cisv international
building global friendship

Introduction

Doing great activities with a great educational content doesn't need to be difficult; we already have so many of them in CISV! So that everyone can benefit from them, the Education Content committee is building a database of all of our Peace Education activities. We need your help to collect a selection of activities from all our programmes. To ensure these activities are collected in a consistent way we are using an Activity Template, and there is one for each programme. This will make it easier for everyone to use and share activities. The database will be located online in 'The Library' and will be managed with help from each of the Programme Committees. The format of this template is based on the CISV Experiential Learning model.

Educational Content

Areas(s) of Peace Education: Please check the box which identifies the **main** focus of the activity.

	Human Rights		Diversity
X	Conflict and Resolution		Sustainable Development

Theme: A theme is used to connect a series of activities through a programme. What is the Theme of your programme and how does this activity fit into it?

Millennium development goals

Educational Goals and Indicators: Please only check the ones your activity will focus on and collect evidence for.

	1	**Develop intercultural awareness**
	1a)	Share own culture with the camp
	1b)	Learn about at least two other cultures through different activities
	2	**Develop leadership skills**
	2a)	Receive training on how to plan and lead an activity , before and during the first days of camp
X	2b)	Participate in planning and running activities
X	2c)	Contribute during group discussion
	2d)	Suggest solutions and solve problems objectively
	3	**Develop self awareness**
	3a)	Lead daily programme with minimal assistance from leaders
	3b)	Contribute to debriefing by sharing personal feelings and thoughts
X	3c)	Express independent ideas to promote group development
	3d)	Increase self confidence
	4	**Develop cooperative skills**
X	4a)	Work together as a team in planning and leading activities
X	4b)	Help others feel included in the group

Evidence: How will you know if the participants have learned what the activity intended? Evidence should be matched to the indicators you identified for this activity.

1. Answers to questions in discussions, either amoungst the whole group, or working in smaller groups.
2. Presentations created by the participants about the MDGs and their content.
3. Changes in the way in which people vote indicating that they have thought more about each separate MDG.
4. Final thoughts of the participants on the MDGs.

Explanation

Do:

Explain how the activity will happen from the beginning to the end. Be sure to include the following things
(a) how the activity is introduced in relation to the Theme
(b) how the structure of the activity is explained, including group sizes and directions for what participants will do
(c) what the role of leaders is during the activity e.g. how will they collect evidence

1. **Introduction: (15 minutes)** Participants are asked what they know about the Millennium Development Goals (MDGs). After a quick discussion of this, leaders will give participants handouts with information about the MDGs on it. After they have had time to have a look at the handout, leaders are to ask the participants which goals immediately stand out to them as the most important or relevant ones.

2. **Group discussion (10-15 minutes)** Participants, working in small groups have ten minutes to discuss and to debate which goals are in their opinion the most important or relevant for today's world. If only one of the goals could be achieved, which one would they want it to be? Which ones do they think are achievable? Which ones do they not think are achievable? What conflicts are there that prevent these targets from being achieved?

1. **Vote (5 minutes)** Leaders will take a quick hands up vote to see which goal participants each think is the most important, relevant or vital for the world today.

2. **Group presentations (20-30 minutes)** Participants are to work in eight groups, with one MDG assigned at random to each group. The idea is that they have to present the case for their goal being the most important. They are given 20-30 minutes to come up with a short presentation which will argue the case for their goal, in any form that they wish; this could be a drama, a mock news report, through the use of visual aids etc. The aim is for their presentation to be the most convincing, and therefore to get people to vote for that MDG as the most important/relevant in a second vote that will take place afterwards. The presentations should address the conflicts and difficulties that arise in the attempt to achieve their MDG, and, if possible, how they think that they can be overcome.

5. **Presentations (40-50 minutes)** Each group is to present what they have prepared to the rest of the participants.

6. **Second vote (5 minutes)** There is to be a second hands up vote to see if opinions have changed through the presentations as to which of the goals they believe to be the most important for positive change in today's world.

7. **Final thoughts (15 minutes)** Leaders are to ask the participants questions about what they have found out about the MDGs. Knowing more about the MDGs, what do participants think about them? Is setting targets like this a good idea? Did they find that they changed their mind after seeing the presentations? Do they think that international targets like these can cause positive change in the lives of those in poverty?

