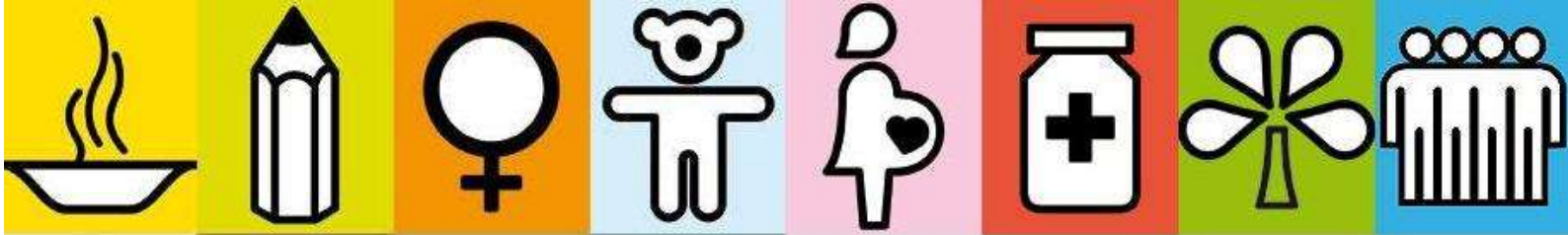


Shape the Future Resource Pack

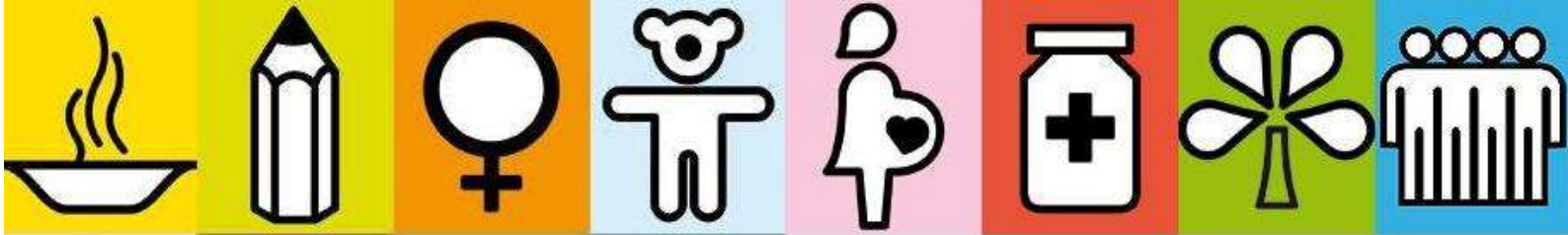
Take part in this exciting competition and give your Key Stage 3 students the opportunity to influence the post-2015 development agenda. Who better to *Shape the Future* than young people?

This Pack contains the information needed to take part in the competition, a brief history of the Millennium Development Goals, ideas for how to incorporate *Shape the Future* into the curriculum or student-leadership activities and links to resources to support teachers and students working on recommendations.



Contents of this pack

Shape the Future: the competition explained	3
Shape the Future: key information	4
What do I need to know about the Millennium Development Goals?	6
The post-2015 agenda: getting critical	9
Shape the Future in geography	11
Shape the Future across the curriculum	15
Encouraging engagement through student leadership	17
Further resources to support Shape the Future	19
Contact information	22
Shape the Future: entry form	23

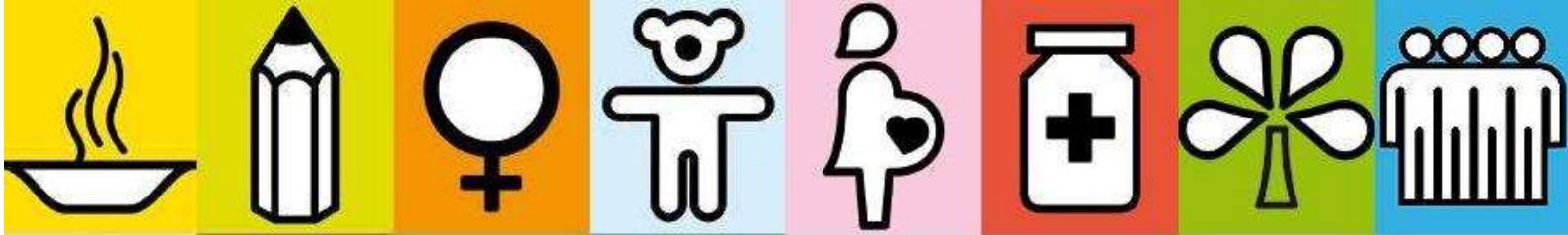


Shape the Future: the competition explained

Since their launch in 2000, the Millennium Development Goals (MDGs) have encouraged countries to work towards meeting the needs of the world's poorest people. The target date for meeting the MDGs is 2015, beyond that a new set of goals or an entirely new way of looking at development will be needed. The MDGs were debated and agreed in the late 1990s when the world looked quite different so a new global strategy for development in 2015 will have to confront different challenges with new solutions.

The Prime Minister, David Cameron, is Co-Chair of the United Nations High Level Panel that has been tasked with making recommendations on these new development goals. He believes that to really tackle the **root causes of poverty** – not just the symptoms – we need **a new, transformative agenda for development**. He would like to hear what young people in the UK think needs to be included. To enable this the Department for International Development (DFID) is running a competition, **Shape the Future**, that invites schools to discuss, formulate and submit their own proposals for post-2015 development goals in the form of a presentation.

The Shape the Future competition gives students in all secondary schools in the UK a chance to develop their understanding of development and the MDGs and to express their vision for the future of the world, at the same time as developing their presentation and analytical skills.



Shape the Future: what do I need to know?

Who can apply?

The competition is open to Key Stage 3 students. Their entry can be created by working with older students and staff but must be their own work. There can only be one entry per school worked on by a maximum of five students.

How to apply?

Entries must be emailed to shapethefuture@pearson.com by 28 March 2013.

In your email please include the following information:

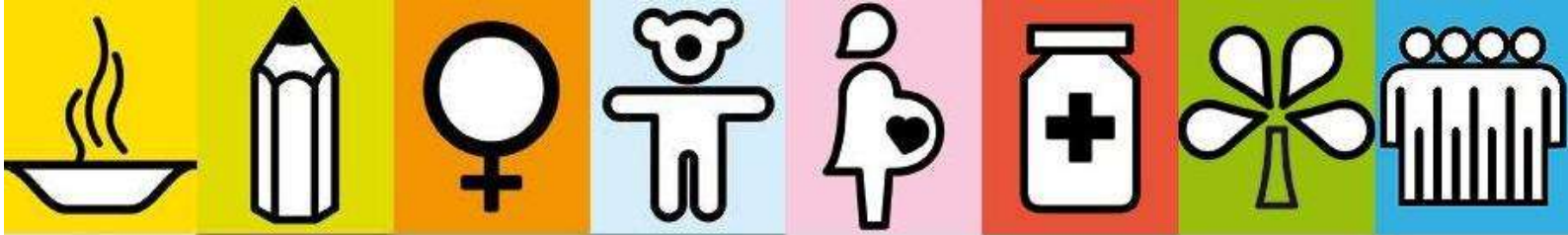
- The name of your school
- The names and ages of the students who created the presentation
- The name and contact details (email and phone number) for the member of staff responsible for the competition

If the presentation is in the form of a PowerPoint either attach it to the email or provide a link to where the file can be accessed or downloaded online.

If the presentation is in the form of a film this can be linked to or embedded in a PowerPoint presentation. Alternatively, you can provide a link to where the film can be viewed online. If you intend to upload films online we suggest that you and/or your students create a private account for the website used, which cannot be viewed by members of the public. At the very least, comments should be disabled. We recommend the [Vimeo website](#) for uploading and sharing films.

What kinds of entries are eligible?

