



The EthCo Interdisciplinary Tasks

Your future role: An Ethical Scotland in the Global Economy

18. The MDGs and Maternal Health

Aimed at a Curriculum for Excellence at all levels

Developing Global Citizens through An Interdisciplinary Approach

EthCo sets out to provide a task-based framework to allow young people to explore the United Nation's Millennium Development Goals, and how they impact on world poverty and growth. The concept of ethics in business is also investigated, and pupils will contextualise that within Scotland's place in the world economy. Through EthCo, pupils will be encouraged to see how the choices made by individuals within businesses, organisations and communities impact on economic life in their own and other countries. Using action-based enterprise activities they will take the first steps towards 'making a difference', through positive challenges to existing practices, illustrating that consumer and citizen power can impact on poverty reduction and economic success. Pupils will learn about, and raise awareness of, the 'Millennium Development Goals' to their families, their communities and local businesses. Young people are the employers, employees, and community activists of the future and EthCo hopes to embed a global perspective for the longer term. They, along with their teachers and their communities, hold the key to implementing actions which impact on the Millennium Development Goals. It is hoped that their energy and hope for the future may be harnessed, and their actions and attitudes affected, by learning global Citizenship through these tasks.

EthCo will provide approaches and materials within a 'Curriculum for Excellence' to link together Development Education, Enterprise Education, Financial awareness, understanding of business, citizenship education, education for sustainable development, and other cross-cutting themes. These are brought together in the EthCo interdisciplinary Tasks and, since the tasks contribute to many of the Learning Outcomes in the Curricular Areas of CfE, can be built in as part of the on-going curriculum to help develop Global Citizens.

Pupil Led—Teacher Prompted: EthCo is not a topic, but rather an open ended process which teachers are free to adapt to their own curricular needs. It is envisaged that EthCo will run as an enterprise activity based on a real task, and is set up to provide appropriate learning outcomes within ACfE. As such EthCo encourages interdisciplinary learning between, and across the Curricular areas. It is focused on international education, and is designed to fit in with a range of existing initiatives available to schools, such as Eco Schools, financial education, social enterprise and others. Each task facilitates learning via a thinking/discussing phase, a research phase and a doing phase, and finishes on a demonstration of learning outcome. Timescale for the task is at the discretion of staff.

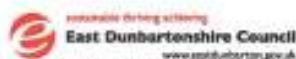
The EthCo tasks are not set to any particular Curriculum for Excellence level and Teachers may adapt them to suit their purposes. In all cases this is best done by matching the learning to the curricular level being taught, however it is perfectly acceptable to adapt the task content, or reduce or extend the scope of the task, as long as the EthCo learning outcomes for the task and your aims are met.

The tasks are numbered only to ease identification and not to indicate an order of work.

Hints, tips and resources are detailed for each task in tandem with suggested links to existing initiatives.

Our website containing additional information and resources is available at www.EthCo.org.uk

The Queensland Rich Task project is acknowledged for the inspiration for this task format.



EthCo Interdisciplinary Tasks

The MDGs and Maternal Health

Aimed at a Curriculum for Excellence at all levels

Working to improve maternal health across the World.

“Maternal health” is an important issue for us all. One of the Millennium Development Goals is to improve maternal health for all. Pupils will discover what “maternal health” is, why the UN felt it necessary to create an MDG specifically devoted to maternal health, and why improving maternal health is important for us all, in this country as well as in developing countries. Representation of the results using graphics and/or pictorial presentations, or animations, should be encouraged.

What is “maternal health”? Which of the Millennium Development Goals deals with improving maternal health? Why did the UN decide that we must improve maternal health for all? What are the main things which the UN hopes to improve as regards maternal health? Where is the money coming from to fund these goals? What are businesses/companies doing to help? *Investigate and report.*

One of the targets of the MDG is to reduce “Maternal mortality” What is it? Why does it happen – what are the main causes? How many of them are preventable? How? What is the target rate of reduction which the MDG hopes to achieve? Do you think it is feasible? Are there any countries where significant progress has been made? How was this achieved? Could these solutions be applied to other countries? Do any of these involve assisting women to help themselves – empowering women? *Investigate, analyse, expand and report.*

Investigate maternal health in Scotland and in one developing country. Compare the rates of maternal mortality, access to ante-natal care, access to health care, access to doctors, hospitals, and post-natal care. Why are there differences? *Analyse, report and explain using charts, graphs or other graphical/pictorial displays.*

Do factors such as geographical location, education, wealth, poverty, equality, human rights play a part? What other factors can you think of?

