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One Game at a Time

LESSON PLAN AND RESOURCES

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Lesson Plan: Create. Play. Learn.

LESSON PLAN OVERVIEW

THE CREATE. PLAY. LEARN. LESSON PLAN IS PROVIDED FOR TEACHERS TO USE IN THE CLASSROOM WITH STUDENTS AGES 10-18 AND GRADES 5-12. THE LESSON PLAN IS DIVIDED INTO THREE MODULES. EACH MODULE IS A STAND-ALONE LESSON THAT BUILDS UPON THE MILLENNIUM DEVELOPMENT GOALS AND INTRODUCES DIFFERENT STAGES OF DI GAMEWORKS AND THE DEVFACTOE ONLINE GAME. THE MODULES GENERALLY TAKE SIXTY MINUTES WITH SOME ADDITIONAL PREPARATION TIME.

A TIMELINE FOR EACH OF THE SEGMENTS, A PREPARATION CHECKLIST, POST LESSON EXTENSION ACTIVITIES AND RESOURCE MATERIALS ARE ALSO PROVIDED. ONE VALUABLE RESOURCE WE HOPE YOU WILL TAKE ADVANTAGE OF IS THE PRE AND POST SURVEYS. THE SURVEYS ARE OPTIONAL, HOWEVER, WE THINK IT IS A VALUABLE TOOL TO CHECK IN WITH YOUR STUDENTS TO COMPARE THE LEARNING AND AWARENESS BEFORE AND AFTER USING DEVFACTOE IN THE CLASSROOM.

ADDITIONALLY, YOU WILL FIND INFORMATION ON STANDARDS AND BENCHMARKS. THERE ARE MANY INDIVIDUAL STATE, NATIONAL AND INTERNATIONAL STANDARDS FOR TEACHING AND CURRICULUM DEVELOPMENT. WE DESIGNED THIS LESSON ALIGNED WITH MICHIGAN STANDARDS FOR SOCIAL STUDIES. THE LESSON PLAN TEMPLATE AND THE DEVFACTOE GAME FORMAT ARE TOOLS THAT CAN BE USED AND ADAPTED TO YOUR CURRICULUM STANDARDS. FEEL FREE TO CONTACT OUR TEAM WITH QUESTIONS REGARDING ALIGNING STANDARDS TO LESSONS AND OUR GAME.

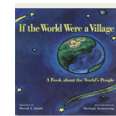
LESSON PLAN - MODULE 1

<p>LESSON FOCUS:</p>	<ul style="list-style-type: none"> • INTRODUCTION TO DI GAMEWORKS, • THE UNITED NATIONS EIGHT MILLENNIUM DEVELOPMENT GOALS • GAME FORMAT • STANDARDS AND BENCHMARKS – APPENDIX A
<p>TEXT AND MATERIALS:</p>	<ul style="list-style-type: none"> • DIGW.ORG • COMPUTER ACCESS FOR STUDENTS • COMPUTER AND LCD PROJECTOR FOR INSTRUCTOR • SAMPLE DATA WITH THE 8 MILLENNIUM GOALS FOR TEACHER REFERENCE – APPENDIX B • EXPLORE AND REGISTER AT DIGW.ORG BEFORE PRESENTING TO STUDENTS
<p>CONNECTION:</p>	<ul style="list-style-type: none"> • <i>WHERE WILL YOU BE IN THE YEAR 2015?</i> • <i>DO YOU THINK THE WORLD WILL BE A BETTER PLACE?</i> • <i>TODAY WE ARE GOING TO LEARN ABOUT HOW THE UNITED NATIONS IS WORKING TO CREATE A BETTER WORLD. DURING THE NEXT FEW LESSONS, WE ARE GOING TO LEARN HOW TO PLAY THE GAME, CREATE YOUR OWN GAME ONLINE, AND SHARE IT WITH OTHER STUDENTS</i>
<p>TEACHING:</p>	<ul style="list-style-type: none"> • MODEL USING COMPUTER AND THE LCD PROJECTOR • GO TO DIGW.ORG AND EXPLORE THE LINK MDG@UN CYBERBUS. • READ ABOUT THE MILLENNIUM DEVELOPMENT GOALS AND CLICK ON THE VIDEOS.
<p>ACTIVE INVOLVEMENT:</p>	<p>HAVE STUDENTS IN PARTNERS OR INDIVIDUALLY GO THE DIGW.ORG WEBSITE TO EXPLORE THE LINK MDG @UN CYBERBUS.</p>
<p>LINK:</p>	<ul style="list-style-type: none"> • <i>WHAT DID YOU LEARN ABOUT THE MILLENNIUM DEVELOPMENTAL GOALS?</i> <p>ALLOW TIME FOR DISCUSSION.</p> <ul style="list-style-type: none"> • <i>WE ARE GOING TO EXPLORE SOME GAMES THAT STUDENTS CREATED ABOUT THE MILLENNIUM DEVELOPMENT GOALS.</i> <p>MODEL THE GAME ON THE COMPUTER.</p> <ul style="list-style-type: none"> • <i>HOW MANY OF YOU HAVE PLAYED CONNECT FOUR? HOW DO YOU PLAY? THAT’S RIGHT YOU HAVE TO GET 4 IN A ROW, DIAGONALLY, OR HORIZONTALLY TO WIN. THAT IS HOW YOU WIN THIS GAME, EXCEPT THERE IS A CATCH. YOU WILL LEARN AS YOU EARN A SQUARE.</i>

	<ul style="list-style-type: none"> • <i>WE ARE GOING TO PLAY THE SOLITARY VERSION TODAY BUT AFTER YOU JOIN THIS WEBSITE YOU CAN INVITE A PERSON TO JOIN YOU WHO IS ONLINE ANYWHERE IN THE WORLD. (CHOOSE ONE OF THE GAMES AHEAD OF TIME.)</i> • <i>EACH BOARD HAS 16 SQUARES. THE COMPUTER WILL SHOW 2 FACTS AT THE TOP OF THE BOARD. WHEN I CHOOSE A FACT, THE COMPUTER WILL PUT AN X FOR MY CHOICE AND AN O FOR THE COMPUTER. WHO WOULD LIKE TO TRY?</i> <p>CONTINUE WITH STUDENTS UNTIL THEY UNDERSTAND THE CONCEPT OF THE GAME.</p> <p><i>STUDENTS LIKE YOU CREATED THE GAMES. YOU WILL LEARN TO CREATE YOUR OWN GAME.</i></p>
<p>WORK TIME:</p>	<p>IF TIME PERMITS-</p> <p>HAVE STUDENTS PARTNER UP TO PLAY THE GAME.</p> <ul style="list-style-type: none"> • <i>JOIN TO BE ABLE TO PLAY THE 2- PLAYER GAME.</i> • <i>AT THE DIGW.ORG WEBSITE, CLICK ON LOG IN/REGISTER AND THE TOP OF THE NEXT PAGE CLICK ON REGISTER YOU WILL CHOOSE A SCREEN NAME AND PASSWORD THAT ARE EASY TO REMEMBER (AND WRITE IT DOWN) YOU WILL HAVE TO RETYPE THE PASSWORD.</i> • <i>NOW LOG IN AND CHOOSE PLAY GAMES.</i> <p><i>CHOOSE A 2-PLAYER GAME, YOU WILL NEED TO INVITE SOMEONE OR ACCEPT AN INVITATION TO PLAY FROM SOMEONE THAT HAS INVITED YOU. (YOU WILL SEE THE INVITATION AT THE BOTTOM RIGHT SIDE OF THE PAGE.)</i></p>
<p>SUMMARIZE:</p>	<p><i>WHAT DID YOU NOTICE ABOUT THE GAMES THAT YOU PLAYED? HOW DO YOU THINK THEY FOUND ALL THAT INFORMATION? IN OUR NEXT LESSON YOU WILL FIND OUT.</i></p>