- Entries must take the form of a short presentation; students can use PowerPoint or submit a film.
- All entries should be accompanied by the entry form attached at the end of this pack, summarising the group's recommendations and providing contact details. No images should be used on this form.
- The presentation should last no more than five minutes. Any entries that will exceed this time, in the opinion of the judging panel, will not be considered.
- PowerPoint presentations should contain a maximum of 15 slides excluding the title slide and any section heading slides. The title slide must include the name of the school submitting the entry. The file must be no more than 5MB in size. It is generally the use of photos or animations that increases the file size, so you may need to think about how many are included and their resolution.
- If the presentation contains images please ensure students have the appropriate permissions to use them – see terms and conditions on the Global Dimension [website](#) for details.



How will our entry be judged?

Presentations will be judged on the following criteria:

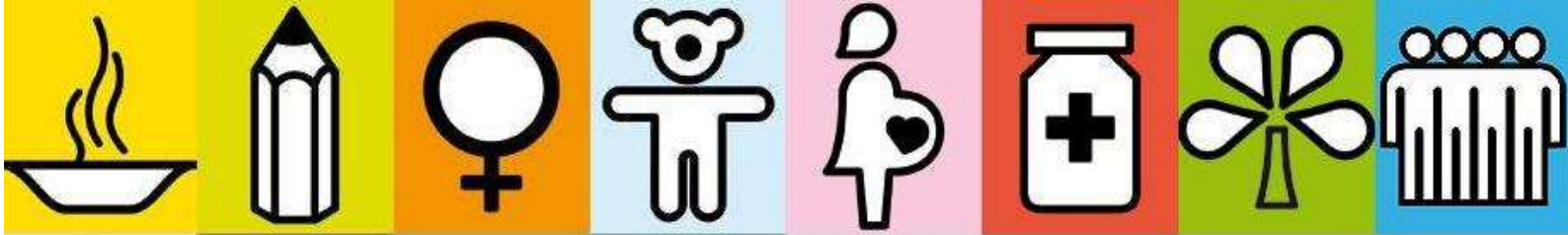
- Knowledge of the current MDGs and the progress that has been made since 2000
- Explanations of the challenges that should be incorporated into new global targets
- Use of relevant evidence and research
- A demonstration of critical thinking (questioning evidence, drawing on a wide range of views, thinking laterally about the purpose of goals)
- A clearly communicated set of concise recommendations

If a number of student groups from your school are interested in entering the Challenge, you may want to have an in-school competition to select the best entry to submit. Ideas for this are suggested in the section of this pack dealing with student leadership.

Entries will be judged by a panel including representatives from development organisations, DfID staff and other experts. They will choose the top five entries by mid-April 2013. These top five presentations will be uploaded to the Global Dimension website where they will be promoted so other schools can view, comment on and rate them.

Each of the five shortlisted groups will be assigned two expert mentors who will conduct an in-school workshop to help the team to refine their proposals prior to the final presentation stage. These mentors will visit your school for a day in April, following the Easter holidays, to work with students.

Towards the end of April 2013, the five finalist groups will travel to London to the Department for International Development headquarters for a day of presentations and workshops before they present their final proposals live to the expert panel including Secretary of State for International Development, Rt Hon Justine Greening MP, and the winning team is chosen.



What do I need to know about the Millennium Development Goals?

History of the Millennium Development Goals

In September 2000, world leaders from 189 countries met at the United Nations Headquarters in New York, where they committed to the Millennium Development Goals (MDGs). Eight goals were agreed, each aiming to lift around 500 million people out of poverty by 2015.

The Millennium Development Goals aim to:

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. [Develop a global partnership for development](#)

If the goals are achieved, then more children will go to school, fewer people will die from treatable diseases and girls will have the same opportunities as boys. Ultimately, the MDGs were intended to create positive change for people living in poverty worldwide.

Case study: achieving universal primary education

Since the goals were set, primary school fees have been abolished in Burundi, Ethiopia, Ghana, Kenya, Mozambique, Malawi, Nepal and Tanzania. This response to MDG 2 (Achieve universal primary education) has led to many more children attending school in these countries. However, implementing policies to achieve the goals is not always straightforward. There are great challenges in providing universal primary education to the world's poorest communities. Poor transport links, extreme poverty, language barriers and gender inequalities all have to be overcome.

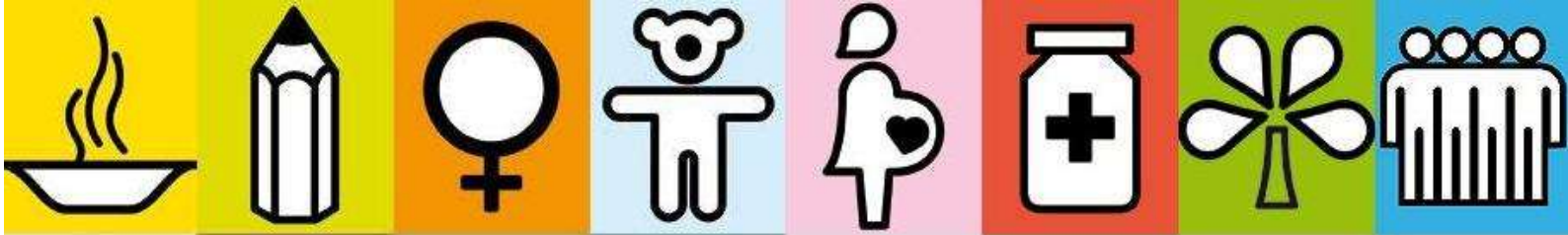
Mobile schools have helped reach out to children living in remote villages. Free school meals have helped boost attendance in some poor communities. A bilingual education has also been necessary in areas where local languages are widely spoken. Incentives have also sometimes been provided to girls to encourage them to complete their primary education.

Progress of the Millennium Development Goals

When the MDGs were set in 2000, they were felt to be achievable but it was acknowledged that meeting them was never going to be easy. UN Secretary-General Ban Ki-Moon later referred to the MDG goals as being "ambitious but feasible."

National governments have responsibility for ensuring that their country meets the first seven MDGs. However, the eighth goal (Develop a global partnership for development) calls for all countries in the world to work together. This involves developed countries assisting developing countries by giving aid, reducing debt, promoting more open markets for international trade and helping to share the benefits of new technologies.

To help measure progress, each goal has at least one target to be met and progress towards these targets has been (and continues to be) measured each year.



Well-spent aid can deliver life changing results. Over the last year DFID have:

- Supported over 2.5 million girls in primary school, and 260,000 girls in lower secondary school;
- Ensured that 500,000 births were delivered with the help of nurses, midwives or doctors;
- Supported 1 million additional women to use modern methods of family planning;
- Delivered more than 12 million bed-nets to prevent malaria. Use of these nets for one year will prevent over 66,000 child deaths;
- We have cut waste and inefficiency, ensuring that every pound of the aid budget is delivering maximum value for both the world's poor and the British taxpayer;
- Through the Aid Transparency Guarantee, we have opened up our books, so tax payers can monitor how their money is being spent.

You could use these statistics to start students thinking about the many aspects of development; how successes with the MDGs have been achieved; and the role of countries like the UK in supporting the poorest people around the world.

Significant progress has been made with the UN reporting in 2012 that:

- extreme poverty is falling in every region
- the MDG poverty reduction target is likely to be met
- the world has met the target of halving the proportion of people without access to improved sources of water
- improvements have been achieved for 200 million slum dwellers
- the world will achieve parity in primary education between girls and boys
- there have been falls in the number of under-five child deaths
- improvement have been achieved for people living with HIV
- the world is on track to halt and then begin to reduce the spread of tuberculosis
- and globally malaria deaths have declined.

