



PROPOSED CURRICULUM FOR CHILDREN

Millennium Development Goals • Episcopal Diocese of Texas

MILLENNIUM DEVELOPMENT GOALS

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. Create a global partnership for development with targets for aid, debt relief and trade.



MILLENNIUM DEVELOPMENT GOALS FROM A CHILD'S STANDPOINT

- That all children will go to school
- That all children will get the essential healthcare they need
- That no children will go to bed hungry
- That all children will be protected with their rights respected
- That all children will grow up in economies that work for them



WHAT ARE WE CALLED TO DO AS CHRISTIANS?

Will you seek and serve Christ in all persons, loving your neighbor as yourself?

I will with God's help.

Will you strive for justice and peace among all people, and respect the dignity of every human being?

I will with God's help.

(The Book of Common Prayer, Baptismal service pg. 305)

CHILDREN'S LITERATURE SELECTIONS FOR THIS CURRICULUM

Agatha's Featherbed, Carmen
Agra Deedy (Peachtree Publishers)

Dr. Seuss selections

The Lorax
The Butter Battle Book
Horton Hears a Who

The Quiltmaker's Gift,
Jeff Brumbeau

Some Scripture Resources

Luke 10:29-37
(the good Samaritan)

Matthew 19:13-14
(Jesus and the children)

Matthew 25:35-36, 40b
(For I was hungry...)

Mark 12: 41-44
(the widow's mite)

Matthew 5:1-12

(the beatitudes)

CHILDREN AND THE MILLENNIUM DEVELOPMENT GOALS

CHILDREN ARE VERY SPIRITUAL BEINGS and they care deeply for their environment and the people in their world.

The Millennium Development Goals for the purpose of this curriculum have been adapted and combined to help children better understand the mission of the church in this work.

One in two people living in absolute poverty in the world today is a child—most often a girl. Children are usually hardest hit by poverty because they are impacted at a most critical stage of their growth and development. Addressing the needs of these poverty-stricken children is at the heart of the Millennium Development Goals. This issue should not be relegated to “special groups”. We must be sure that our help actually reaches the children, and even first, rather than through a trickle down approach in which they often receive nothing. It is in reaching and helping the children that we stand a

through our baptismal covenant vows, trying to live faithfully as Christians. A simple candle, a Bible, a photo representing the millennium development goals, a tiny globe, an offering box, etc. would suffice.

THE LESSON PLANS

LESSON 1: AGATHA'S FEATHER BED

Choose an opening prayer from the options presented in the resources, or one of your own choosing.

1. Read the story of Agatha.

• Ask the children to name places where things like linen, cotton, wool, etc. come from. How do we get those things? Who makes these things into items we can use?

chance of breaking these cycles of poverty, disease and lack of education and equal rights.

Using a combination of Bible stories, prayers and children's literature selections, the children will learn how they can do something of importance, even if it is small to help us live into these development goals.

As with any curriculum, you are encouraged to make it work for you – to adapt, change, add with your own resources to make this usable in your situation.

It is recommended that you procure a large map of the world or a large globe—with current country designations. Peters' maps are a good choice. Place the map or globe in a prominent location in your classroom and encourage the children to locate countries they are studying or hear about in the news, or where the church has a particular emphasis occurring. They might enjoy marking places they have been, or their own country of origin. Children with family members in the armed forces should be encouraged to mark those locations as well.

A center of worship in the classroom provides a focal point, drawing our attention to the fact that we are,

• What did Agatha do when she realized that something she had purchased had implications upon someone else?

• What would you have done if you had been in Agatha's position? What if you didn't have long hair? What could you have done instead?

2. Read or tell the story of the Good Samaritan (Luke 10:29-37). How is this story like Agatha's Featherbed?

3. Which MDG(s) fit this story?

• What can you do for someone where you are? Some children have knitted baby caps for infants born in Africa who die from being cold. Perhaps you would like to bring someone in who could teach the children how to crochet or knit baby caps. They could be collected and

sent to a designated place for distribution.

Perhaps you might like to participate in Project Heifer. Your class could choose a goal for contributions that would be ongoing. Information can be found in the resource section of this curriculum.

LESSON 2: HORTON HEARS A WHO

Choose an opening prayer from the options presented in the resources, or one of your own choosing.