LESSON PLAN – MODULE 2

<p>LESSON FOCUS:</p>	<ul style="list-style-type: none"> • DEVELOP DEEPER UNDERSTANDING OF THE UN 8 MILLENNIUM DEVELOPMENTAL GOALS • INTRODUCE THE DATA MANAGEMENT SYSTEM, DEVINFO.
<p>TEXT AND MATERIALS:</p>	<ul style="list-style-type: none"> • COMPUTER ACCESS FOR DIGW.ORG • COPIES OF SAMPLE DATA FOR STUDENTS (MILLENNIUM DEVELOPMENT GOALS) APPENDIX B • COPIES OF ACCESSING DEVINFO DATA – CAN BE DOWNLOADED FROM DIGW.ORG WEBSITE UNDER GUIDES AND RESOURCES LINK <i>-BECOME FAMILIAR WITH ACCESSING DATA FROM DEVINFO BEFORE DEMONSTRATING FOR STUDENTS.</i> • COPY OF THE BOOK: IF THE WORLD WERE A VILLAGE: A BOOK ABOUT THE WORLD'S PEOPLE BY David Smith (AUTHOR), Shelagh Armstrong (ILLUSTRATOR) http://www.iftheworldwereavillage.org/index.html <p><i>“THIS WONDERFUL, TELS US WHO WE ARE, WHERE WE ARE GROWING, WHAT SPEAK, WHAT RELIGIONS WE PRACTICE AND MORE.” WRITTEN BY SEASONED TEACHER DAVID J. SMITH, WHO BELIEVES THAT THE “WORLD-MINDEDNESS” OF CHILDREN IS VITAL TO THE HEALTH OF OUR PLANET, IF THE WORLD WERE A VILLAGE GIVES US INSIGHT INTO THE UNIQUE CULTURES, LANGUAGES, RELIGIONS, AND TRADITIONS OF THE WORLD'S PEOPLE. ENLIGHTENING AND EYE-OPENING, THIS BOOK IS A USEFUL WAY TO SHOW YOUR CHILD THE WAY THE REST OF THE WORLD LIVES.”</i></p> <p>(IF THIS BOOK IS UNAVAILABLE USE THE PAGES FOUND IN THE APPENDIX D)</p>
<p>CONNECTION:</p>	<p>READ THE FRONT INSIDE COVER OF IF THE WORLD WERE A VILLAGE.</p> <ul style="list-style-type: none"> • <i>AT THIS MOMENT, THERE ARE MORE THAN 6.75 BILLION PEOPLE ON THE PLANET AT ONE TIME...BUT WHAT IF WE IMAGINE THAT WHOLE WORLDS AS A VILLAGE OF JUST 100 PEOPLE.</i> <p><i>IN THIS VILLAGE:</i></p> <ul style="list-style-type: none"> • <i>21 PEOPLE SPEAK A CHINESE DIALECT;</i> • <i>10 EARN LESS THAN A DOLLAR A DAY;</i> • <i>13 CANNOT READ OR WRITE;</i>



	<ul style="list-style-type: none"> • ONLY 37 ALWAYS HAVE ENOUGH TO EAT; • 28 HAVE TELEVISIONS IN THEIR HOME. <p>REVIEW WHAT STUDENTS LEARNED ABOUT THE MILLENNIUM DEVELOPMENT GOALS FROM THE PREVIOUS LESSON.</p>
<p>TEACHING:</p>	<p><i>WHERE DO YOU THINK THE AUTHOR OF THAT BOOK MIGHT GET HIS INFORMATION? THE FIRST TIME I HEARD A TEACHER READ THE VILLAGE BOOK, I ASKED HER, “WHERE DOES THE AUTHOR GET HIS INFORMATION?” HER ANSWER WAS, “I DON’T KNOW.” BEFORE I USED THIS BOOK WITH STUDENTS, I WANTED TO MAKE SURE THE DATA WAS ACCURATE. I AM GOING TO PASS OUT SOME FACTS. YOU CAN SEE THE FACTS ARE LISTED UNDER THE 8 MILLENNIUM DEVELOPMENT GOALS THAT YOU LEARNED ABOUT YESTERDAY. PASS OUT THE SAMPLE DATA TO EACH STUDENT. GIVE THEM A FEW MINUTES TO READ OVER THE DATA. ASK STUDENTS TO CHOOSE ONE OF THE STATISTICS TO SHARE WITH THE CLASS.</i></p> <p>GOAL 1 ERADICATE EXTREME POVERTY AND HUNGER. WHAT DOES ERADICATE MEAN?</p> <p>GOAL 2 ACHIEVE UNIVERSAL PRIMARY EDUCATION. SHOULD ALL CHILDREN BE ABLE TO GO TO SCHOOL?</p> <p>GOAL 3 PROMOTE GENDER EQUALITY AND EMPOWER WOMEN. IN SOME COUNTRIES WOMEN AREN’T EVEN ALLOWED TO VOTE?</p> <p>GOAL 4 REDUCE CHILD MORTALITY. HELP LOWER THE NUMBER OF YOUNG CHILDREN THAT DIE EVERY YEAR.</p> <p>GOAL 5 IMPROVE MATERNAL HEALTH. HELP MOTHERS GET MEDICAL HELP BEFORE THEIR BABIES ARE BORN.</p> <p>GOAL 6 COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES.</p> <p>GOAL 7 ENSURE ENVIRONMENTAL SUSTAINABILITY. HELP PROTECT THE ENVIRONMENT AND MAKE SURE PEOPLE HAVE SAFE DRINKING WATER.</p> <p>GOAL 8 DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT. HELP COUNTRIES GROW IN BUSINESS AND TECHNOLOGY.</p>