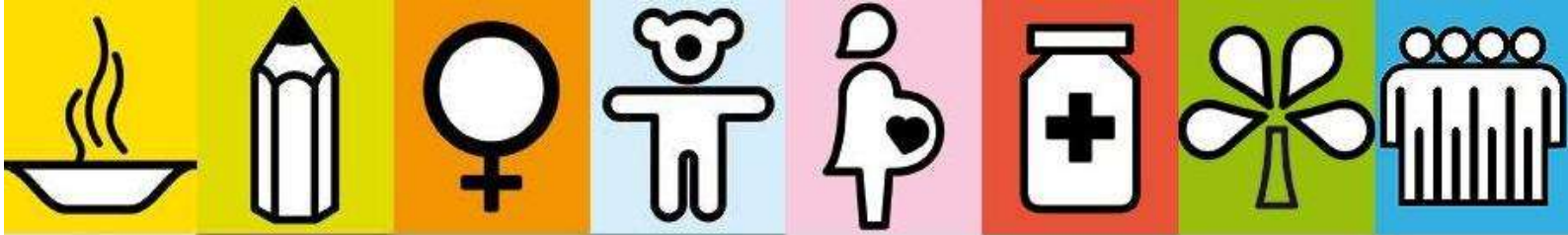
However, progress has slowed in relation to other MDGs:

- there has only been a marginal decrease in vulnerable employment
- decreases in maternal mortality are not on target
- rural areas are not achieving the required levels of improved sources of water
- global hunger remains a global challenge
- and the number of people living in slums continues to grow

Case study: Progress towards universal primary education

MDG 2 has a target to: "Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling." Progress towards this target can be measured by the percentage of boys and girls who are enrolled in schools. In developing countries, enrolment rates rose from 82% in 1990 to 90% in 2010. However, the majority of this growth occurred between 1999 and 2004, with only limited progress being made since 2004. Significant progress has been made in terms of gender equality, with almost equal levels of girls and boys being enrolled in school in the developing world. Previously there had been a significantly lower level of enrolment of girls.

It is worth noting that in 1990 many countries pledged to deliver universal primary education by 2000. However, this target was missed. In order to achieve universal education by 2015, countries must increase both the rates of enrolment and also the number of students who complete their courses.



Further case studies detailing progress against the individual MDGs are available on the [DFID website](#).

Comic Relief has produced this short [MDG Countdown video](#) which summarises progress and the challenges ahead in a simple, neat and inspirational way.

The United Nations High Level Panel on the Post-2015 Development Agenda

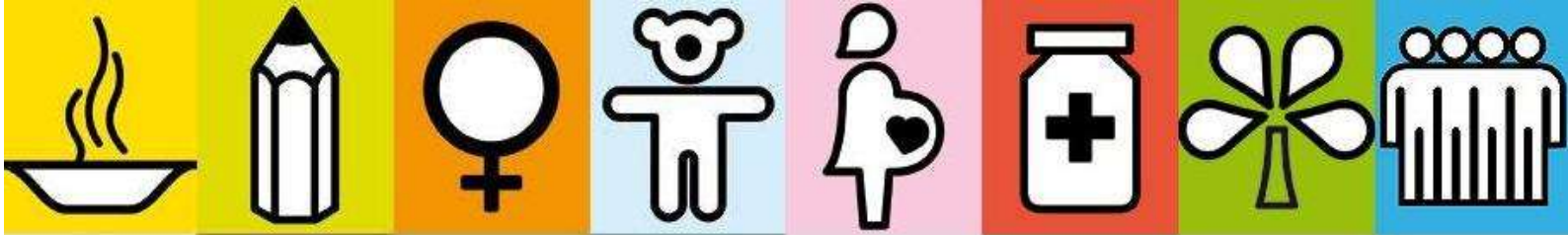
You can find news and information about the High Level Panel that David Cameron is co-chairing on [Dfid's website](#).

Useful links

[Change the world in eight steps \(Oxfam\)](#): Explore progress made towards all eight MDGs with Oxfam's online resources. Updated for 2013, this set of posters and activities is for use with 7-14 year olds. Progress towards each goal is discussed and illustrated.

[2012 Progress Chart \(United Nations\)](#): Use this comprehensive overview to gain an overall understanding of the progress made towards each goal in each of the world's developing countries.

[The Millennium Development Goals progress report 2012 \(United Nations\)](#): This official report provides extensive detail about the progress made towards each goal.



The post-2015 agenda: getting critical

Thinking about the post-MDG framework

Since the Millennium Development Goals were designed and agreed, a lot of work has gone into trying to meet them. But the world is a very different place nearly two decades on from their inception: with startling economic growth in countries like China and India, shifts in technology, changes to the global economy and growing global environmental threats such as climate change.

So when thinking about the post-2015 agenda, we need to consider both how successful the current MDGs have been in achieving improvements in development, and also whether the issues they cover are still appropriate in today's (and tomorrow's) world.

First, **how successful have the current MDGs been?**

Looking at the evidence, you are likely to conclude that it is a mixed bag. There has been progress on some of the MDGs, and this has certainly led to great improvements in the lives of millions of people around the world. For example as a result of MDG 2 28 million more children go to school, which is a great success. However progress on this has been slowing in recent years, and it does not look like this target will be met. Additionally, some people are now questioning whether just getting children into school is enough. How good is the school they go to? Are their teachers well trained? Are children staying on to secondary education in schools? This demonstrates why 'targets' in this mold might not be enough, and whether we need measures which look more deeply at these challenges.

Secondly, **are the existing set of challenges which the MDGs cover right for the world we live in today?** Or are there other problems that we should focus on?

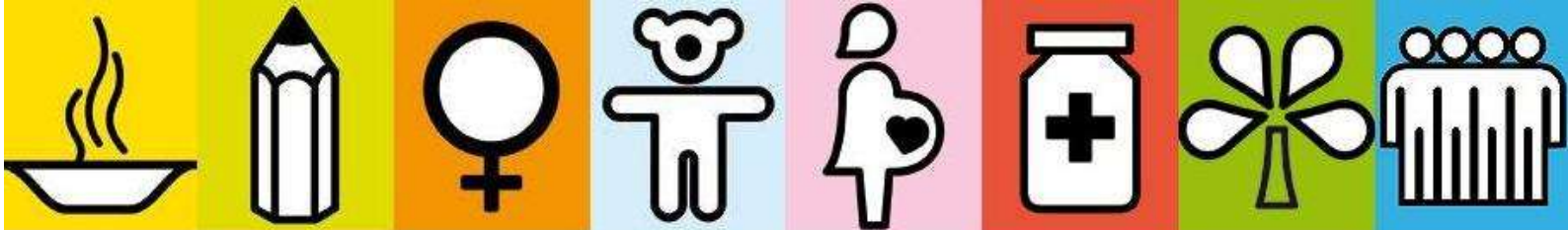
Again, the picture here is mixed. Of course despite some progress, problems such as poverty, health and education have not been 'solved' – they remain huge global issues which require concerted efforts to address. Some would argue our current focus particularly on MDG 1 to 6, and less so on 7 and 8, perhaps misses some important challenges which deserve greater emphasis. These include:

- Environmental sustainability: how well we manage and use the world's resources
- Inequality: looking at the gap between rich and poor, and making sure everyone has similar opportunities
- Human rights: including free speech and access to information
- Global relationships: things like corporations paying tax, trade relationships and the actions of people in developed countries.
- Should these goals be *universal* and apply to all countries, requiring shifts in countries like the UK (e.g. with climate change) not just in developing countries?

Do your students agree that these are the most important challenges the world is facing? Or do they have other ideas?

There is also a third question we could pose. **Do goals like this really drive improvements in development?**

With improvements to education and healthcare, for example, where donors can specify how aid money is spent, then we can see clear links to the MDGs. But for other difficulties, for example, the huge reductions



in the number of people living in poverty, it is not so clear. Many of those brought out of poverty in the last decade live in the BRIC countries (Brazil, Russia, India and China), and improvements are a result of the rapid economic growth taking place. It would be hard to argue that this was anything to do with the MDGs.