1. Read the story of *Horton Hears a Who*.

“A person is a person, no matter how small.”

- Ask the children what this means to them.
- Are they given the care and respect they deserve?
- How can we be friends to others? Especially if we can't see them?
- Have you ever met a person like Horton?
- Do you find it hard to keep your word?
- Why are so many responsibilities ignored? Are people accountable for their actions? Why or why not?
- Why was it so hard for Horton to convince the creatures of the Jungle of Nool that the Whos existed and needed to be saved?

2. Read the story of Jesus and the children (Matthew 19:13-14).

- What did the disciples do? What did Jesus say?

3. Which MDG(s) fit this story?

- What can you do for someone where you are? You might like to make greeting cards for children in hospitals in your area, or to send to children in hospitals abroad.

If you began the cap project, you might like to make time to continue working on that.



LESSON 3: THE BUTTER BATTLE BOOK

Choose an opening prayer from the options presented in

the resources, or one of your own choosing.

1. Read *The Butter Battle Book*.

- How much energy was devoted in the book to developing more and “better” weapons? What was gained by this?
- Are you a Yook or a Zook? Why?
- Why do countries have wars? What happens when countries have wars? What happens to the children?
- How, other than in war, can children be hurt?

2. Find a recording of “Let there be peace on earth.” Play it for your class.

Let there be peace on earth,
and let it begin with me.
Let there be peace on Earth,
the peace that was meant to be.
With God as our Father,
brothers all are we,
Let me walk with my brother,
in perfect harmony.
Let peace begin with me,
let this be the moment now.
With every step I take,
let this be my solemn vow,
To take each moment and live each moment
in peace, eternally.
Let there be Peace on Earth,
and let it begin with me.

Words and Music by Jill Jackson and Sy Miller, Circa 1955

- How can peace begin with us? Invite the children to draw pictures of how the world would look if there were peace on earth, or what they could do to bring peace to the world.

Origami peace cranes are a wonderful symbol for peace. Obtain a pattern for making the cranes and invite the children to make as many as they would like. Perhaps the cranes could be displayed in your church. The children may like to write prayers for peace and attach them to the cranes. The cranes with prayers might

be sent to your elected officials.

3. Which MDG(s) fit this story?

- What can you do for someone where you are?



LESSON 4: THE LORAX BY DR. SEUSS

Choose an opening prayer from the options presented in the resources, or one of your own choosing.

1. Read *The Lorax*.

“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.”

- Everything we do impacts others. Remember Agatha’s featherbed. Everything comes from something. Nothing comes from nothing.
- We need to ask questions—the right kinds of questions —that make us realize that we are destroying our world.
- Do you want a particular thing, or do you need it?
- What happened to the truffula trees? The brown bar-ba-loots?
- If you were the “once-ler” what would you have done differently to protect the environment?
- What can we do today to protect the environment?

2. Read Matthew 22:34-40

- What does Jesus say is the first commandment? How is this related to caring for the environment?
- What does Jesus say is the second commandment? Is there a connection between loving your neighbor and taking care of the environment. Explain
- How do we fail to keep the commandment to “do unto others as you would have them do unto you” with respect to caring for the environment?

- What can you do to show love to your neighbors with regard to the environment?

3. Which MDG(s) fit this story?

- What can you do for someone where you are?

LESSON 5: THE QUILTMAKER’S GIFT

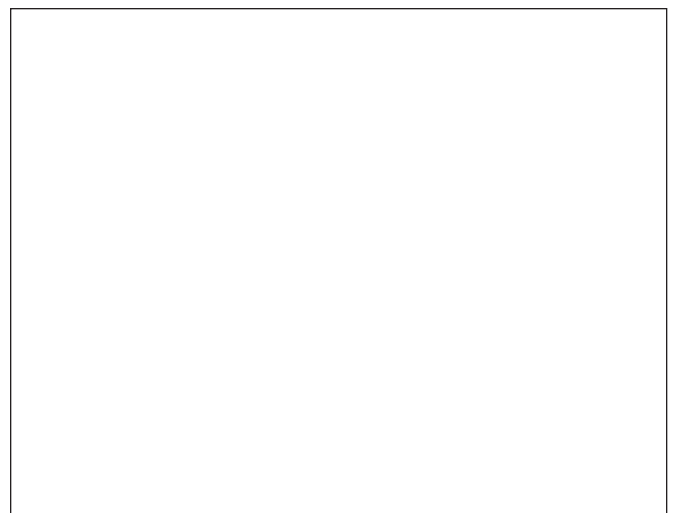
Choose an opening prayer from the options presented in the resources or one of your own choosing.