<p>ACTIVE INVOLVEMENT:</p>	<ul style="list-style-type: none"> • <i>DO ANY FACTS SURPRISE YOU? WHERE DO THEY GET ALL THESE STATISTICS?</i> • <i>HOW DO YOU KNOW THE INFORMATION YOU GET ON THE INTERNET IS ACCURATE?</i> • <i>SINCE ANYONE CAN PUBLISH INFORMATION ON THE WEB, DOES IT MEAN IT'S TRUTHFUL?</i> • <i>WE ARE GOING TO USE A WEBSITE TODAY THAT IS USED BY THE UNITED NATIONS TO STORE AND MANAGE THE DATA FROM COUNTRIES ALL OVER THE WORLD.</i> • <i>WHEN I GO BACK TO THE DIGW.ORG WEBSITE, I AM GOING TO CHOOSE THE di Online database LINK AT THE TOP OF THE PAGE (BLUE BUTTON ON TOP NAVIGATION BAR).</i> <p>FOLLOW THE INSTRUCTION SHEET ACCESSING DATA FROM DEVINFO – CAN BE DOWNLOADED AT DIGW.ORG UNDER THE GUIDES AND RESOURCES LINK</p> <p>CHOOSE:</p> <ul style="list-style-type: none"> • A MILLENNIUM DEVELOPMENT GOAL • AN INDICATOR • A CONTINENT: <i>WHICH CONTINENT SHOULD I CHOOSE?</i> • A COUNTRY: <i>WHICH COUNTRY IN THAT CONTINENT SHOULD I CHOOSE?</i> <p>DATA: <i>I CAN CHOOSE TO SEE THE DATA IN A GRAPH, TABLE, OR ON A MAP.</i></p>
<p>WORK TIME:</p>	<p>ALLOW STUDENTS TIME TO EXPLORE DATA ON DEVINFO SITE.</p>
<p>SUMMARIZE:</p>	<p>HAVE STUDENTS REPORT OUT INTERESTING DATA THEY DISCOVERED.</p> <p><i>IN OUR NEXT LESSON, WE WILL LEARN HOW TO CREATE AND PUBLISH GAMES ONLINE USING INFORMATION FROM DEVINFO.</i></p>

LESSON PLAN – MODULE 3

<p>LESSON FOCUS:</p>	<p>DEVELOP GLOBAL AWARENESS WHILE CREATING GAMES.</p> <p>STUDENTS SHOULD BE ABLE TO ANSWER:</p> <p>WHERE DID YOU GET YOUR INFORMATION?</p> <p>WHAT DO YOU WANT OTHER STUDENTS TO LEARN?</p>
<p>TEXT AND MATERIALS NEEDED:</p>	<ul style="list-style-type: none"> • COMPUTERS WITH INTERNET ACCESS TO HTTP://WWW.DIGW.ORG • COMPUTER AND PROJECTOR TO MODEL CREATING GAME • COPIES OF CREATING AN ONLINE GAME DIRECTIONS– CAN BE DOWNLOADED AT DIGW.ORG UNDER GUIDES AND RESOURCES LINK • TEMPLATE FOR GAME PLANNING WORKSHEET – APPENDIX C
<p>CONNECTION:</p>	<ul style="list-style-type: none"> • <i>TODAY WE ARE GOING TO LOOK AT SOME GAMES THAT HAVE ALREADY BEEN CREATED ON DI GAMEWORKS.</i> • <i>THEN YOU ARE GOING TO START CREATING YOUR OWN GAME THAT WILL BE PUBLISHED ONLINE.</i>
<p>TEACHING:</p>	<ul style="list-style-type: none"> • <i>WE ARE GOING TO THE DI GAMEWORKS WEBSITE, DIGW.ORG LOG IN AND CHOOSE PLAY GAMES.</i> • <i>CHOOSE A 2-PLAYER GAME AND INVITE SOMEONE TO PLAY OR ACCEPT AN INVITATION FROM ANOTHER PLAYER.</i> <p>ALLOW 5-10 MINUTES TO PLAY GAMES. THEN DISCUSS WHICH GAMES THEY PLAYED:</p> <ul style="list-style-type: none"> • <i>WHAT DID YOU LEARN AS YOU WERE PLAYING? WHERE THEY INTERESTING FACTS? WHAT WERE SOME INTERESTING FACTS? WHAT COULD HAVE MADE THEIR GAME MORE INTERESTING?</i> <p>CREATING DEVFACTOE GAMES</p> <p>YOU MUST LOGIN TO CREATE A GAME.</p> <p>PASS OUT THE CREATING AN ONLINE GAME (ONLINE) DIRECTIONS</p> <ul style="list-style-type: none"> • <i>WE ARE GOING TO CREATE A CLASS GAME. FIRST LET’S THINK ABOUT A THEME FOR OUR GAME. WHAT WOULD BE A GOOD NAME FOR OUR GAME?</i> • <i>SINCE I HAVE LOGGED IN, I AM GOING TO CLICK ON CREATE GAME. THE GAME BOARD WILL APPEAR WITH 16 BOXES EACH WITH A CATEGORY. I AM GOING TO CLICK A CATEGORY, TYPE INDIA, AND CLICK CREATE (OR WHAT EVER YOU WANT). NOW I</i>

	<p>AM GOING TO CLICK ON FACT UNDER INDIA. TODAY WE ARE GOING TO TYPE A FACT IN THE TEXT BOX. I CAN GO TO DEVINFO TO CUT AND PASTE INFORMATION ABOUT INDIA. GIVE ME A FACT! LATER ON WHEN WE GET MORE EXPERIENCED WE CAN UPLOAD VIDEOS, IMAGES, OR EVEN SOUND.</p> <p>CONTINUE ADDING CATEGORIES FACTS TO A FEW MORE SQUARES UNTIL STUDENTS UNDERSTAND THE CONCEPT OF THE GAME/</p> <p>WE ARE GOING TO DIGW.ORG TODAY AND BEGIN BRAINSTORMING ABOUT OUR GAME. IT MIGHT BE A GOOD IDEA TO WORK WITH A PARTNER FOR YOUR FIRST GAME. I AM GOING TO PASS OUT A WORKSHEET TO HELP YOU PLAN YOUR FIRST GAME. REMEMBER YOU ARE GOING TO NEED 16 CATEGORIES WITH A FACT FOR EACH ONE. YOU CAN USE ANY RESOURCE SUCH AS DEVINFO, UN CYBERBUS, OR OTHER RELIABLE SOURCES. PLEASE SHARE YOUR FIRST GAME WITH ME BEFORE SUBMITTING FOR PUBLICATION ON THE WEBSITE.</p>
<p>LINK:</p>	<p>DOES ANYONE HAVE AN IDEA FOR A THEME OR NAME FOR YOUR FIRST GAME?</p> <p>BEFORE YOU BEGIN YOUR GAME, I WANT YOU TO CONSIDER 2 IMPORTANT DETAILS:</p> <ul style="list-style-type: none"> • WHERE DID YOU GET YOUR INFORMATION? • WHAT DO YOU WANT THE PLAYERS TO LEARN?
<p>SHARE:</p>	<p>STUDENTS MAY WORK IN PARTNERS BY CHOOSING CO-AUTHOR FOUND AT THE TOP OF THEIR GAME.</p> <ul style="list-style-type: none"> • XAVIER IS ALMOST FINISHED WITH HIS GAME. WOULD YOU LIKE TO SHARE A COUPLE OF YOUR CATEGORIES AND FACTS? <p>HAVE A COUPLE STUDENTS SHARE.</p> <p>WHAT TO LOOK FOR:</p> <p>NOTE: IF STUDENTS ARE STRUGGLING WITH CATEGORIES AND FACTS, YOU CAN SUGGEST THEY USE RECENTLY COVERED MATERIAL FROM THEIR TEXTBOOK. THE ULTIMATE GOAL IS TO HAVE STUDENTS SEARCH DEVINFO FOR DATA TO CREATE DI GAMEWORKS GAMES.</p>
<p>SUMMARIZE:</p>	<p>WHEN YOU HAVING COMPLETED YOUR GAME AND HAVE CHECKED IT CAREFULLY FOR:</p> <ul style="list-style-type: none"> • INTERESTING AND ACCURATE INFORMATION

