to create a world that is more fair/just?

Grade 1 / 2 option: Begin with the 'fill the house' exercise and simply ask if the students think everyone in the world lives this way. For the musical chairs game, you can consider playing the standard game and asking whether the game though it is fun, is fair.

Lesson 2 of 6

Grades: 3 – 5

Unit: Understanding our Global Community

Time: 30 – 35 minutes

Materials: (optional) CAUSE staff person for workshop, website/projector to show videos

Objectives: The students will consider what it means to be 'rich' and 'poor' in the global community. The students will consider what it means to be an active global citizen.

Introduction: (10 – 12 minutes)

- ◆ Play the CAUSE Kids video about the work of CAUSE Canada in Sierra Leone, or use the following YouTube link:<http://www.youtube.com/watch?v=qqlDyAuOMfU>. (Please note that this video touches on some serious subjects. You should view it yourself first to see if all of it is appropriate for your class. If you prefer to choose your own video, please ensure that it portrays the developing world in a positive light.) Contact CAUSE at education@cause.ca to request a DVD or recommendations for other DVD clips. See also Attachment Five – websites for action and awareness.
- ◆ Ask the children what they observed, i.e. the smiling people, the crowded classroom, the dirty water. Try to ask only general questions and get the details from the students.
- ◆ Tell the students you'll be discussing the video again later.

Body: (15 minutes)

- ◆ Clear a space big enough for the students to walk around. Instruct them that the first step of the exercise is simply to walk when you say 'walk' and stop when you say 'stop'. They can move in any direction within the space, but there is no talking and no bumping.
- ◆ Add the next step to the game. Now, the students are to stop when you say 'walk' and walk when you say 'stop'.
- ◆ Now the game moves to opposites. The students will walk like they are hot/cold, the PM of Canada/every day person, in a hurry/relaxed, happy/sad etc. Remind them to keep walking rather than hold a pose. After several different simulations, tell them to walk like they are rich/poor.
- ◆ Sit in a circle to debrief. Ask the students to tell you what they saw others doing when you said 'walk like you are rich'. Encourage them not to interpret, but rather to share their observations about body language, facial expressions, actions, etc.

- ◆ Ask the students to tell raise their hands if they can answer yes to the following questions: Will you eat two or more meals today? Do you have two pairs of shoes or more? Can you go to school (they'll laugh, but it makes a point)? Do you have two books or more? Do you have clean water to drink? etc. Explain to the students that this means they are rich in the global community. They may be resistant to this idea, so talk it through. Then ask if we, the wealthy of the world, really walk the way they did in the game, while reassuring them that they were following instructions and did nothing wrong.
- ◆ Ask the students to tell you what they observed others doing when you said 'walk like you are poor'. Ask them to think back to the video they watched. Did the people slouch and walk slowly? Did they look sad? Were they begging? Explain that the majority of people who are poor in the world are too busy working hard, traveling to get water, taking care of their children, etc., to sit around looking sad.
- ◆ If the students participated in the first unit, challenge them to see partnering with the poor as a justice issue, i.e. making the two houses more equal, rather than some proud, confident people supplying the needs of some sad, broken people. If this concept is too difficult, simply make the point that we need to reconsider our ideas of what it means to be rich or poor.

Closure: (5 minutes)

- ◆ Tell the students that you believe they can make a difference in the world, even today. Give examples of things you have done together as a class to help your community.
- ◆ Ask the students to think of one positive thing they can do, whether it is being friendly to a brother or sister, recycling or learning more about a place. Ask them to be creative. You can have them write their idea or simply think of it. Then, the students try to talk to everyone in the class and hear all the different ideas. Encourage active listening, by warning them you'll be asking for the ideas they heard from others.

Homework

Choose one kind thing to do at home tonight and report it in class tomorrow.

Lesson 3 of 6

Grades: 3 – 5 (This could possibly be done with Grades 1 and 2 with some modification)

Unit: Understanding our Global Community

Time: 30 - 35minutes

Materials: MDG cards or symbols, white board

Objectives: The students will learn about the MDGs and how they can take part in making them happen.