1. Read the *The Quiltmaker’s Gift*.

- What were some of the generous things the quiltmaker did for others?
- How was the quiltmaker kind to others?
- What did the king have to do to get a quilt?

2. Read the story of Jesus and the rich young man (Mark 10:17-25)

- What did Jesus tell the young man?
- What was the young man’s response?



• How was this different from the king's response to the quiltmaker?

3. Which MDG(s) fit this story?

• What can you do for someone where you are?

RESOURCES: PRAYERS

FROM THE LION BOOK OF CHILDREN'S PRAYERS

Dear Lord Jesus, we shall have this day only once; before it is gone, help us to do all the good we can, so that today is not a wasted day. Amen.

From a prayer by Stephen Grellet (1773-1855)

Please guide the leaders of many different countries at the meeting where they try, by working together, to make the world a better and a safer place. Help them to want peace rather than power, and show them how they can share the food in the world so that no one need be hungry. Amen.

O God, the Father of all families, make our family like the family where Jesus grew up, and our home like his home, where we all care for each other and share our things with each other, so that there is enough for everyone. Show us what to do when we feel jealous, or want our own way, or don't want to help. Amen.

Lord Jesus, show us something to do for you; something loving to say, something kind to do, somebody to comfort, something lovely to make. Help us to watch with your eyes for chances to do your work because we love you. Amen.



FROM THE BOOK OF COMMON PRAYER

For the Human Family

O God, you made us in your own image and redeemed us through Jesus your Son: Look with compassion on the whole human family; take away the arrogance and

hatred which infect our hearts; break down the walls that separate us; unite us in bonds of love; and work through our struggle and confusion to accomplish your purposes on earth; that, in your good time, all nations and races may serve you in harmony around your heavenly throne; through Jesus Christ our Lord. Amen

For Social Justice

Grant, O God, that your holy and life-giving Spirit may so move every human heart, and especially the hearts of the people of this land, that barriers which divide us may crumble, suspicions disappear, and hatreds cease; that our divisions being healed, we may live in justice and peace; through Jesus Christ our Lord. Amen.

For the Poor and Neglected

Almighty and most merciful God, we remember before you all poor and neglected persons whom it would be easy for us to forget: the homeless and the destitute, the old and the sick, and all who have none to care for them. Help us to heal those who are broken in body or spirit, and to turn their sorrow into joy. Grant this, Father, for the love of your Son, who for our sake became poor, Jesus Christ our Lord. Amen.

For the Right Use of God's Gifts

Almighty God, whose loving hand has given us all that we possess; Grant us grace that we may honor you with our substance, and, remembering the account which we must one

For the Conservation of Natural Resources

Almighty God, in giving us dominion over things on earth, you made us fellow workers in your creation: Give us wisdom and reverence so to use the resources of nature, that no one may suffer from our abuse of them, and that generations yet to come may continue to praise you for your bounty; through Jesus Christ our Lord. Amen.

A Prayer Attributed to St. Francis

Lord, make us instruments of your peace. Where there is hatred, let us sow love; where there is injury, pardon; where there is discord, union; where there is doubt,

faith; where there is despair, hope; where there is darkness, light; where there is sadness, joy. Grant that we may not so much seek to be consoled as to console; to be understood as to understand; to be loved as to love. For it is in giving that we receive; it is in pardoning that we are pardoned; and it is in dying that we are born to eternal life. Amen.

A Petition from “For the Nation”

Help us, O Lord, to finish the good work here begun. Strengthen our efforts to blot out ignorance and prejudice, and to abolish poverty and crime. And hasten the day when all our people, with many voices in one united chorus, will glorify your holy Name. Amen.

For the Diversity of Races and Cultures

O God, who created all peoples in your image, we thank you for the wonderful diversity of races and cultures in this world. Enrich our lives by ever-widening circles of fellowship, and show us your presence in those who differ most from us, until our knowledge of your love is made perfect in our love for all your children; through Jesus Christ our Lord. Amen.