- CORRECT SPELLING
- CORRECT GRAMMAR

CHOOSE SUBMIT THIS GAME FOR PUBLICATION

THE ADMINISTRATORS OF THIS WEBSITE WILL CHECK IT BEFORE PUBLISHING IT. YOU CAN PLAY YOUR OWN GAME AS A SOLITARY VERSION WHILE IT IS BEING REVIEWED.

Lesson Plan Time Line

THE FOLLOWING PROVIDES YOU WITH AN ESTIMATED TIME FOR EACH SEGMENT OF THE LESSON PLAN.

LESSON AREA	TASK/SEGMENT	DURATION
PRE-LESSON	PREPARATION	30-60 MINUTES
LESSON PLAN <i>NOTE: EACH LESSON (MODULES 1-3) IS DESIGNED TO TAKE ABOUT 60 MINUTES. TIME MAY VARY FOR EACH TEACHER.</i>	FOCUS	5 MINUTES
	CONNECTION	5 MINUTES
	TEACHING	10 MINUTES
	ACTIVE INVOLVEMENT	10 MINUTES
	LINK	5 MINUTES
	WORK TIME	15 MINUTES
	SUMMARIZE	5 MINUTES
	ESTIMATED TOTAL TIME:	60 MINUTES
POST-LESSON	EXTENSION ACTIVITY	40 MINUTES
	WRAP UP	20 MINUTES
	WRAP UP	20 MINUTES
	ESTIMATED TOTAL TIME:	60 MINUTES

Lesson Plan Checklist

BELOW IS A CHECKLIST OF RESOURCES YOU'LL NEED TO USE DI GAMEWORKS AND OUR LESSON PLAN IN YOUR CLASSROOM:

EQUIPMENT

- COMPUTER WITH LCD PROJECTOR
- STUDENT COMPUTERS OR SEVERAL COMPUTERS FOR STUDENTS TO SHARE
- FLIP CHART PAPER OR BOARD TO RECORD STUDENT RESPONSES AND QUESTIONS

TEACHING MATERIALS

PRINT COPIES OF:

- THE APPENDIX DOCUMENTS
- CREATING A DEVFACTOE GAME
- ACCESSING DEVINFO DATA

- PENS OR PENCILS, AND NOTE PADS
- EXTRA COPIES OF APPENDIX C: GAME PLANNING WORKSHEET
- OPTIONAL: PRE AND POST SURVEY

ROOM SETUP (WILL VARY AND BE SPECIFIC TO YOUR SCHOOL & AVAILABLE ROOMS)

- SMALL GROUPS – IDEALLY TWO STUDENTS WORKING TOGETHER WITH ONE OR TWO COMPUTERS
- COMPUTER LAB – IF YOU HAVE ACCESS TO A COMPUTER LAB WE SUGGEST YOU BOOK THE ROOM AND PRESENTED THE THREE MODULES IN THIS SETTING – THIS ALLOWS STUDENTS DIRECT ACCESS TO THE INTERNET AND ONLINE RESOURCES

PRE-LESSON PREPARATION:

- PRIOR TO THE LESSON, BEGIN FAMILIARIZING YOURSELF WITH DI GAMEWORKS, DEVINFO AND THE MILLENNIUM DEVELOPMENT GOALS
- OPTIONAL: IMPLEMENT A PRE-SURVEY USING APPENDIX E TEMPLATE
- REGISTER AND CREATE A DI GAMEWORKS ACCOUNT AND GROUP
- PLAY A FEW SOLITAIRE GAMES AND THEN CREATE A GAME OF YOUR OWN TO BE PUBLISHED
- REACH OUT TO DI GAMEWORKS IF YOU HAVE QUESTIONS ABOUT PLAYING AND/OR CREATING GAMES WITH YOUR CLASS

Post Lesson Activities

EXTENSION ACTIVITIES

WE ENCOURAGE TEACHERS TO GO BEYOND THE LESSON AND USE EXTENSION ACTIVITIES TO REINFORCE AND FOSTER GLOBAL AWARENESS. THESE ACTIVITIES ALSO GIVE STUDENTS AN OPPORTUNITY TO:

- GENERATE A DIALOGUE AND APPLY KEY CONCEPTS TO BOTH THEMSELVES AND THEIR SCHOOL/COMMUNITY ABOUT THE MILLENNIUM DEVELOPMENT GOALS (MDGs)
- DEVELOP AN ACTION PLAN TO IMPROVE THE STUDENTS' UNDERSTANDING OF GLOBAL ISSUES AND CALL TO ACTION FOR CHANGE

EXTENSION ACTIVITY IDEAS:

- **PUBLIC SERVICE ANNOUNCEMENT:** STUDENTS CHOOSE ONE OF THE MDGs AND CREATE A 1 MINUTE VIDEO TO INFORM THE PUBLIC ABOUT THE PROGRESS TOWARD REACHING THE GOAL.
- **POWER POINT:** STUDENTS CREATE A POWER POINT PRESENTATION TO TEACH OTHER STUDENTS ABOUT ALL EIGHT MDGs.
- **USING ONE MDG,** COMPARE THE DATA OF 2 COUNTRIES WITHIN THE SAME REGION. ANALYZE THE SIMILARITIES AND DIFFERENCES IN DATA.
- **USING ONE MDG,** COMPARE AND ANALYZE THE DATA OF 2 COUNTRIES FROM 2 DIFFERENT REGIONS. EXPLAIN POSSIBLE REASONS FOR THE SIMILARITIES AND DIFFERENCES IN DATA.
- **CREATE POSTERS:** REPRESENTING EACH OF THE EIGHT MDGs.
- **CREATE A PRESENTATION IN YOUR OWN WAY TO ANSWER THIS QUESTION:** HOW IS MY COUNTRY DOING IN REACHING THE MDGs?
- **CHANGE OVER TIME:** CREATE A PRESENTATION ABOUT ONE COUNTRY AND HOW IT HAS IMPROVED OR DECLINED IN PROGRESS TOWARD REACHING THE MDGs OVER TIME.
- **CURRENT EVENTS:** CHECK NEWSPAPER OR NEWS ONLINE FOR CURRENT EVENTS THAT ARE RELATED TO ONE OF THE MDGs.
- **RAP:** CREATE A RAP TO HELP OTHERS LEARN ABOUT AND REMEMBER THE EIGHT MILLENNIUM GOALS.
- **IMAGINE:** YOU ARE A LEADER OF A DEVELOPING COUNTRY SPEAKING TO THE UNITED NATIONS. HOW IS YOUR COUNTRY PROGRESSING TOWARD MEETING THE MDGs. WHAT KIND OF HELP DOES YOUR COUNTRY NEED FROM OTHER COUNTRIES?