So there is a lot to think about, and there are no 'right' answers, just some evidence, clues and opinions. The key thing is that you encourage your students to think critically, and decide for themselves. And we have some resources which will help you to do that.

Inspire your students, to think..!

We want your students to engage with these questions, and **think critically** about the post-2015 global goals using the resources below and others suggested in this pack.

“Experts Inspire” video series

Want to know what the experts think? Well we have been to ask them! And they don't all agree.

Inspire your students using our series of short video clips, each featuring a different expert on international development talking about what *they* think *your* students should be considering for the post-2015 agenda.

Feature a range of views and allow students to hear it from the 'horse's mouth'.

Clips will be available on the Global Dimension and Oxfam websites from early February 2013. These could be used as an hour long whole-class activity, or to support individual research projects.



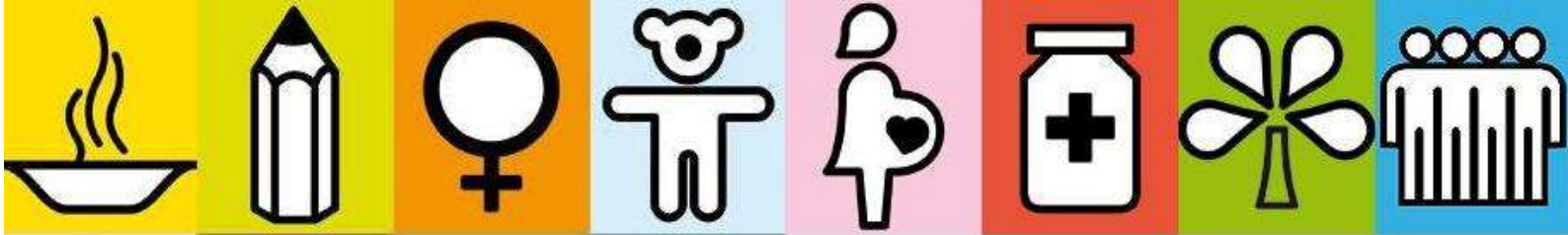
“Getting critical” classroom activities

We have also created a set of classroom-based activities which will help your students to consider a range of views and problems, which could be incorporated into a new set of post-2015 global goals.

They include the views of charities, the UK government and the United Nations. What do the students think? Can they discuss and agree what *their own* priorities would be, using these ideas?

These could be used together with the **Experts Inspire video series**.

Could be used as a classroom activity for 1-2 hours and/or an individual research project.



Shape the Future in Geography

Within the KS3 Geography National Curriculum Shape the Future provides the opportunity to engage your pupils with a wide range of geographical knowledge, understanding and skills. The following provides suggestions for how geography can support work towards this competition and also help further embed development issues within your KS3 Geography programme of study.

An overview of the Millennium Development Goals

The MDGs can provide a useful introduction to a unit on development. The nature of the targets says ‘this is not just the geography of how it is’ but suggests that ‘changes need to be made in the world’.

Introducing the Millennium Development Goals to students

Various resources ([Change the World in Eight Steps](#) and [2010 update](#)) can be used to name and illustrate each of the eight MDGs. This would lend itself to a sorting and ranking exercise to encourage discussion about what the pupils think is important about each one. Further investigation into the subsidiary targets and measures could be carried out and such detail could be used to explore what the MDGs mean to people’s lives in developing countries.

How to include “*the location of places and environments*”

Case studies featuring places and countries in your own curriculum mapping can be used to bring development data to life for pupils: Oxfam have examples of some of the successes in [Sierra Leone](#); and there is lots of useful data and information on this [UN website](#).

Illustrate each of the goals and targets in the context of localities within that country. Try to ensure that there is a balance of rural and urban settings and that you cover successes as well as failures. Highlight global-to-local connections, remembering that these facts and figures are about real people in a place somewhere.

Using the MDGs to teach “*visual literacy*” and “*Geographical communication*”

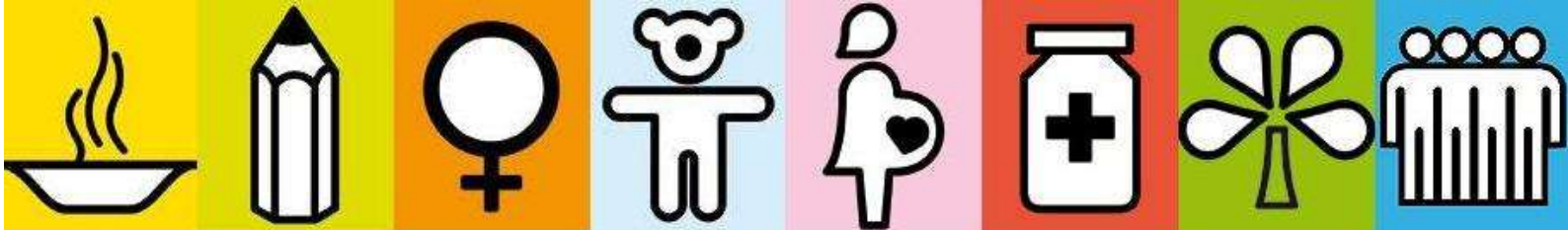
There are several websites where the eight goals branch into targets, measures and case studies, for example: <http://iif.un.org> and www.mdgmonitor.org.

The maps and data from these could be used as an assessment tool *after a unit on development* as a way of demonstrating pupils’ understanding. They emphasise the inter-connections and could link to study in subsequent units or later at GCSE and A level.

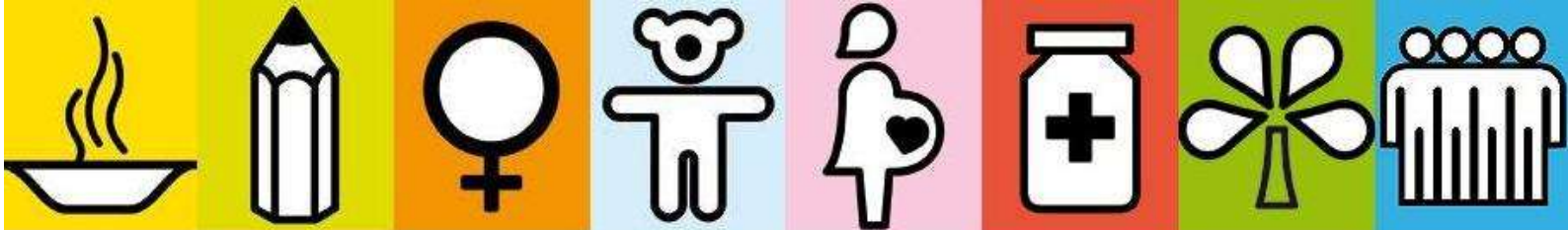
This leads into a consideration of what, if anything, will replace the MDGs? The geography national curriculum reference for this is: *interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.*

Integration within existing curriculum units

The following table illustrates how Shape the Future can link to specific teaching and learning opportunities.