What are the main factors which can affect maternal health? *Find as many as you can and list them.*

For one developing country and for Scotland, compare one of those factors and try to find a solution which could successfully be applied to both countries. *Investigate, report and explain your findings.*

Which ones affect maternal health the most? For both Scotland and your chosen developing country, rate these factors, from the highest to the lowest. Compare your results. Is the same one the highest in both countries? *Analyse your results, and explain your findings using graphs, pictorial and/or animated representations.*

What do the World Health Organisation and UNICEF recommend in terms of health care for expectant mothers? Does this actually happen? Where are the biggest disparities – Africa (north, middle, south), India, Indonesia, China, etc? *Investigate, report and explain your findings.*

What happens to a child if the mother dies? What about if there are a lot of children in one family?

Why is UNICEF involved in looking after maternal health? What does UNICEF stand for? How does maternal health care affect children? What are the main effects on children? Are the effects the same in both Scotland and your chosen developing country? If not, why not? What factors affect the effect on children? *Investigate, analyse, report and explain your findings.*

The demonstration of learning may be in the form of a graphical/pictorial collage, in the form of a time-line or mind-map and/or using digital presentations if available, made up of all of the pictorial evidence produced by the pupils and linked together to show their correlation and effect. Written explanations should also be used where necessary. The pupils should also give a spoken presentation of their work, the part which they played in the particular research, and the correlation of their work to that of the rest of the collage, followed by a question and answer session with their peers.

Planning and developing the task:

Staff are free to develop this task in a manner which suits the individual needs of the school, as long as the EthCo learning outcomes are achieved.

The planning can include any CfE curricular area which has a natural link with the task, and can be designed to suit the strengths of the school and the CfE level of the pupils involved

The Ethco Learning outcomes for this task are :

- To learn about the 'Millennium Development Goals', their development and implications for the world community.
- To learn about ethics and develop the ability to recognise and demonstrate ethical behaviour.
- To learn about Scotland's contribution to the Millennium Development Goals.
- To develop skills in learning, research, presentation, discussion and argument.

Resources, hints and tips:

Open web searches can be very fruitful sources of information but the results need constant critical support and supervision from the teacher to ensure suitability. Some notes on the use of 'Philosophical Inquiry' are provided.

There are clear links to: 'Enterprising approaches to learning and teaching', 'Entrepreneurial learning', 'Vocational and work based learning', and 'Careers education'.

Some issues which might be explored are: aid organisations, antenatal care and availability, contraception - attitudes towards contraception stemming from cultural, religious, moral and gender issues, sexually transmitted diseases, infant mortality, teenage/young/unmarried mothers, education, wealth, poverty, geographical location, environmental issues, human rights, political awareness, persecution, civil unrest, etc., etc., etc

Class organisation: To provide the teams for the demonstration, it is necessary to work in groups. Best results often come when the principles of cooperative or collaborative learning are employed. Use of 'Philosophical Inquiry' or similar can assist the discussion of the issues involved. Adequate encouragement, time, resources and teacher support should be given to facilitate a high level of research, discovery and sharing by the pupils. The sections in the full bold outline should be taught by the teacher to ensure coverage and understanding.

The demonstration of learning should take the form suggested and to an appropriate audience. The audience can be drawn from the community and represent a range of interests, prizes may be awarded by the school as appropriate. The event may be videoed, then shown to and analysed by a larger audience.

Other variations of the presentation are possible depending on the aspirations of the school.

The assessment of performance of the task should be made by staff using the criteria below. The assessment of the individual should also include assessment of their contribution to the task and individual performance in class work, related to the appropriate CfE Learning Outcomes.

CfE Curricular Areas , Levels, and capacities.

Many of the CfE curricular areas : Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and moral education, Science, Social Studies, and Technologies, etc., have CfE learning outcomes which can be contributed to by completing this task and are shown on the back page.

The full extent of this contribution, and indeed whether the outcome can be satisfied entirely, depends on the teacher's individual planning.

When planning a task the appropriate learning outcomes for the level being taught should be applied.

Clearly in completing this task, impact will be made on the CfE capacities of 'Successful Learners, Effective Contributors, Confident Individuals and Responsible Citizens'

Assessment of the task:

The demonstration of learning in the task is assessed as 'high quality', 'quality', 'acceptable' or 'fair' using the following descriptors.

In a group demonstration, all members are given the same task award. Individual performance should be assessed and reported in a formative manner using the appropriate CfE learning outcomes. The individual contribution to the task should also be commented upon.

A high quality demonstration of learning is evidenced by:

A clear statement showing understanding of the issues involved in maternal mortality, and the direct effect of cultural, education, political, and social factors.