Appendix A – Standards and Benchmarks

PROVIDED IN THE TABLE BELOW ARE LINKS TO SOME US STATE AND NATIONAL STANDARDS. THIS IS A SMALL SAMPLING OF WHAT IS AVAILABLE. EDUCATORS PLEASE USE THE STANDARDS AND BENCHMARKS THAT ARE APPLICABLE TO YOUR LOCATION.

STANDARD	LINK TO WEBSITE AND DOCUMENTS
MICHIGAN EDUCATIONAL TECHNOLOGY STANDARDS	HTTP://WWW.MICHIGAN.GOV/MDE/O,1607,7-140-28753---,00.HTML
NATIONAL MATHEMATICS STANDARDS	HTTP://STANDARDS.NCTM.ORG/DOCUMENT/APPENDIX/NUMB.HTM
NATIONAL SOCIAL STUDIES STANDARDS	HTTP://WWW.SOCIALSTUDIES.ORG/STANDARDS/CURRICULUM
SCIENCE STANDARDS	HTTP://WWW.NAP.EDU/OPENBOOK.PHP?RECORD_ID=4962

WE ARE ALSO INCLUDING THE THEMATIC STRAND “GLOBAL CONNECTIONS” FROM THE CURRICULUM STANDARDS FOR SOCIAL STUDIES II THAT ALIGN WITH THE LESSON PLAN AND THE MDGS.

THEMATIC STRAND: GLOBAL CONNECTIONS

MIDDLE SCHOOL

PURPOSES:

GLOBAL CHANGE HAS INTENSIFIED AND QUICKENED--AFFECTING LIFE AT THE LOCAL, NATIONAL, AND INTERNATIONAL LEVELS. THESE CHANGES CREATE INTERDEPENDENCE THAT RESULT IN OPPORTUNITIES AND CHALLENGES FOR INDIVIDUALS, GROUPS, INSTITUTIONS, AND NATIONS. PERVASIVE GLOBAL CHANGE DEMANDS BUILDING KNOWLEDGE AND SKILLS THAT WILL LEAD TO INFORMED DECISION-MAKING.

MIDDLE SCHOOL

KEY QUESTIONS (EXEMPLARS) FOR EXPLORATION:

WHAT GLOBAL ISSUES AFFECT THIS COMMUNITY AND REGION?

HOW INTERACTIONS AMONG NATIONS AFFECTED BY GLOBAL FORCES?

HOW CAN NATIONS WITH DIFFERING BELIEF SYSTEMS COLLABORATE TO ADDRESS GLOBAL PROBLEMS EXPLORE THE CAUSES, CONSEQUENCES, AND POSSIBLE SOLUTIONS TO PERSISTENT, CONTEMPORARY, AND EMERGING GLOBAL ISSUES, SUCH AS HEALTH, RESOURCE ALLOCATION, ECONOMIC DEVELOPMENT AND ENVIRONMENTAL QUALITY;

DESCRIBE AND EXPLAIN THE RELATIONSHIPS AND TENSIONS BETWEEN NATIONAL SOVEREIGNTY AND GLOBAL INTERESTS IN SUCH MATTERS AS TERRITORY, NATURAL RESOURCES, TRADE, USE OF TECHNOLOGY, AND THE WELFARE OF PEOPLE;

DEMONSTRATE UNDERSTANDING OF CONCERNS, STANDARDS, ISSUES, AND CONFLICTS RELATED TO UNIVERSAL HUMAN RIGHTS;

IDENTIFY THE ROLES OF INTERNATIONAL AND MULTINATIONAL ORGANIZATIONS.

HIGH SCHOOL

KEY QUESTIONS (EXEMPLARS) FOR EXPLORATION:

HOW CAN CRITICAL ISSUES (E.G., PEACE, HUMAN RIGHTS, TRADE, AND GLOBAL ECOLOGY) BE EFFECTIVELY ADDRESSED?

TO WHAT EXTENT IS CURRENT DECISION-MAKING BY PEOPLE AS INDIVIDUALS AND AS CITIZENS OF THE COMMUNITY AND THE NATION CONSISTENT WITH STEWARDSHIP OF THE PLANET?

HOW AND WHY IS GLOBAL INTERDEPENDENCE MORE EVIDENT IN SOME PLACES THAN OTHER PLACES?

HOW DO TRANS-NATIONAL CORPORATIONS, INTERNATIONAL INSTITUTIONS (E.G., THE U. N.) AND NON-GOVERNMENTAL BODIES INFLUENCE GLOBAL SYSTEMS?

POSSIBLE STUDENT PRODUCTS –LEARNERS MIGHT DEMONSTRATE THEIR KNOWLEDGE, SKILL AND DISPOSITIONS BY: WRITING REPORTS, LETTERS, EDITORIALS ON CRITICAL GLOBAL ISSUES; USING GIS TO EXPLORE AREAS OF THE EARTH AT ENVIRONMENTAL RISK; FORMULATING POLICY STATEMENTS ON NATIONAL TRADE POLICIES IN AN INTERDEPENDENT WORLD ECONOMY; ANALYZE OR FORMULATE POLICY STATEMENTS DEMONSTRATING AN UNDERSTANDING OF CONCERNS, STANDARDS, ISSUES AND CONFLICTS RELATED TO UNIVERSAL HUMAN RIGHTS COLLABORATING TO PRODUCE A NUMBER A POD CAST OR VIDEO ON THE CONTRASTING EFFECTS OF GLOBALIZATION IN DIFFERENT PARTS OF THE WORLD.

CRITICAL THINKING SKILLS

CRITICAL THINKING INVOLVES REFLECTING ON CONTENT IN ORDER TO FORM A SOLID JUDGMENT THAT INCLUDES BOTH EVIDENCE AND COMMON SENSE. CRITICAL THINKERS GAIN KNOWLEDGE THROUGH READING, **OBSERVATION** AND **EXPERIENCE** THEN ESTABLISH

RELATIONSHIPS AND DETERMINE ACCURACY, CLARITY, RELIABILITY, RELEVANCE, AND IMPORTANCE OF WHAT THEY LEARNED.