English National Curriculum reference	Teaching suggestions	Resources
<p><i>Environmental Interaction and Sustainable Development, Space</i></p> <p>Population - MDG 4 and 5</p>	<p>How have birth rates and life expectancy influenced population growth?</p>	<p>Worldmapper - land area to population</p> <p>Worldstat - 'Statistics for a fact-base education'</p>
<p><i>Cultural understanding and diversity</i></p> <p>Health - MDG 4, 5 and 6</p>	<p>Why are some diseases killers in some parts of the world and not in others?</p>	<p>Progress in Geography: Health</p>
<p><i>Ask geographical questions, thinking critically, constructively and creatively.</i></p> <p><i>Analyse and evaluate evidence, presenting findings to draw and justify conclusions</i></p> <p>Global Health - MDG 5 and 6</p>	<p>Explore a range of development indicators related to health and well-being.</p>	<p>Worldmapper - health</p> <p>Worldstat</p> <p>World Health Organisation</p>
<p><i>Physical and Human Processes</i></p> <p>Food security - MDG 1</p> <p>Poverty</p>	<p>Does poverty mean the same for people across the world? What is absolute poverty? How can it be eradicated?</p>	<p>Geography of Food CPD</p> <p>Progress in Geography: Poverty</p>
<p><i>Scale, Interdependence</i></p> <p>New technologies - MDG 8</p>	<p>How do mobile phones connect us to Africa? (DRC)</p> <p>How have mobile phones been changing lives in Nigeria and the UK?</p>	<p>Geographies of Difference: Technology</p> <p>Into Africa: How are our lives connected to Africa</p>
<p><i>Cultural understanding and diversity</i></p> <p>Development indicators - MDG 2 and 3</p>	<p>Why are there more women than men who can't read? Why might having a better education be important for individuals and the country they live in?</p>	<p>Progress in Geography: Education</p>
<p><i>Place, Environmental Interaction and Sustainable Development</i></p> <p>Informal settlements - MDG 7</p>	<p>How do we improve the lives of people without sustainable access to safe drinking water and basic sanitation?</p> <p>How do we achieve a significant improvement in the lives of slum dwellers?</p>	<p>Worldmapper - housing</p>



<p><i>Interdependence</i></p> <p>Globalisation / trade - MDG 8</p>	<p>Where do our roses come from? Where are roses for the British market grown and why? How do roses reach the UK from abroad? What is the impact of growing roses on the environment?</p>	<p>Cut flowers in Kenya</p> <p>A Thorny Issue: Should I buy a Valentine's rose? Focus on Kenya</p>
---	---	--

Geography topics

The topics suggested below identify different aspects of the MDGs, how they relate to the current KS3 curriculum and relevant resources which you may find helpful.

Topic 1: Evaluating progress towards the MDGs

MDGs: All 8 MDGs

Outline: Use a progress chart (such as this [interactive map](#)) to give an overview of regional progress towards the MDGs. This will provide an opportunity for students to develop their ability to interpret and evaluate information. You might want to begin by mapping (either individually or as a group) progress made towards one or more of these goals, before zooming in to a specific area. Oxfam's 'eight steps' also gives a descriptive commentary on progress hitherto, including profiles of specific countries. Students could also conduct their own research into a country case study. Placing country case studies within their regional contexts will help to develop an appreciation of scale, from the national to the global. You may want to consider comparing and contrasting countries located within different regions of the world to give students an appreciation of diversity.

Geographical Concepts: Physical and human processes, scale, cultural understanding and diversity

Geographical Processes: Geographical enquiry, geographical communication, graphicacy and visual literacy

Resources: [Millennium Development Goals: 2012 Progress Chart \(United Nations\)](#) This provides a comprehensive overview of progress made towards all goals in each of the world's developing regions.

[Change the world in eight steps \(Oxfam\)](#) A series of posters and information sheets detail progress made towards each goal. A range of countries are profiled.

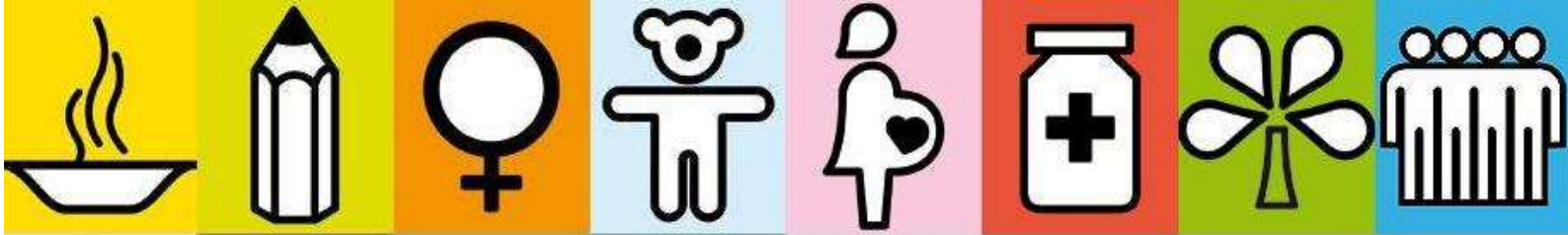
Topic 2: Managing global health

MDG 6: Combat HIV/AIDS, malaria and other diseases, **MDG 8:** Develop a global partnership for development

Outline: As the world becomes increasingly interconnected, infectious diseases (such as HIV/AIDS and malaria) show little regard for national boundaries. Introduce students to this concept with support of the 'Global health in the 21st century' resources. This may help students to explore the impact of diseases in developing countries as well as the UK's involvement with global health. You may want to consider how countries can work individually and together to improve global health. Regional and national progress towards MDG 6 can be monitored using the 'Gapminder' resource. This provides an opportunity to compare the varying rates of progress in different places.

Geographical Concepts: Interdependence, cultural understanding and diversity

Geographical Processes: Geographical enquiry, geographical communication



Resources: [Global health in the 21st century \(RGS-IBG\)](#) Hear from experts about the challenges of global health in this series of talks, interviews and fact pages.

[Wealth and health of nations \(Gapminder\)](#) This interactive chart visualises the correlation between life expectancy and income per person since 1800. Customisable axes allow investigation of other health factors including the prevalence of HIV and malaria.

The future

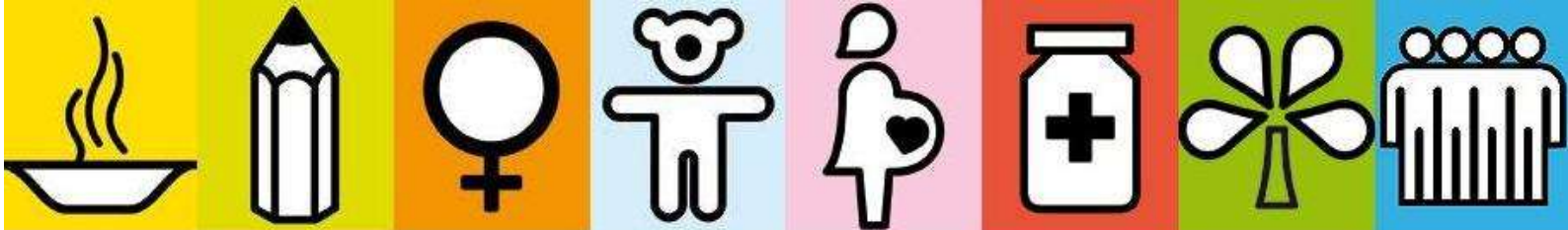
While the MDGs concentrate on the difficulties faced by many people around the world it is equally important to consider the progress made in reaching these goals over the last decade. For MDG success stories see the [End Poverty 2015 website](#) and Oxfam's new ['Food for All' campaign](#).

A timeline could be used to consider the likely outcomes if we continue with the current MDGs. Then pupils could come up with ideas for a more desirable future scenario – what would they like the world they grow-up to inhabit to be like? Pupils might come up with new development goals, no goals at all or a new way to achieve development. Finally, you could hold a classroom debate or discussion to explore the global decisions and actions which would be necessary to achieve new goals or an improved world.

(Reference: Hicks, D. W. (2006) *Lessons for the Future: the missing dimension in education*, Oxford: Trafford Publishing, www.teaching4abetterworld.co.uk)

Further reading

See the Appendix: [Strengths and Weaknesses of the MDG Framework](#) in 'Realizing the Future We Want for All. Report to the Secretary-General by UN System Task Team on the post-2015 UN Development Agenda'



Shape the Future across the curriculum

The Shape the Future competition could be used to teach a variety of skills and topics in subjects across the curriculum and it could also make for an engaging cross-curricular project. Suggestions for how it links to the Citizenship, English and Science National Curricula at KS3 are given below.

Citizenship

Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate.