Introduction: (10 minutes)

- ◆ Review the first two lessons if doing the entire unit and take up the 'acts of kindness' homework.
- ◆ All the students stand in a circle. Explain that you are about to play a game called 'machine'. Each student will choose an action and a sound to go with it. Demonstrate one i.e. swing your arm and say 'beep'.
- ◆ Everyone faces out of the circle for a moment and turns back in as soon as they have their own idea.
- ◆ Everyone begins their action and sound on the count of three.
- ◆ Try some variations. Some people stop or start again when you touch their shoulders. Then have everyone begin again, with the machine slowly fading as each student stops, prompted by you touching their shoulders.
- ◆ Discussion questions: Was it more fun to be in a group? Did you feel more timid as the machine was slowing down? How do machines work best? How does the world work best?

Body: (15 – 20 minutes)

- ◆ Explain that in the year 2000, there was a club that believed the world is better when everyone has a part to play and this club decided to help everyone get the things they need to play their part.
- ◆ This club is called the UN. Ask if anyone knows what 'UN' means. Explain if necessary. Write 'United Nations' on the board.
- ◆ Explain that the UN chose eight goals to make the world a better place and these goals are called the Millennium Development Goals. Break this down, eliciting responses from the students as much as possible.
 - Millennium – not 10, not 100, but 1000 years
 - Develop – build, change, grow
 - Goals – plans, things you want to do
- ◆ Ask the students to raise their hands if they have goals. Next, ask them to stand, reach one arm back, and stretch it as far as they can. Then, ask

them to close their eyes and try it again, stretching even farther this time. Most will find they got farther the second time. Explain that this was how the UN was thinking about the world; they wanted to do better than they had been doing.

- ◆ The students sit down and try to guess each goal as you show them the picture. Encourage them to guess the goal, rather than tell you what they see. For example, the first picture shows a bowl of soup, but the goal is 'Food for everyone!'
- ◆ Show each card and teach the students each phrase (simplified for children) and action.
- ◆ 2. Everyone goes to school (mimic writing with a pencil)
- ◆ 3. Make girls equal (one arm down, one up – bring them both to a middle point)
- ◆ 4. Stop child death (stop sign like a crossing guard would use)
- ◆ 5. Help pregnant moms (arms in a circle, mimicking a pregnant stomach)
- ◆ 6. Stop disease (hands cross over each other, like a baseball umpire)
- ◆ 7. Help the environment (hands join over your head, to look like a tree)
- ◆ 8. Work together (handshake symbol)
- ◆ Practice these in order and mix them up. Encourage the students to use their biggest voices because these are great things to do. If you can, do a little bit of research and give the students a bit of information about each goal. See the attachment for more information.

Closure: (5 minutes)

Play a final round of 'machine'. First, ask students to use the same action/sound as before. Then ask them to teach their action/sound to someone else and try one more round to end the day in a symbol of global cooperation.

Lesson 4 of 6

Grades: 3 - 5

Unit: Understanding Our Global Community

Time: 30 – 35 minutes

Materials: Country cards (or number cards) that teacher should prepare before the lesson, CAUSE DVD or YouTube clip

Objectives: The students will learn that we have to know about others if we want to help. Also, they will discover that we have many things to learn from the global community

Introduction: (10 – 15 minutes)

- ◆ Review the MDGs
- ◆ Follow the instructions below to play 'the fainting game'
- ◆ Hand out numbers or country names to each student. Have them keep them a secret and memorize their card. Collect the cards and put them in a hat/container.
- ◆ Have students walk around the room without making a sound. When their number/country name is called, they have to 'faint'—(not making any noise, they have to drop to the ground in a safe way).
- ◆ The job of the other students is to catch them *before* they fall.
- ◆ Continue calling out numbers/country names (faster, slower, more than one at a time, etc...)
- ◆ Discussion: What happened? Who was caught? How did it feel? What is the relation to poverty?

Body: (15 – 20 minutes)

- ◆ Ask the students to find a partner and stand back to back. Tell them you are about to test their powers of observation and instruct them to describe, without looking, what the other person is wearing.
- ◆ Then, explain to the students what having something 'in common' means. Ask them to talk with their classmates, one a time, and find at least one thing they have in common with each person. Encourage them to find out new things about each other. Take this up together.
- ◆ Explain that getting to know each other is an important part of global citizenship. Just as we want to be good classmates, and good neighbours, we can be good global citizens by learning more about each other.
- ◆ To illustrate this point, ask the students what they can remember about the CAUSE video from Lesson 2. Another idea would be to have the students draw pictures of the flags of different countries. See the attachment for ideas.

