

Exploring Success Stories in Sierra Leone through the Millennium Development Goals

Aim:

This aim of this resource is to understand what the Millennium Development Goals are and how they work towards reducing poverty

Age range: Upper KS2, KS3 & KS4

Time: Approximately 1 hour

Resources:

Copies of Glossary for small groups
Sierra Leone MDG PowerPoint
Pupil Worksheets
2 large sheets of paper

Citizenship Curriculum links:

KS2: to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action

KS3&4: explore creative approaches to taking action on problems and issues to achieve intended purposes

Reading Curriculum links:

KS2: to use inference and deduction and obtain specific information through detailed reading

KS3&4: to extract and interpret information, events, main points and ideas from texts

Activities:Pre Activity:

Give small groups of pupils the Glossary Resource and ask them to link the words to the correct definitions. Feedback so all pupils are clear of the correct definition of each word.

Whole class learning:

Show pupils the PowerPoint, slides 1 – 9, giving opportunities to discuss the importance of the MDGs. At slide nine, stop and ask pupils what projects they think they will see happening working towards achieving the MDGs. What do they already know about poverty? What do they already know about development projects?

Group activity:

There are seven activity sheets. Go through the first one, *MDG1 – End poverty and Hunger* reading the case study as a whole class to model the activity.

Supporting information for teachers:

- In this context a project is sustainable when it continues to be productive without any further assistance. The crops project is sustainable because local people have been trained with new farming techniques.
- The question, ‘*How do you think projects like this could change Sierra Leone in the long term?*’ encourages pupils to make connections between the causes of poverty and how projects can contribute to countries bringing themselves out of poverty

- After reading the case study then ask the pupils to imagine Watta’s life before the crops project started and what happened after
- As a class, answer the questions from the activity sheet below the case study and note ideas

Organise pupils into small groups. Give each group a MDG to explore, (more than one group working on the same study is fine).

- Pupils read their case study and examine the image carefully, discussing in their groups what has happened
- As with MDG1, pupils have focus questions to explore imagining the situation before and after the project. Pupils should discuss these questions as a group, then record their ideas in the box provided
- Some questions require pupils to find the answers within the text. Others ask pupils to imagine the situation, how people feel and consider the effects projects can have on a long-term basis
- Encourage pupils to justify what they say, using evidence from the text

Plenary:

Display 2 large sheets of paper for all pupils to see.

- On one sheet, ask pupils what they like about the projects they have explored and why. Record ideas
- On the other sheet, ask pupils why they think the projects are important and why. Record ideas

Further activities:

- Pupils may wish to role play the scenes before and after the image.
- Pupils can visit the Oxfam Youth blog to share their ideas about the MDGs:
<http://www.oxfamblogs.org/youth/>
- Pupils could draw or paint three images, demonstrating life before, during and after a development project

Supporting resources:

[Education for Global Citizenship: A Guide for Schools](#)

Oxfam's comprehensive guide to the how, why and what of Education for Global Citizenship