Key Concepts: 1.1 a

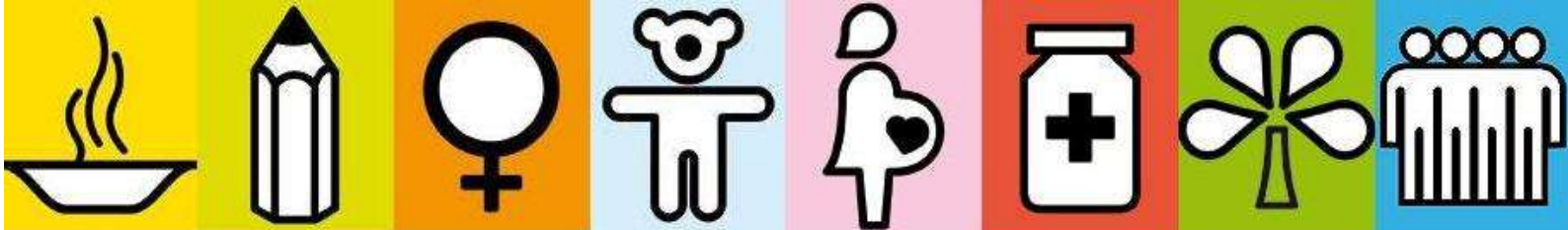
Key Processes: 2.1 a, b, c; 2.2 a, b, c

Curriculum Opportunities: a, b, c, d, e, h, l, j

Shape the Future could be used to meet several areas of the Citizenship curriculum at KS3 but particularly fits into learning about advocacy and critical thinking activities. To be successful students will need to absorb information and ideas from a variety of sources, prioritise and analyse it all before deciding what kind of world they want in the future; then make clear recommendations which sum up their conclusions.

Resource Suggestions

- This Restless Development [toolkit](#) (page 19 onwards) is full of excellent activities to help students imagine and plan for a better world. A highly recommended resource to support this competition.
- For some excellent images you could use Think Global's [photo pack](#) to promote discussion around the current MDGs and this Pinterest [board](#) with images related to the current goals and some thoughts for the post-2015 agenda to stimulate ideas for 'what next?'
- Restless Development have a selection of [views from young people](#) around the world on what should happen post-2015 and CAFOD have collected [views from a range of people](#) including many in developing countries. Do students agree with their ideas?
- There are [17 resources](#) listed on the Global Dimension website which have been tagged as supporting Citizenship, KS3 and MDGs.



English

Key Concepts: a, b, c, d; 1.4 a, b, c

Key Processes: 2.1 a, b, c, d, c; 2.3 m, n, o, p

Range and Content: 3.1 a; 3.3 b, c

Curriculum Opportunities: 4.1 f; 4.3 g, i

Shape the Future could support the teaching of speaking and listening in KS3 English; the kind of world students want when they grow up would be an excellent topic for a presentation and the success or otherwise of the current MDGs would provide excellent fodder for a debate. Shape the Future could also be used in persuasive writing, for example, what evidence and arguments do students have to support their ideas for post-2015?

Resource Suggestions

- You could use UNICEF's discussion pack [The World That We Want](#) or [The Guardian Online's](#) many articles, blogs and suggested links on the MDGs as the basis for classroom discussions and debates.
- The UN's [Cyber School Bus](#) has student-friendly information on the current MDGs.
- There are [10 resources](#) listed on the Global Dimension website which have been tagged as supporting English or English Literature, KS3 and MDGs.

Science

They discover how scientific ideas contribute to technological change – affecting industry, business and medicine and improving quality of life. They learn to question and discuss issues that may affect their own lives, the directions of societies and the future of the world.

Key Concepts: 1.2 a, b; 1.4 a

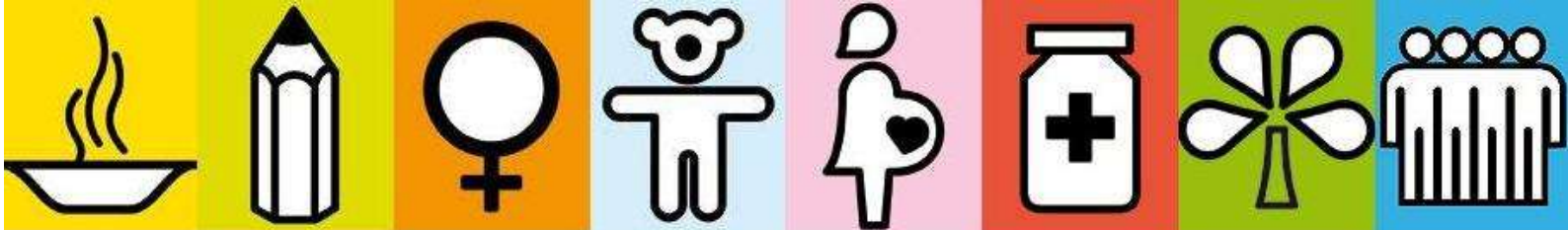
Range and Content: 3.3 c

Curriculum Opportunities: c, d, g, k

Shape the Future fits well into learning about the applications of science: how have scientific innovations improved lives in developing countries through healthcare, diet, food production and energy supply - and when have they caused problems? The competition could also be useful when investigating factors that impact on health, for example, access to clean water, medicines and a balanced diet.

Resource Suggestions

- Practical Action's [Energy and the MDGs](#) helps students understand how the achieving the MDGs is connected to the supply of energy
- [Gapminder](#) displays complicated development statistics in an easy-to-use and understand format
- There are [5 resources](#) listed on the Global Dimension website which have been tagged as supporting Science, KS3 and MDGs.



Encouraging engagement through student leadership

Shape the Future offers a great opportunity for student leadership activities. The competition is designed to give students a voice on a global scale – asking them to reflect on what is most important in securing a positive future for the world that they will inherit.

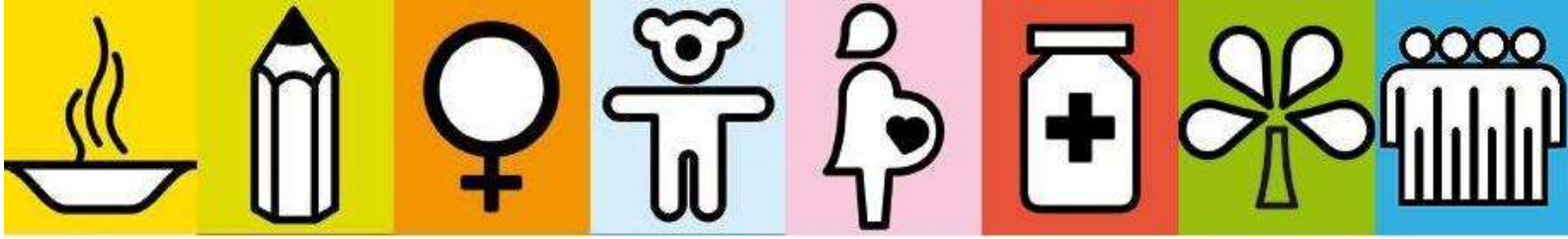
This pack provides links to the extensive resources available which explain the Millennium Development Goals, the progress that has been made since they were set and the consultation that is currently taking place. These resources can be used to develop a wide range of student leadership activities. The following ideas would work well with any group of students – your school council, a group of gifted and talented students, as a series of activities for tutor time or with any interested group. They can be adapted to be used with a large number of students or a selected group.

Getting started

- **Imagine.** Before looking at the Millennium Development Goals, it is a good idea with an open question, e.g. “In the world of the future, I hope that...” Or, “I believe that every person has the right to...” This encourages students to think independently. Students can then begin to analyse their ideas further, thinking about what kind of goals countries could set to make their ideas a reality.
- **Compare.** Compare these ideas to the Millennium Development Goals. How far do the ideas match? Are any of your ideas missing? Did you miss any important areas?
- **Research and present.** Divide students into groups; ask each group to find out more about one of the Millennium Development Goals and think of interesting ways to share their research with the school – either through displays or assemblies. They might want to build up a display gradually, placing questions around the school to stimulate curiosity.
- **What progress has been made?** Ask students to find specific examples of what has happened as a result of the Millennium Development Goals. Where has most progress been made? Which remain the most important priorities?