- ◆ Show the video again, or show a portion of it.
- ◆ Tell the students that there are many ways that we can be inspired by the people in Sierra Leone and many things that we can learn from them. Here are some examples:
 - ◆ They show us what it means to forgive as they have forgiven all the terrible things that happened during the war there.
 - ◆ They show us how to be creative and resourceful. They manage to live with very few advantages. How we use this in our lives?
 - ◆ They show us the importance of language. Most Sierra Leoneans can speak two or even three languages.
 - ◆ They show us the importance of education by their great desire for it and their willingness to work very hard for it.
 - ◆ Ask the students if they have any other ideas.

Closure: (5 minutes)

Ask students to arrange themselves into pairs, letting them choose their own partners if possible. Try a fun activity that requires two people, such as a game of catch, a three-legged race or helping each other across the room while one person is blindfolded. Afterwards, talk about how it was important to cooperate, work together and how it isn't fun to play catch or soccer alone. Explain that this is the idea behind all the MDGs – to make the world a better place as equals.

Lesson 5 of 6

Grades: 3 – 5

Unit: Understanding our Global Community

Time: 30 – 35 minutes

Materials: Poster paper

Unit background: this lesson will require knowledge of the MDGs. You could combine lessons 3 and 6 into a one-hour lesson if you are not doing the entire unit

Objectives: The students will learn about activism, by sharing knowledge

Introduction: (10 minutes)

- ◆ Review the MDGs
- ◆ Explain to the students what a tableau is (like statues). Break the students into groups and have them form different tableaus on the count of three. Begin with simple concepts like a birthday party, sports game, etc. Then ask the students to form tableaus of the different MDGs. (This sounds difficult, but the students always have great ideas.) If time allows, groups can perform their tableaus and the other students can comment on what they think is happening.

Body: (15 – 20 minutes)

- ◆ Ask the students for ideas on how to make the MDGs happen. Remind them of the ideas they shared in Lesson 2.
- ◆ Explain that making other people aware is a great way of taking action and that your class is going to make posters. The students are going to make posters for each of the MDGs. To make sure that each MDG is covered, you can assign numbers, or ask for volunteers for each one.
- ◆ You will of course be making more than eight posters, ideally to display at more than one location in your school.
- ◆ You may need to plan extra class time to complete the posters.

Closure: (5 minutes)

Bring the class together to make one big tableau, called '2015: Keeping the Promise', or simply 'A Better World with the MDGs'. When you count to three, students will be in a tableau position indicating what a better world looks like. You could also give different students one MDG to think about and ask them to show what the world would look like if that MDG was met. Alternatively, you could do this a discussion and ask the students what the world would be like if we achieved all the MDGs.

Lesson 6 of 6

Grades: 3 – 5

Unit: Understanding Our Global Community

Materials: Postcards or letters (See attachments)

Objectives: Students learn to take action

Introduction: (5 minutes)

- ◆ Magnetic Walks: Students walk around the room as though they are magnetically pulled toward others. When they meet, have them introduce themselves and sincerely greet each other. Have students move faster and faster and continue in this. Then have students FREEZE.
- ◆ Now, students walk around as though they are magnetically pushed away from others in the room. This time, when they meet, they introduce themselves like they do not want to—avoiding eye contact, having no time for the other person. Have students move faster and faster, until they have no time to greet each other at all.
- ◆ Discussion: One situation reflects the world as it should be and one reflects the world as it is. Which world would you like to live in?

Body: (15 – 20 minutes)

- ◆ Ask the students if they see the current state of the global community as a problem or an opportunity.
- ◆ Regardless of how the students answer, explain that there will be an opportunity to bring about real change in your classroom today: the students will write letters or postcards of support for the MDGs and the letters will go to the Prime Minister of Canada. If the Prime Minister receives enough letters about the MDGs, he will see that Canada is a country that wants to help. See attachments for letter/postcard tips.
- ◆ Show the students where and how to write the PMO address on the letter/postcard, write the date, etc.
- ◆ Write out a class statement together, give the students two or three statements to choose from, or let the students write their own (after they have your approval).
- ◆ The students sign their first name, grade and school on the letter/postcard.

Closure: Talk about different ways that this unit can inspire life-long learning and global citizenship. Does your class want to organize a fund raiser? Volunteer? Make their school 'greener'? Encourage your students to see this as a beginning rather than an end.

Understanding our Global Community

Attachment Number Two: Sample of International Flags

Note to Teachers: The website listed below is an excellent one, providing the picture of the flag of each country and explaining what it represents.