Clear demonstration of understanding of ethics and standards. Clear demonstration of how this should apply and be monitored.

Evidence of consideration and understanding in depth of the benefits to developing countries of improved maternal health.

Showing good knowledge of the Millennium Development Goals, their impact on the developing countries.

High presentation skills with confident responses to questioning showing excellent background knowledge.

An acceptable demonstration of learning is evidenced by:

A clear statement of the issues involved in maternal mortality, and the direct effect of cultural, education, political, and social factors.

Clear demonstration of understanding of ethics and standards. Clear demonstration of how this should apply.

Evidence of consideration and understanding of the benefits to developing countries of improved maternal health.

Showing knowledge of the Millennium Development Goals and their impact on the developing countries.

Good presentation skills with responses to questioning showing good background knowledge.

A quality demonstration falls between these, a fair demonstration falls below.

Relating to a 'Curriculum for Excellence'

Every area of the curriculum can make an important contribution to the Ethco learning outcomes.

This EthCo Interdisciplinary Task can contribute to the coverage of the 'Curriculum for Excellence outcomes and experiences'.

The impact in each case is dependant on the specific focus given to the task, and in many cases to the choice of topic studied within the task by the individual pupil, and this should be considered when determining coverage.

Expressive Arts

Explores how global issues and themes such as identity, shared humanity, difference, diversity, conflict and justice are represented in art, music dance and sporting activities. Considers how the expressive arts are used to express protest at social injustice and promote visions of positive change. Provides opportunities to learn about and from different cultures through the arts.

Can contribute to the following CfE outcomes:

EXA 1-01a; 1-02a; 1-03a; 1-04a; 1-05a; 1-07a
(if a consideration has been made of the arts of the developing countries and artistic expression used in the presentation.)
EXA 1-10a (If dance across cultures is featured.)
EXA 1-13a; 1-15a (If drama used in the presentation.)
EXA 1-18a (If performing music from different cultures is part of the presentation.)

EXA 2-01a; 2-02a; 2-03a; 2-04a; 2-05a; 2-07a.
EXA 2-09a; 2-10a; 2-11a. (if drama is explored)
EXA 2-13a; 2-15a. (if drama features)
EXA 2-18a; 2-19a. (if music features)

EXA 3-01ab; 3-02a; 3-04a; 3-07a

Health and Wellbeing

Develops appreciation of diversity and encourages critical thinking through the exploration of similarities and differences between people and the discussion of social and moral dilemmas. Explores wellbeing in all senses, from physical health to financial wellbeing and key factors in this, both local and global.

Can contribute to the following CfE outcomes:

HWB 1-01a; 1-02a; 1-04a; 1-05a; 1-08a; 1-09a; HWB 1-10a; 1-11a; 1-12a; 1-13a; 1-14a; 1-19a;

HWB 2-01a; 2-02a; 2-04a; 2-05a; 2-08a; 2-09a; HWB 2-10a; 2-11a; 2-12a; 2-13a; 2-14a; 2-19a;

HWB 3-01a; 3-02a; 3-04a; 3-05a; 3-08a; 3-09a; HWB 3-10a; 3-11a; 3-12a; 3-13a; 3-14a; 3-19a;

Languages

Explores issues of identity and diversity by considering similarities and differences between peoples, places, cultures and languages. Develops awareness of global interconnectedness in that languages are continually evolving and borrowing from each other. Provides opportunities to explore global issues while developing language skills.

Can contribute to the following CfE outcomes:

(there are no first level outcomes in modern languages)
If a consideration of the language of developing countries is given, then:

MLAN 2-01abc; 2-02a; 2-03a; 2-04a; 2-05a.

If the task and the presentation are made in a language other than English, then a significant number of these outcomes will be targeted.

It is also possible to consider the language of the developing country

Literacy and English

Explores values, beliefs, and experiences of different groups of people, and themes common to people the world over, through texts from a range of cultures and traditions. Develops empathy, communication skills, the ability to argue effectively, critical thinking and media literacy.