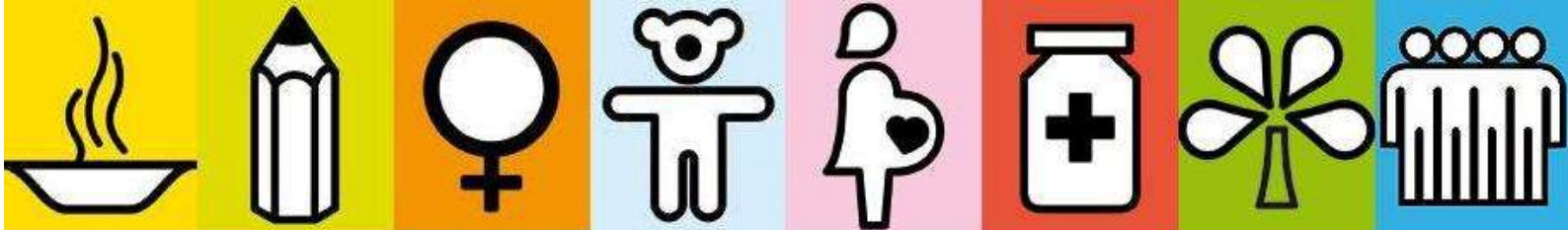
Exploring the issues

- **Discuss.** Set up a debate, or a series of debates for students to explore the key issues. You might want to consider whether the development goals should be designed to support everyone, or just people living in poorer countries, whether some of the development goals are more important than others, or whether setting development goals is the best way to help people.
- **What does it have to do with me?** Encourage students to link the existing development goals to their own experiences. Which of the goals are relevant to people living in the UK? Which of the goals relate particularly to young people? This should encourage students to recognise that many of the issues apply to so-called ‘developed countries.’
- **Imagine if ...** Encourage students to produce a series of posters, a lesson or an assembly, encouraging people to think about what the world of the future should look like or what it would be like to live if... for example, you only had \$1 a day.
- **Prioritise.** Look at the Millennium Development Goals and try to sort them into the order of importance. This should encourage students to recognise the way in which many of the goals are interlinked.



Making recommendations

- **Collecting suggestions.** Encourage students to submit their key recommendations. These might be identified by a small group of students, or you could encourage all students to contribute their thoughts. They may wish to produce their own proposed goals or make wider recommendations. This could be done through an online forum, or asking each tutor group to put forward 3 ideas.
- **Select.** You could involve the whole school in voting for the suggestions that they think should be submitted for the competition or this could be agreed through discussion with a smaller group. Remember that the competition will be judged on the quality of their thinking, so they should not feel that they have to be led by the Millennium Development Goals.



Further resources to support Shape the Future

Expert interviews and online debates

Ask the Expert: [Millennium Development Goals](#) Photographer Nick Danziger travelled to eight of the world's poorest countries to investigate the progress made by the MDGs.

Ask the Expert: [Sustainable agriculture](#) Gordon Conway, Professor of International Development, raising questions about how to feeding the world's growing population.

Ask the Expert: [Microfinance](#) Kenyan microfinance manager Victorine Olwanda discusses the practice of lending small amounts of money to help people improve their own livelihoods.

Debate: [Africa in the 21st century](#) Kofi Annan, former Secretary General of the United Nations, and humanitarian Sir Bob Geldof discuss the major challenges facing the countries of Africa.

Debate: [Global health in the 21st century](#) Experts discuss the possibility of eradicating malaria and HIV/AIDS, which continue to claim millions of lives each year.

With accompanying teaching resources available on [this website](#).

Debate: [Digital technology in Africa](#) A discussion about the use of mobiles, laptops and the Internet in Africa. Can they help bring economic and social development?

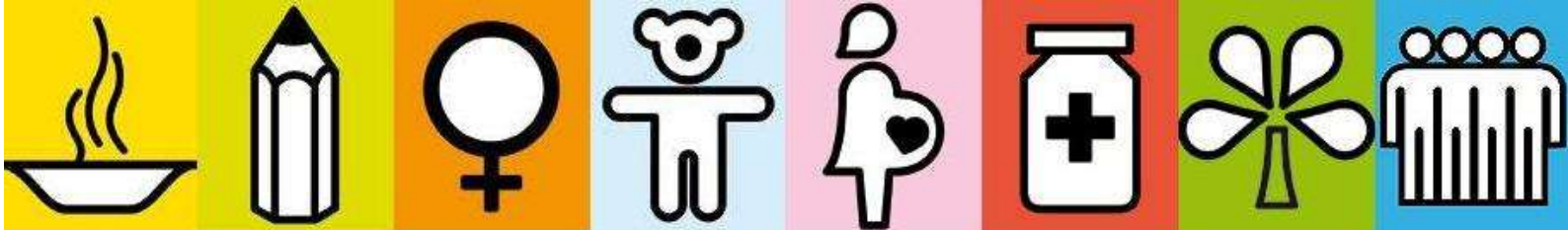
With accompanying teaching resources available on [this website](#).

Debate: [Improving responses to natural disasters](#) UNICEF and Oxfam representatives discuss how to improve responses to natural disasters.

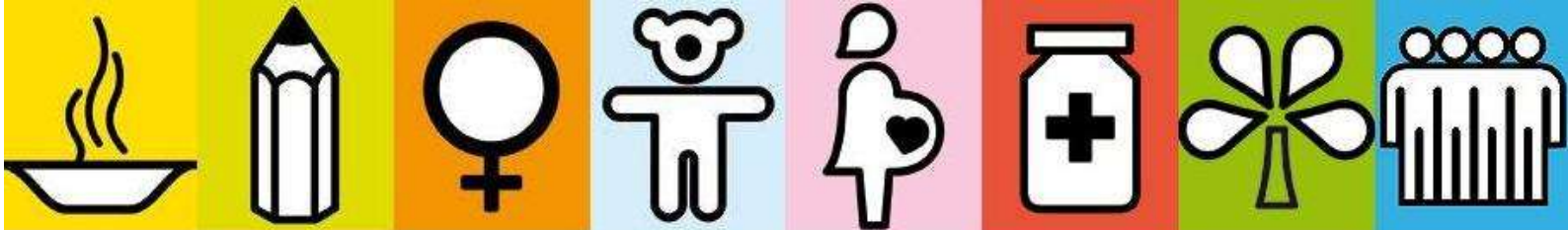
With accompanying teaching resources available on [this website](#).

Online teaching resources

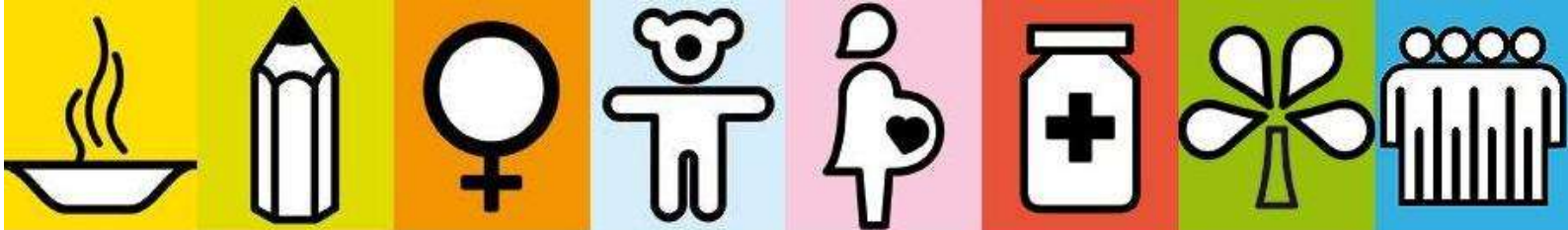
Resource	Ideas for use	Produced by	Link
Match Against Poverty: a friendly football match organised by the UN which seeks to remind people that everyone is responsible for ensuring the achievement of the MDGs.	Why is football a good way to spread a message about the MDGs? Is this a good use of the UN's money? Can students think of ways to promote their Shape the Future ideas?	UNDP	http://www.undp.org/content/undp/en/home/presscenter/pressreleases/2012/11/28/more-top-footballers-to-join-undps-10th-annual-match-against-poverty/
An online comic strip introducing the MDGs, linked to the Match Against Poverty.	A good resource for students to use, if they are independently investigating the MDGs.	UNDP	http://www.un.org/wcm/content/site/sport/comicbook
A fairly detailed overview of the MDGs with facts, figures and case studies.	Good for up-to-date information but may need some work to be accessible	UNDP	http://www.undp.org/content/undp/en/home/mdgoverview.html