<https://www.cia.gov/library/publications/the-world-factbook/docs/flagsoftheworld.html>

For easy classroom use, you will find in this document the flags of Guatemala, Honduras, Sierra Leone and Canada. These have been chosen as they are CAUSE Canada's countries of focus, but you may wish to add or choose others.



Guatemala



Honduras



Sierra Leone



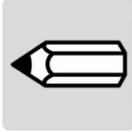
Canada

The United Nations Millennium Development Goals

The Millennium Development Goals (MDGs) were created by members of the United Nations in 2000. Their objective is to cut extreme poverty in HALF by 2015.



Goal 1
Eradicate Extreme Hunger and Poverty



Goal 2
Achieve Universal Primary Education



Goal 3
Promote Gender Equality and Empower Women



Goal 4
Reduce Child Mortality



Goal 5
Improve Maternal Health



Goal 6
Combat HIV/AIDS, Malaria and other diseases



Goal 7
Ensure Environmental Sustainability



Goal 8
Develop a Global Partnership for Development

1



**ERADICATE
EXTREME POVERTY
AND HUNGER**

2



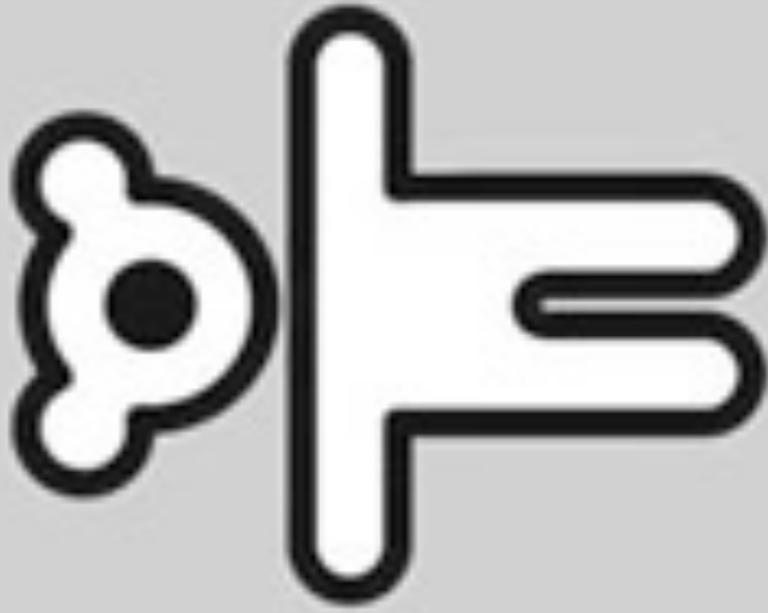
ACHIEVE UNIVERSAL
PRIMARY EDUCATION

3



PROMOTE GENDER
EQUALITY AND
EMPOWER WOMEN

4



REDUCE
CHILD MORTALITY

5



IMPROVE MATERNAL
HEALTH

6



COMBAT HIV/AIDS,
MALARIA AND OTHER
DISEASES

7



ENSURE
ENVIRONMENTAL
SUSTAINABILITY

8



GLOBAL
PARTNERSHIP FOR
DEVELOPMENT

MDG Postcard Campaign – Spring/Summer 2011

This document includes the text of some, but not all, of the postcards written by students who wrote statements of support for the MDGs and/or poverty awareness and reduction. Not all postcards have been recorded for a variety of reasons – the teacher mailed them, they were done as follow-up to the workshops after I left, etc. Only postcards that I saw personally were recorded as part of CIDA ‘action’ numbers.

Grade 5/6 Class

Students wrote their own messages, with their teacher’s supervision, after 4 days of CAUSE /MDG workshops.

1. Dear Mr. Harper
Grade 5
My name is Thomas and I think it’s really important that Canada shed help stop poverty and hunger in African countries. Thank you.
2. I really believe that these goals are reachable and I believe Canada needs to start acting more on them. Personally, I hope to one day volunteer somewhere to raise awareness that women are equal and valuable. I hope you can help me. Sincerely
Chelsea
3. Hi, my name is Shelyse. I want to talk to you about the Millennium Development Goals. The main goal I want to talk to you about is reducing child mortality. I think this is a big problem. Please help to end this problem. Everyone should get a chance to live life.
4. Dear Prime minister, please help to end poverty and hunger in Sierra Leone. From Isaiah
5. Dear Mr. Harper, I think it is important that we raise more money for goal #7 in the MDG. Environment is very important and if we don’t try to save it then we will all die.
Sincerely, Louise
6. Dear Prime Minister, I think we should focus on child death because I think that the children should live to see the world so we should get some medicine to help children love. From Jonah
7. Thank you for making the Millennium goals it will be a big improvement on the world it will lift some weight off everyone.
8. I support the millennium development goals. But I really believe in ensure environmental sustainability. Go green!
9. Hello there. I believe in the MNG. All 8. Please help. Sincerely Griffin

