

Makutano Junction

A Kenyan TV soap opera



Activity

Helping you develop the **Global Dimension** across the **curriculum**

2 MDGs and me

Activity description

A discussion based activity exploring individuals' responsibilities as global citizens, using the Millennium Development Goals as a focus.

Aims

- To learn about the Millennium Development Goals - to critically examine them, how they came about, what progress has been made.
- To explore how poverty relates to us in the UK and to others in different global communities.

What you need?

- List of and explanation of the MDGs, MDG headings
- Stills from MJ
- Scrap paper/ card
- Selection of clips or images from your school/ locality that relate to the MDGs

- To explore what we can all do to promote equality and development globally.

Curriculum links

- Citizenship KS3 &4
1.1.4; 1.1.1&2; 1.3.3 Considering the interconnections between the UK and the wider world
- Geog KS3
1.3 Scale
1.4 Interdependence
1.6 Environmental interaction and sustainable development
- RE KS3
1.5 Meaning, purpose and truth
- RE KS4
1.2 Practices and ways of life
1.4 Identity, diversity and belonging
1.5 Meaning, purpose and truth
1.6 Values and commitments

GLOBAL DIMENSION

Underlying the concept of a global dimension to the curriculum are **eight key concepts**.

This activity covers all eight:



Citizenship – gaining the knowledge, skills and understanding necessary to become informed, active and responsible global citizens.



Social Justice – understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.



Sustainable Development – understanding the need to maintain and improve the quality of life now without damaging our planet for future generations.



Diversity – understanding and respecting differences and relating these to our common humanity.



Values and Perceptions – developing a critical evaluation of images of the developing world and an appreciation of the effect these have on people's attitudes and values.



Interdependence – understanding how people, places and environments are all inextricably interrelated and that events have repercussions on a global scale.



Conflict Resolution – understanding how conflicts are a barrier to development and why there is a need for their resolution and the promotion of harmony.



Human Rights – knowing about human rights and understanding their breadth and universality.

Find out more: www.globaldimension.org.uk

Further details of how this activity meets requirements of the new Secondary Curriculum appear on the Curriculum Links table. For subjects outside the statutory curriculum, check your own exam board for their requirements. For general information on the Global Dimension across the curriculum, see www.globaldimension.org.uk

Top Tips

- When thinking about MDGs, it is important to realise that even if we, now, as individuals feel there's not much we can do, we can hold those with power to account through lobbying or voting, and encourage others to understand the issues by spreading the word.

What you do

- 1 Watch an episode/story line that links to at least one of the MDGs as a stimulus – involving education, or health for example.
- 2 Ask the class what things they would change if they could make the world a fairer and better place for the characters in Makutano Junction). They do this in groups, and write each suggestion on a card and place on the floor/ on a table in the middle. Once many suggestions have been made, ask them to sort them into similar areas – this will involve plenty of discussion.
- 3 After all their ideas are sorted, introduce the Millennium Development Goals, giving a bit of background, and what they are. You could explain that governments did the same exercise as they have just done, and came out with the MDGs as a way of tackling the world's problems. Give out the headings, and ask the children to sort their own ideas under the MDG headings. See if they fit. Are there any glaring issues (such as conflict, family planning or climate change) that the children raise as important but aren't specifically covered under the MDGs? Why might this be?
- 4 Having explored what the MDGS are, relate them back to Makutano Junction. Take a selection of stills from the series. In pairs, take a photo each (or do this all together with the stills on the smartboard), and see how many of the MDGs the picture relates to. Put the picture in the middle of a big piece of paper, and write the MDGs round the outside. OR watch short snippets, and describe how each relates to which MDGs.

5 Finally relate the MDGs back to the individuals in the class. In groups or as a class, represent the school and individuals at the centre, with each of the MDG headings around. Ask students to put ideas on post-its or cards suggesting ways the school or individuals could take action to promote or support each of the goals. Remember to promote the idea that even if we cannot directly influence how things work in the world, we can lobby those that can, and raise awareness of the issues.


Variations/additions

Groups could pick a character from the snippet/episode and explore how the MDGs effect that character

Follow-up/research questions

- Pick a country that you would like to explore in greater depth, and follow its progress in terms of the MDGs and the various targets.
- Create a newsletter/blog/e-newsletter/scrap book that is updated regularly about a particular country, or progress internationally on the MDGs. Invite comments and analysis from different members of the school and wider community.
- Explore other international agreements and how successful they have been – who has signed up, who hasn't, and why? You could use the Universal Declaration on the Rights of the Child, or the Kyoto protocol.

- Look a bit deeper into the history of the MDGs – some goals were in initially and then removed, and some were not in and were added after pressure from particular governments. What were they, and why?
- What role does faith or religion play in how individuals, or sections of society, or governments play in influencing how people relate to others in terms of social justice? What do the different world faiths say about justice and poverty?



TAKE ACTION

Pick an MDG that you would like to take action on as a class, find out more about progress, and how to make a difference.

Find out and support an organisation working to tackle poverty, such as Oxfam.

Invite speakers from organisations working on poverty reduction to come to school and run workshops

Useful resources

<http://www.dfid.gov.uk/roughguide/default.asp>
DFID - Rough Guide to a Better World

<http://www.dfid.gov.uk/mdg>
DFID - MDGs

http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/
OXFAM's Change the world in eight steps