	to students.		
Vote on priorities for new development goals.	A good starting point to think about what you and your students value and what you would like the world to be like.	UN	http://www.myworld2015.org/
A bank of resources including basic information pamphlets, toolkits, children's resources and many other items. You can search by language, a specific MDG or a specific resource type.	Search through to find resources to support your delivery of Shape the Future.	End Poverty 2015	http://www.endpoverty2015.org/resources/
The World We Want After 2015: an excellent overview of the MDGs, their progress and ideas for what next.	<p>This discussion pack is accessible for students and will help them work through this competition in a logical way.</p> <p>There is an excellent glossary that could support students researching the MDGs.</p> <p>There is a link to Unicef's consultation towards the end of the document, which could support students' ideas for post-2015.</p>	Unicef	http://www.unicef.org.uk/Documents/Publications/post2015L12_FINAL.pdf www.surveymonkey.com/s/talkingaboutyourworld (closes 10 February 2013)
A collection of MDG teaching resources including lesson plans, multimedia and stories.		Unicef	http://teachunicef.org/explore/topic/millennium-development-goals
A toolkit designed for youth workers running workshops for the Youth Post 2015 consultation.	Some really excellent activities and resources to help students think about the future, page 19 onwards.	Restless Development	http://www.restlessdevelopment.org/file/post-mdg-youth-consultation-toolkit-pdf
Youth Post 2015: website for young people to find out about the MDGs, the youth consultation and to submit their views.	A great site for students to conduct independent research and find out what young people around the world think should happen post-2015.	Restless Development	http://www.youthpost2015.org/
Twitter feed linked to the youth consultation.	A good place to find out what other young people are suggesting for post-2015 and to share and debate ideas.	Restless Development	https://twitter.com/YouthPost2015
A large bank of stories, short blogs, date and useful links, split by goal.	A good place to find short, illustrative case studies and it could also be a suggested to	The Guardian	http://www.guardian.co.uk/global-development/2010/sep/14



	students carrying out independent research.		/millennium-development-goals-resources
An infographic showing progress of some MDGs.	What information can students take from this graphic? What doesn't it tell them about the MDGs?	http://www.good.is/ever-yone	http://www.good.is/posts/which-countries-are-making-the-most-progress-on-the-millennium-development-goals/
Lots of suggested links for teaching about the MDGs.	Search through to find resources to support your delivery of Shape the Future.	Peace Corp (USA)	http://www.peacecorpsconnect.org/resources/education/millennium-development-goals/
Children, poverty and the MDGs (this resource costs £30.00): a video and activity pack for KS3 geography, citizenship and environmental studies, looking at what it means to be poor in Ethiopia, India, Peru and Vietnam.	Contains a video, photocards and an accompanying activity pack.	Save the Children	http://www.savethechildren.org.uk/resources/online-library/young-lives-global-goals-children-poverty-and-the-un-millennium-development-goals
Africa – a continent of contrasts	Introduces the complex and varying human and physical geographies of Africa.	RGS	http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/Africa+A+continent+of+contrasts/Africa+-+a+continent+of+contrasts.htm
China today	Explores the social, economic, environmental and political interdependence between China and the rest of the world.	RGS	http://www.rgs.org/NR/eres/08AE5CEC-16CE-479C-8268-580A4EC1030A.htm
New India	Examines the changing face of India in light of social and economic change.	RGS	http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/New+India/New+India.htm
Urbanisation and migration	Three lessons for students to investigate urbanisation and migration in Mali, West Africa.	RGS	http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+4+resources/Key+Stage+4+-+From+the+field+resources/Urbanisation+and+migration/Urbanisation+and+migration.htm
Every Day Should be Mothers Day: in 2010 David Cameron wrote to young campaigners at Oxfam promising to prioritise health services and clean water for mothers if he was elected.	A case study and classroom activity to help students assess the progress that has been made since.	Oxfam	http://www.oxfam.org.uk/education/resources/every-day-should-be-mothers-day
Explore Birth Rights: case studies of new mothers and a midwife in Ghana,	A presentation and classroom activities to help students explore this topic.	Oxfam	http://www.oxfam.org.uk/education/resources/explore-birth-rights

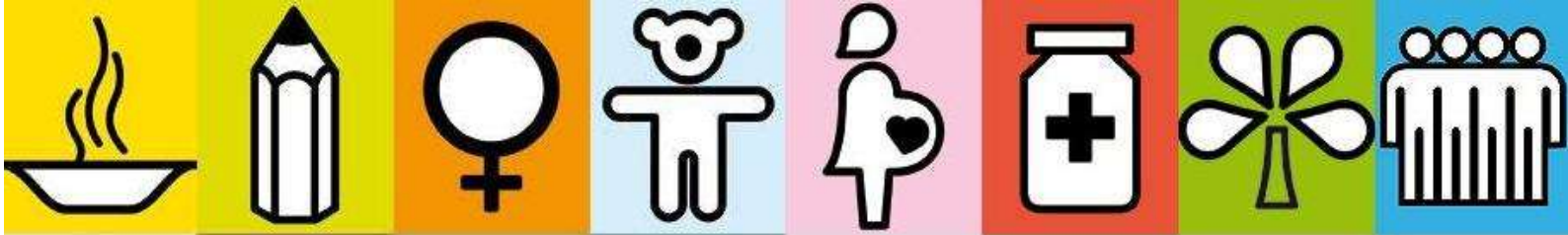


evaluating progress towards improving maternal health			
Explore Overseas Aid: case studies and facts from around the world to assist students in dispelling aid myths	A presentation and classroom activities to help students explore this topic.	Oxfam	http://www.oxfam.org.uk/education/resources/explore-overseas-aid
Live Below the Line: a KS3 geography lesson exploring extreme poverty and food	This could be used when investigating MDG 1	Think Global on behalf of Live Below the Line	http://globaldimension.org.uk/resources/item/1966
DFID stories, case studies, films and photos	There are a wealth of resources on the DFID website, which could be used to investigate UK aid programmes	The Department for International Development	http://www.dfid.gov.uk/stories/case-studies/

Shape the Future: final words

We hope this pack has inspired you to work with your students on the Shape the Future competition. The competition offers a chance for young people to think about the world they want to live in and learn about the ways countries work together to improve the lives of the poorest people. Shape the Future is an opportunity for your students to have their ideas heard at the highest levels of decision making both nationally and internationally.

For more information or queries about the Shape the Future competition please write to shapethefuture@pearson.com



Shape the Future: entry form

This form should be completed by the students who have created the presentation being entered into the competition. No images should be included in this document.

School name:

School address:

Name and contact details of staff responsible for Shape the Future:

Student names and ages:

Use this space to summarise your group's recommendations for what should happen post-2015. This text should reflect the ideas in your presentation. Please do not go onto a second page.

Please email this form to shapethefuture@pearson.com by 28 March 2013 along with your presentation.

- Our presentation is attached
- Our presentation can be accessed at:
- I accept the terms and conditions of this competition