For Peace

O God, the author of peace and lover of concord, to know you is eternal life and to serve you is perfect freedom: Defend us, your humble servants, in all assaults of our enemies; that we, surely trusting in your defense, may not fear the power of any adversaries: through the might of Jesus Christ our Lord. Amen.



RESOURCES: GENERAL

(Compiled by Sharon Pearson, Episcopal Diocese of Connecticut and used with permission)

Alkire, Sabina, Edmund Newell, Ann Barham, Chloe Breyer and Ian Douglas, editors. *What Can One Person Do? Faith to Heal a Broken World* (2005: Church Publishing)

Barrs, David and Maura Julfkins. *Intermediate School Kit on the United Nations* (1995: United Nations Publications)

Barrs, David and Maura Julfkins. *Primary School Kit on the United Nations* (1995: United Nations Publications)

Barrs, David and Maura Julfkins. *Secondary School Kit on the United Nations* (1995: United Nations Publications)

Build a Better World I, Build a Better World II and Build a Better World: Africa are magazines for children to learn about other parts of the world and their struggles for a better life. www.churchworldservice.com

Pearson, Sharon and Christina Szoke. *Treasure Magazine: UN Rights of the Child* (2003: Episcopal Church Center.)

Smith, David. *If the World Were a Village: A Book about the World’s People* (2002: Kids Can Press, Ltd.)

The Hope Chest—activities for teaching children about the lives of other children in developing countries www.er-d.org.

United Nations: *Teaching Human Rights: Practical activities for primary and secondary schools* (2003: United Nations Publications)

World Bank: *Getting to Know the World Bank: A Guide for Young People* (2005: World Bank Publications)



RESOURCES: MDG WEBSITES

Episcopalians for Global Reconciliation www.e4gr.org/mdggoal.html

The ONE Campaign www.one.org

UN working with youth www.un.org/youth

MDG Toolkit www.mdgtoolkt.undg.org

United Nations Cyber School Bus —for children and youth <http://cyberschoolbus.un.org/mdgs/index.html>

Nikelodeon’s initiative for children www.nick2015.com

Cool Planet for Teachers—lesson plans www.oxfam.org.uk/coolplanet/index

Classroom Earth www.classroomearth.org



RESOURCES: OTHER

Animal Crackers: A Global Education Resource for Children, Youth and Adults (2001: Heifer Project International) www.heifer.org

Beckman, David and Art Simon. *Grace at the Table: Ending Hunger in God's World* (1999: Paulist Press)

Bread for the World. *Hunger No More* (six session hunger education kit) <http://www.hungernomore.org>.

Bread for the World. *Make Hunger History: Teaching children about hunger* (grades 4-6) www.bread.org

Just Eating? Practicing our Faith at the Table—7 session resource from the Presbyterian Hunger Program www.pcusa.org/hunger/features/justeating.htm.

Bruchac, Joseph and Michael Caduto. *Keepers of the Earth: Native American Stories and Environmental Activities for Children* (Fulcrum, Inc. Golden, CO 1988)

Hammond, Meryll and Rob Collins. *One World—One Earth: Educating Children for Social Responsibility* (Global Island, BC, Canada: New Society Publishers, 1993)

McGinnis, James. *Educating for Peace and Justice (K-5)*. (St. Louis: Institute for Peace and Justice, 1995) Unit 3 Respect Nature: Become Friends with the Earth)

McGinnis, James. *Families Caring...At Home...In the Community...For the Earth* (St. Louis: Institute for Peace and Justice, 1995) Chapter 5 – Consumerism and Stewardship/Chapter 6 – Caring for the Earth)

Office of Peace and Justice. *Jubilee 2000: The Year of the Lord's Favor* (New York: DFMS/PECUSA, 1999) Unit – Respect for the Earth

The Earth Works Group. *50 Simple Things Kids Can Do to Save the Earth* (Andrews and McMeel, 1990)

UNEP. *A Trip with Drip the Water Drop: A Learning-by-doing workbook on water for children* (2005: United Nations Publications)

Vogt, Susan. *Just Family Nights: 60 Activities to Keep Your Family Together in a World Falling Apart* (Brethern Press,