Debriefing

Reflect:

What questions will help participants reflect on what they experienced in the activity?

- Which of the MDGs are the most important and relevant in today's world?
- Are the MDGs achievable? Which ones are the most achievable; which ones are the least achievable?
- What conflicts arise in trying to achieve the MDGs?

Generalize:

What questions will help participants think about what they have learned and put their experience into a wider context?

- What relevance do the MDGs have for us in our lives?
- Where can I find out more about the MDGS?
- Where can I find out about the progress of the MDGs?

Apply:

What questions will encourage the participants to think about how they can apply their learning in different contexts and situations?

- What could you tell other people about the MDGs?
- Would you talk to anyone outside of camp about the MDGs?
- Who would you talk to about the MDGs?
- What could you do to assist in the effort towards achieving the MDGs?

Materials and Background Preparation

Origin of Activity: Did you create this activity? If not, who did?

MDG information sheet courtesy of the UN.

Materials: List the materials and their quantities to do the activity.

- White/black board for initial brainstorm
- Handout on MDGs [attached]
- Paper, pens for use in presentation or planning of presentations
- Props if groups opt to do a drama [optional]
- Large pieces of paper if groups require visual aids in their presentations

Time & Group Size: Suggest the ideal time scale and group size for this activity.

Time: 1hr 50 minutes – 2hrs 15 minutes.
Group size: for small initial discussions small groups of 3-4 people. For the group presentation activity there needs to be 8 groups (one per MDG), therefore groups of 4-5 people would be appropriate.

Tips for facilitators: What tips do you have for anyone who wants to do this activity? Is there anything that they should be particularly aware of?

1. Make sure that the groups allow everyone to have their voice heard.
2. Keep a good mix of people in each group; this generally will lead to more stimulating discussion.

Activity Name: Each activity should have a name so it can be searched for in the database.

Millennium Development Goals: 11 years on.

Attachments:

- *Millennium Development Goals*

What are the Millennium Development Goals?

The Millennium Development Goals (MDGs) are eight international development goals that all 192 United Nations member states and at least 23 international organizations have agreed to achieve by the year 2015. They include eradicating extreme poverty, reducing child mortality rates, fighting disease epidemics such as AIDS, and developing a global partnership for development.

The MDGs also provide a framework for the entire international community to work together towards a common end – making sure that human development reaches everyone, everywhere. If these goals are achieved, world poverty will be cut by half, tens of millions of lives will be saved, and billions more people will have the opportunity to benefit from the global economy.

The eight MDGs break down into **21 quantifiable targets** that are measured by **60 indicators**.

Goal 1: Eradicate extreme poverty and hunger

- Target 1a: Reduce by half the proportion of people living on less than a dollar a day
- Target 1b: Achieve full and productive employment and decent work for all, including women and young people
- Target 1c: Reduce by half the proportion of people who suffer from hunger

Goal 2: Achieve universal primary education

- Target 2a: Ensure that all boys and girls complete a full course of primary schooling

Goal 3: Promote gender equality and empower women

- Target 3a: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015

Goal 4: Reduce child mortality

- Target 4a: Reduce by two thirds the mortality rate among children under five

Goal 5: Improve maternal health

- Target 5a: Reduce by three quarters the maternal mortality ratio
- Target 5b: Achieve, by 2015, universal access to reproductive health

Goal 6: Combat HIV/AIDS, malaria and other diseases

- Target 6a: Halt and begin to reverse the spread of HIV/AIDS
- Target 6b: Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it
- Target 6c: Halt and begin to reverse the incidence of malaria and other major diseases

Goal 7: Ensure environmental sustainability

- Target 7a: Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources
- Target 7b: Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss
- Target 7c: Reduce by half the proportion of people without sustainable access to safe drinking water and basic sanitation
- Target 7d: Achieve significant improvement in lives of at least 100 million slum dwellers, by 2020

Goal 8: A global partnership for development

- Target 8a: Develop further an open, rule-based, predictable, non-discriminatory trading and financial system
- Target 8b: Address the special needs of the least developed countries
- Target 8c: Address the special needs of landlocked developing countries and small island developing States
- Target 8d: Deal comprehensively with the debt problems of developing countries