Can contribute to the following CfE outcomes:

LIT 1-02a; 1-04a; 1-05a; 1-06a; 1-07a; 1-08a; 1-1-09a; 1-10a; 1-13a; 1-14a; 1-15a; 1-16a; 1-18a; 1-20a; 1-21a; 1-22a; 1-23a; 1-24a; 1-25a; 1-26a; 1-28a; 1-29a.
ENG 1-03a; 1-12a; 1-17a; 1-30a

LIT 2-02a; 2-04a; 2-05a; 2-06a; 2-07a; 2-08a; 2-09a; 2-10a; 2-13a; 2-14a; 2-15a; 2-16a;
2-18a; 2-20a; 2-21a; 2-22a; 2-23a; 2-24a;
2-25a; 2-26a; 2-28a; 2-29a.
ENG 2-03a; 2-12a; 2-17a; 2-27a; 2-30a

LIT 3-02a; 3-04a; 3-05a; 3-06a; 3-07a; 3-08a; 3-09a; 3-10a; 3-13a; 3-14a; 3-15a; 3-16a;
3-18a; 3-20a; 3-21a; 3-22a; 3-23a; 3-24a;
3-25a; 3-26a; 3-28a; 3-29a.
ENG 3-03a; 3-12a; 3-17a; 3-27a; 3-30a.

Numeracy and Mathematics

Provides opportunities to illustrate mathematical concepts and processes by means of issues in local, national and global society.

Promotes opportunities to consider the influence of different cultures on mathematics and the history of development of maths.

Develops critical thinking around use, presentation and manipulation of data.

Can contribute to the following CfE outcomes:

MNU 1-09ab; 1-20ab;
MTH 1-12a; 1-17a; 1-21a.

MNU 2-09abc; 2-20ab
MTH 2-12a; 2-17c; 2-21a.

MNU 3-01a; 3-03ab; 3-07a; 3-09ab; 3-20a.
MTH 3-17b; 3-20b; 3-21a.

RME and RERC

Explores issues of justice, equality, care for others and for the planet, and peace and conflict from different perspectives. Develops awareness of diversity through exploring different values, beliefs and attitudes. Develops empathy, critical thinking, respect for others and the ability to argue effectively. Explores the role of religious belief in global issues and perspectives.

Can contribute to the following CfE outcomes:

RME 1-04a; 1-05a; 1-06ab; 1-07a; 1-09abc.
RERC 1-25a; 1-26a; 1-27ab.

RME 2-04a; 2-05ab; 2-06abc; 2-07a 2-09abcd
RERC 2-25a; 2-26a; 2-27ab.

RME 3-04a; 3-05abc; 3-06ab; 3-07a;
3-09abcde.
RERC 3-25ab; 3-26ab; 3-27ab.

With careful consideration there may be opportunities to contribute appropriately to other outcomes

Science

Engages with the social, cultural and economic contexts in which scientific enquiry takes place. Explores ethical issues surrounding science and its pursuit and uses, considers the contribution of science to the debate on sustainable development, develops appreciation of interdependence within the natural world and between people and planet. Provides opportunities to explore the contribution of different cultures to science.

Can contribute to the following CfE outcomes:

SCN 1-03a; 1-04a; 1-13a; 1-20a.

SCN 2-03a; 2-04ab; 2-20ab.

SCN 3-03a; 3-04ab; 3-05b; 3-13c; 3-20ab.

Social Studies

Questions, investigates and critically engages with issues affecting peoples lives throughout the world, develops understanding of global interdependence.

Explores differences and similarities between events, people, places, cultures and environments through time. Considers significance of individual and collective action, critical thinking and interpretation.

Explores the shaping of society, political, environmental and economic.

Can contribute to the following CfE outcomes:

SOC 1-04a; 1-06a; 1-07a; 1-08a; 1-09a; 1-12ab;
1-13ab; 1-15a; 1-16a; 1-17a; 1-18a; 1-20a; 1-21a; 1-22a.

SOC 2-01a; 2-02a; 2-04a; 2-06a; 2-07ab;
2-08ab; 2-09a; 2-12a; 2-13a; 2-14a; 2-15a;
2-16abc; 2-17a; 2-18a; 2-19a; 2-20a; 2-21a; 2-22a.

SOC 3-01a; 3-02a; 3-04a; 3-05a; 3-06ab;
3-07a; 3-08a; 3-10a; 3-11a; 3-12a; 3-13a;
3-14a; 3-15a; 3-16a; 3-17ab; 3-18a; 3-19ab; 3-20ab; 3-21a.

Technologies

Considers the impact of technological development on society and on quality of life.

Addresses sustainability issues in product design, food production and consumption. Considers the manufacturing and production methods across the world and the ethics involved. Considers the impact of ICT developments across the world on individuals, communities and society. Impact of ICT on day to day living.

Considers business activities, organisation and ethics.

Can contribute to the following CfE outcomes:

TCH 1-01abc; 1-02a; 1-03ab; 1-04ab; 1-08a;
1-15a.

TCH 2-01ab; 2-02ab; 2-03ab; 2-04ab; 2-08a;
2-15ab.

TCH 3-01a; 3-02a; 3-03a; 3-04a; 3-06a;
3-07ab; 3-08abc.