10. Dear Mr. Harper. Hello my name is Mustafa. I am in Gr. 6 .Please Improve Maternal Health.

11. Please help poverty & hunger & stop child death! From Vanessa, Grade 5/6 class

12. Hi my name is Tahg, G 6, and I think that the most important goal is eradicate extreme poverty and hunger. The reason why is because if you feed everyone and give them money then: number 2 is achieved.

Grade 7 Classes (two classes)

These classes wrote one statement together, as recorded in statement #1 below.

1. I believe that raising awareness on the MDGs is important because we are not paying attention to people without human rights and these rights need to be honoured. People deserve to be equal and enjoy life, regardless of poverty. Everyone is equal. We, at ____ School, Calgary, Alberta support the 8 MDGs.

____ School – Grade 3 Class – May 19

Let girls get an education. Make girls equal.

I want Pakistan to have a lot of food and water so girls don't have to walk a long distance to get water and that girls can also go to school!

I want to help feed the hungry, help donate money and help build school.

I want to help kids in Pakistan by building schools, so that everyone can learn.

Donate money so that poor people can go to school.

Stop children death!

Make kids go to school.

Help people.

I think it is important that all kids can go to school.

I think that it's important for all kids can learn and I'm going to help as much as I can.

Help pregnant moms.

Donate all your Pennies.

Everyone deserves to be treated equally and everyone deserves to go to school.

Donate money to help people go to school.

Help pregnant moms, help build a school.

My goal is to give education for everyone.

Help everybody have homes.

Donate money and food. Help build shelter

Grade 3 Class – June 21
(We did these together as part of the workshop)

3rd Grade

Dylan

Dear Mr. Harper

I say MDG is very important.

Thank you... From Canmore to Ottawa.

Please support Sierra Leone by building hospitals and donating money for health care.

Michael

Please help with MDG #1. Feed the hungry.

I think MDG #1 is very important. Help the environment.

Brynn

Andrew: Please help with ADG #8, work together.

Please help with MDG #3.

Vaughn

I believe that Canada can make a Goal to help poor countries.

Michelyn

Please help with MDG #6. I think MDG #6 is very important.

Charlie

I believe that making girls equal is important to me because boys and girls should have education. Sophia

I believe that everyone can have education.

India

Please help with MDG #2. Everyone goes to school.
Charlotte

Please help with MDG #7. Help the environment.
Maren

Please help with MDG #1. Feed the hungry.
Zoe

Please help with MDG #1. Feed the hungry.
Victoria

Dear Prime Minister

Please help with MDG #6, because I think stopping diseases is important.

Bree

Out of the 8 memorial goals please help child health because 1 of 5 very young people die.

Matthew

Please help with MDG #4.
Dawson

Please help with MDG #6
Ryan

Please help with MDG #6.
Charlies

Please help with MDG #6. Stop diseases.
Aidan

Please help with MDG.
Enya

Please help with MDG #7.
Max

Please help with MDG #4. Stop child death.
Jessica

Please help with MDG #2, #1, #4 and #8.
Lindsay

Please help with MDG #1, because I believe it's important to feed the hungry.
Danisen



Website Suggestions for Awareness and Action

- a. <http://www.heavygames.com/3rdworldfarmer/showgame.asp> (poverty simulation game--really fun!)
- b. <http://www.worldonfire.ca/> (Sarah McLaughlan music video--to see how we can help by spending our money more wisely)
- c. www.millenniumcampaign.org/youth (get involved in achieving the Millennium Development Goals)
- d. <http://canada.gc.ca/directories-repertoires/direct-eng.html> (Write your MP)
- e. www.cause.ca (learn more about the work of CAUSE Canada)
- f. <http://www.acdi-cida.gc.ca/home> (Learn more about CIDA (Canadian International Development Agency) and CIDA support of organizations like CAUSE Canada)
- g. <http://destroynormalblog.com/we-built-a-school-in-3-hours#more-1123> – We built a school in three hours – very inspiring idea to watch and imitate!