RESEARCH, INFORMATION AND TECHNOLOGY SKILLS

LOCATE INFORMATION

- USE LIBRARY, ONLINE OR OTHER SEARCH TOOLS TO LOCATE SOURCES
- USE KEY WORDS, TABLES, INDEXES AND BIBLIOGRAPHIES TO LOCATE INFORMATION
- USE SOURCES OF INFORMATION IN THE COMMUNITY

EXPLORE INFORMATION

- USE VARIOUS PARTS OF A TEXT, DOCUMENT, VISUAL, ELECTRONIC OR AUDIO SOURCE
- CONDUCT INTERVIEWS OF INDIVIDUALS IN THE COMMUNITY
- EVALUATE SOURCES OF INFORMATION – PRINT, VISUAL, ELECTRONIC, AUDIO
- USE MAPS, GLOBES, GRAPHIC REPRESENTATIONS AND TOOLS, AND GEOGRAPHIC INFORMATION SYSTEMS
- INTERPRET SOCIAL AND POLITICAL MESSAGES OF CARTOONS
- INTERPRET HISTORY THROUGH ARTIFACTS

ORGANIZE INFORMATION IN USABLE FORMS INCLUDING OUTLINES, SUMMARIES,

BIBLIOGRAPHIES AND OTHER PRODUCTS

USE COMPUTER-BASED TECHNOLOGY AND MEDIA/COMMUNICATION TECHNOLOGY

- OPERATE INPUT DEVICES
- OPERATE OTHER MEDIA/COMMUNICATION TECHNOLOGY
- OPERATE APPROPRIATE MULTIMEDIA SOURCES FOR DIRECTED AND INDEPENDENT LEARNING ACTIVITIES

USE INTERNET-BASED INFORMATION NETWORKS

- UTILIZE TOOLS AND RESOURCES TO MANAGE AND COMMUNICATE INFORMATION INCLUDING CORRESPONDENCE, FINANCES, DATA, CHARTS AND GRAPHICS
- USE ON-LINE INFORMATION RESOURCES AND COMMUNITIES TO MEET THE NEED FOR COLLABORATION, RESEARCH, PUBLICATIONS, AND COMMUNICATION
- USE TOOLS FOR RESEARCH, INFORMATION ANALYSIS, PROBLEM-SOLVING, AND DECISION MAKING IN LEARNING

INTERPRET INFORMATION

- STATE RELATIONSHIPS BETWEEN CATEGORIES OF INFORMATION
- DRAW INFERENCES FROM FACTUAL MATERIAL
- PREDICT LIKELY OUTCOMES BASED ON FACTUAL INFORMATION
- RECOGNIZE AND INTERPRET DIFFERENT POINTS OF VIEW
- RECOGNIZE INSTANCES IN WHICH MORE THAN ONE INTERPRETATION IS VALID
- TRANSFER KNOWLEDGE INTO NEW CONTEXTS

ANALYZE INFORMATION

- FORM A SIMPLE ORGANIZATION OF KEY IDEAS RELATED TO A TOPIC
- SEPARATE A TOPIC INTO MAJOR COMPONENTS ACCORDING TO APPROPRIATE CRITERIA
- EXAMINE RELATIONSHIPS BETWEEN AND AMONG ELEMENTS OF A TOPIC CRITICALLY
- DETECT BIAS IN DATA PRESENTED IN VARIOUS FORMS
- COMPARE AND CONTRAST CREDIBILITY OF DIFFERING IDEAS, ELEMENTS, OR ACCOUNTS

SYNTHESIZE INFORMATION

- PROPOSE A NEW PLAN OF OPERATION, SYSTEM, OR SCHEME BASED ON AVAILABLE DATA
- REINTERPRET EVENTS BY RELATING KNOWLEDGE FROM SEVERAL DISCIPLINES
- PRESENT INFORMATION EXTRACTED FROM ONE FORMAT IN A DIFFERENT FORMAT, E.G. PRINT TO VISUAL
- COMMUNICATE CONCISELY ORALLY AND IN WRITING

EVALUATE INFORMATION

- DETERMINE WHETHER OR NOT SOURCES ARE VALID AND CREDIBLE
- ESTIMATE THE ADEQUACY OF THE INFORMATION
- TEST THE VALIDITY OF THE INFORMATION, USING SUCH CRITERIA AS SOURCE, OBJECTIVITY, TECHNICAL CORRECTNESS, AND CURRENCY
- UNDERSTAND LEGAL/ETHICAL ISSUES RELATED TO ACCESS AND USE OF INFORMATION

INQUIRY LEARNING

- BE CURIOUS, ASK POWERFUL AND COMPLEX QUESTIONS
- OBSERVE, INVESTIGATE AND EXPLORE TO DEVELOP UNDERSTANDING

- ORGANIZE, CREATE AND COMMUNICATE IDEAS AND RESULTS
- DISCUSS, CONNECT AND/OR COMPARE WITH OTHER WORKS
- REFLECT TO MONITOR PROGRESS AND SELF-EVALUATE

ISSUE ANALYSIS

- DEFINE THE ISSUE AND IDENTIFY KEY OPPOSING POSITIONS
- FIND AND PRESENT INFORMATION SUPPORTING EACH POSITION
- DETERMINE CONFLICTING VALUES OR BELIEFS
- DEFEND AND JUSTIFY A POSITION
- SUMMARIZE AN OPPOSING POSITION
- STATE WAYS TO PERSUADE OTHERS TO ADOPT YOUR POSITION

PROBLEM BASED LEARNING

- INTRODUCE AND DISCUSS AN ILL-STRUCTURED REAL WORLD PROBLEM
- COLLABORATIVELY, DETERMINE WHAT IS KNOWN AND WHAT MUST BE LEARNED
- DEVELOP AND ARTICULATE A PROBLEM STATEMENT
- IDENTIFY POSSIBLE SOLUTIONS
- RESEARCH, ANALYZE AND RESOLVE
- PRESENT SOLUTION AND SUPPORTING DOCUMENTATION

SERVICE/COMMUNITY LEARNING

- PREPARE—INVOLVE STAKEHOLDERS IN DEVELOPING THE PROJECT
- COLLABORATE—BUILD PARTNERSHIPS AND GATHER SUPPORT
- INTEGRATE—CONNECT WITH ACADEMIC SKILLS AND CONTENT
- SERVICE—CONTRIBUTE SKILLS AND TALENTS TO MAKE THE COMMUNITY A BETTER PLACE
- REFLECT—RELIVE OR RECAPTURE THE SERVICE TO DEVELOP NEW UNDERSTANDINGS
- CELEBRATE—HONOR AND RENEW THE COMMITMENT OF THOSE INVOLVED

PERSONAL INTERACTION & CIVIC ENGAGEMENT STRATEGIES (PICES)

- PICES HELP YOUNG PEOPLE TO ACQUIRE AND APPLY SKILLS AND DISPOSITIONS THAT WILL PREPARE THEM TO BECOME COMPETENT AND RESPONSIBLE CITIZENS.

Appendix B – Millennium Development Goals

The Millennium Development Goals (MDGs) are eight goals to be achieved by 2015 that respond to the world's main development challenges. The MDGs are drawn from the actions and targets contained in the Millennium Declaration that was adopted by 189 nations during the UN Millennium Summit in September 2000. The facts below help provide a clearer picture of the world's progress towards achieving the eight MDGs. You can find more at:

http://www.devinfo.org/di_facts.html.



Goal 1 Eradicate extreme poverty and hunger

5	The prevalence of underweight children under-five in the developing world has declined by 5 percentage points.
1 in 4	Around 1 in 4 children under five in the developing world are underweight.
1 in 2	Approximately 1 in 2 underweight children in the developing world live in South Asia.
980 Million	The number of people living in developing countries living on less than \$1 a day.
16%	The proportion of infants in developing countries who are born weighing less than 2.500 grams



Goal 2 Achieve universal primary education

101 Million	The number of children of primary school age who are out of school was 101 million in 2007.
85%	Globally, the proportion of primary-school-age children who attend school is 85 percent.
30%	The proportion of children in sub-Saharan Africa of primary school age not in school.
2 Million	The number of children of primary school age not in school in 2005.
93 Million	The number of children of primary school age who are out of school.



Goal 3 Promote gender equality and empower women

44 %	Globally, the female net secondary school attendance rate is 44 per cent.
52 Million	In developing countries, 52 million girls were out of primary school in 2006 as compared to 47 million boys.
1 in 3	About 1 in 3 of countries achieved gender parity in secondary education by 2005.
2 of 3	About two of three countries and territories worldwide reached gender parity in primary education by the target year of 2005.
60-90 Hours	The number of hours women work per week in developing countries.



Goal 4 Reduce child mortality

92%	Africa and Asia together accounted for 92 per cent of all under-five children's deaths in 2007.
86%	Some 86 per cent of newborn deaths globally are the direct result of three main causes: severe infections, asphyxia and preterm births.
57%	In the developing world (excluding China), 57 percent of children with pneumonia are taken to an appropriate health-care provider.
107	Worldwide, the under-five mortality rate was 107 in the poorest 60 percent households from 1998-2006, as compared to 67 in the richest 40 percent.
38	Children under-five with diarrhoea in sub-Saharan Africa receiving the recommended treatment increased from 32 per cent in 2000 to 38 per cent in 2008.



Goal 5 Improve maternal health

39	The global maternal mortality ratio has declined by 30 deaths per 100,000, from 430 in 1990 to 400 in 2005.
4.5%	A woman in sub-Saharan Africa has a 4.5% chance of dying from pregnancy-related causes, as compared to 0.01% for a woman in industrialized countries.
187,000	The number of maternal deaths in South Asia in 2005 was 187,000.
95%	Africa and Asia account for 95 per cent of the world's maternal deaths.
84%	Sub-Saharan Africa and South Asia accounted for 84 per cent of global maternal deaths in 2005.



Goal 6 Combat HIV/AIDS, malaria and other diseases

33%	In low and middle-income countries, 33 per cent of HIV-positive pregnant women received antiretrovirals for prevention of mother-to-child transmission of HIV in 2007.
10	The vast majority of children living with HIV are in 10 countries that also comprise more than 60 per cent of pregnant women living with HIV.
150 Million	More than 150 million insecticide-treated nets were delivered to African countries during 2004–2008.
3	The number of insecticide-treated mosquito nets produced worldwide has gone up more than three-fold from 2004 to 2007
2 Million	The number of children under 15 years living with HIV as of 2007 was 2 million.



Goal 7 Ensure environmental sustainability

36%	The proportion of the world's forests which largely remain undisturbed by human activity.
1 of 3	The proportion of urban dwellers who are living in slums.
1.1 Billion	The number of people who need to be reached with improved sources of drinking water by 2015 to meet the MDG target.
2.6 Billion	The number of people who did not use improved sanitation facilities in 2004.
4 of 10	The number of people globally lacking access to improved sanitation facility.



Goal 8 Develop a global partnership for development

15%	The proportion of the world's population who were using the internet by the end of 2005.
2.2 Billion	The number of mobile subscribers worldwide in 2005 – up from 11 million in 1990.
86 Million	The number of jobless youth worldwide in 2006.
106 Billion	The amount in US dollars of aid to developing countries in 2005.
7%	The proportion of the population with Internet access in developing regions in 2004 compared to over 50% in developed regions.

Appendix C: Game Planning Worksheet

PLEASE USE THIS WORKSHEET TO PLAN GAMES OFFLINE. CATEGORIES AND FACTS CAN THEN BE INPUT ONLINE TO CREATE GAMES.

GAME TITLE: _____

SOURCE(S) FOR CATEGORIES AND FACTS: _____

- ◆ CHOOSE 16 CATEGORIES (NUMBERS)
- ◆ CHOOSE AT LEAST ONE FACT FOR EACH CATEGORY (◆)

1. _____ ◆ _____	2. _____ ◆ _____	3. _____ ◆ _____	4. _____ ◆ _____
5. _____ ◆ _____	6. _____ ◆ _____	7. _____ ◆ _____	8. _____ ◆ _____
9. _____ ◆ _____	10. _____ ◆ _____	11. _____ ◆ _____	12. _____ ◆ _____
13. _____ ◆ _____	14. _____ ◆ _____	15. _____ ◆ _____	16. _____ ◆ _____

Appendix D: If the World Were a Village

THE FOLLOWING INFORMATION FROM THE BOOK, "IF THE WORLD WERE A VILLAGE: A BOOK ABOUT THE WORLD'S PEOPLE" BY DAVID SMITH, SHOULD BE USED WITH MODULE TWO OF THE LESSON PLAN.

AIR AND WATER

IN MOST OF THE VILLAGE, THE AIR IS HEALTHY AND THE WATER IS CLEAN. BUT NOT ALL VILLAGERS ARE SO FORTUNATE. FOR SOME, THE AIR AND WATER ARE SOURED BY POLLUTION, OUTING THEM AT RISK FOR DISEASE. OR WATER MAY BE IN SHORT SUPPLY. INSTEAD OF TURNING ON A TAP, SOME VILLAGERS MUST WALK LONG DISTANCES TO FIND CLEAN WATER.

FRESH AIR AND DRINKABLE WATER ARE NECESSITIES. HOW MANY PEOPLE IN THE VILLAGE OF 100 HAVE CLEAN AIR AND NEARBY SOURCE OF CLEAN WATER?

83 HAVE ACCESS TO A SOURCE OF SAFE WATER EITHER IN THEIR HOMES OR WITHIN A SHORT DISTANCE. THE OTHER **17** DO NOT AND MUST SPEND A LARGE PART OF EACH DAY SIMPLY GETTING SAFE WATER. MOST OF THE WORK OF COLLECTING WATER IS DONE BY WOMEN AND GIRLS.

64 HAVE ACCESS TO ADEQUATE SANITATION—THEY HAVE PUBLIC OR HOUSEHOLD SEWAGE DISPOSAL—WHILE **36** DO NOT.

63 BREATHE CLEAN AIR, WHILE **32** BREATHE AIR THE IS UNHEALTHY BECAUSE OF POLLUTION.

FOOD

THE SMELLS AND SOUNDS OF THE MARKET DRAW YOU NEAR. THE TABLES ARE PILED WITH FRESH BAKED BREAD, VEGETABLES, TOFU AND RICE. CHICKENS CLUCK AND DUCKS QUACK. IN A PEN NOT FAR AWAY, A COW MOOS AT THE PASSING CROWD.

THE VILLAGERS HAVE MANY ANIMALS. THEY HELP TO PRODUCE FOOD OR ARE A SOURCE OF FOOD. THEY ARE:

31 SHEEP AND GOATS

23 COWS, BULLS, AND OXEN

15 PIGS

3 CAMELS

2 HORSES

250 CHICKENS—YES, THERE ARE MORE THAN TWICE AS MANY CHICKENS AS PEOPLE IN THE GLOBAL VILLAGE.

THERE IS NO SHORTAGE OF FOOD IN THE GLOBAL VILLAGE. IF ALL THE FOOD WERE DIVIDED EQUALLY, EVERYONE WOULD HAVE ENOUGH TO EAT. BUT THE FOOD ISN'T DIVIDED EQUALLY. SO ALTHOUGH THERE IS ENOUGH TO FEED THE VILLAGERS, NOT EVERYONE IS WELL FED:

50 PEOPLE DO NOT HAVE A RELIABLE SOURCE OF FOOD AND ARE HUNGRY SOME OR ALL OF THE TIME.

13 OTHER PEOPLE ARE SEVERELY UNDERNOURISHED.

ONLY **37** PEOPLE ALWAYS HAVE ENOUGH TO EAT.

SCHOOLING AND LITERACY

A SCHOOL BELL CALLS THE YOUNG PEOPLE OF THE VILLAGE TO SCHOOL. BUT FOR SOME CHILDREN, THERE IS NO SCHOOL TO GO TO, OR THEY MUST WORK INSTEAD, TO HELP FEED THEIR FAMILY.

HOW MANY PEOPLE IN THE VILLAGE OF 100 GO TO SCHOOL?

THERE ARE 36 SCHOOL -AGED VILLAGERS (AGES 5 TO 24), BUT ONLY 30 OF THEM ATTEND SCHOOL. THERE IS 1 TEACHER FOR THESE STUDENTS.

NOT EVERYBODY IN THE GLOBAL VILLAGE IS ENCOURAGED TO LEARN TO READ, WRITE AND THINK. OF THE 72 PEOPLE OVER AGE 15, 59 CAN READ AT LEAST A LITTLE, BUT 13 CANNOT READ AT ALL. MORE MALES ARE TAUGHT TO READ THAN FEMALES. TWO-THIRDS OF THOSE WHO ARE ILLITERATE ARE FEMALES.

Appendix E: Pre and Post Surveys

THE SURVEY PROVIDED BELOW IS OPTIONAL AND CAN BE USED AS BOTH THE PRE AND POST SURVEY. WE STRONGLY RECOMMEND THAT TEACHERS COLLECT DATA FROM THEIR STUDENTS BEFORE INTRODUCING THE MILLENNIUM DEVELOPMENT GOALS AND DEVFACTOE TO GAUGE THEIR LEVEL OF AWARENESS AND UNDERSTANDING AND THE DEPTH OF LEARNING THAT CAN OCCUR IN JUST THREE HOURS.

WE HAVE PROVIDED SAMPLE QUESTIONS, ANSWERS AND FORMAT FOR THE SURVEY; PLEASE FEEL FREE TO MODIFY THE SURVEY TO MEET YOUR NEEDS.

SURVEY QUESTIONS:	SURVEY ANSWER CHOICES/FORMAT:
HOW OLD ARE YOU?	<input type="checkbox"/> UNDER 10 YEARS OLD <input type="checkbox"/> 11 OR 12 YEARS OLD <input type="checkbox"/> 13 YEARS OLD <input type="checkbox"/> OVER 14 YEARS OLD
WHAT ARE YOUR FUTURE PLANS?	<input type="checkbox"/> FINISH HIGH SCHOOL <input type="checkbox"/> BEGIN WORKING AFTER HIGH SCHOOL <input type="checkbox"/> GO TO COLLEGE <input type="checkbox"/> DON'T HAVE ANY PLANS
WHAT IS YOUR FAVORITE THING TO DO IN YOUR FREE TIME?	<input type="checkbox"/> COMPUTER/VIDEO GAMES <input type="checkbox"/> HANG OUT WITH MY FRIENDS <input type="checkbox"/> PLAYING SPORTS <input type="checkbox"/> OTHER: [PLEASE LIST]
WHERE DO YOU GET INFORMATION ABOUT THE REST OF THE WORLD?	<input type="checkbox"/> INTERNET <input type="checkbox"/> SCHOOL <input type="checkbox"/> NEWSPAPER <input type="checkbox"/> TV <input type="checkbox"/> NEVER GET WORLD INFORMATION
HOW DO YOU HELP OTHERS?	[NO ANSWERS PROVIDED – OPEN ANSWER]

<p>HOW IMPORTANT IS IT TO KNOW ABOUT WHAT IS GOING ON IN THE REST OF THE WORLD?</p>	<p><input type="checkbox"/> VERY IMPORTANT</p> <p><input type="checkbox"/> SOMEWHAT IMPORTANT</p> <p><input type="checkbox"/> NOT IMPORTANT</p>
<p>WHICH IS THE BIGGEST PROBLEM IN THE WORLD? PLEASE RANK YOUR ANSWERS FROM 1 TO 4.</p>	<p>___ POVERTY</p> <p>___ HUNGER</p> <p>___ EDUCATION</p> <p>___ SICKNESS</p>
<p>IF YOU COULD HELP PEOPLE IN ANOTHER COUNTRY WHAT COUNTRY WOULD YOU CHOOSE?</p>	<p><input type="checkbox"/> MEXICO</p> <p><input type="checkbox"/> INDIA</p> <p><input type="checkbox"/> RWANDA</p> <p><input type="checkbox"/> AFGHANISTAN</p> <p><input type="checkbox"/> OTHER - PLEASE LIST:</p>
<p>WHAT IS THE UNITED NATIONS?</p>	<p><input type="checkbox"/> I DON'T KNOW</p> <p><input type="checkbox"/> A GROUP OF NORTH AMERICAN COUNTRIES</p> <p><input type="checkbox"/> ESTABLISHED IN 1945, TO MAINTAIN PEACE AND STABILITY IN THE WORLD</p> <p><input type="checkbox"/> OTHER - PLEASE LIST:</p>