

UNIT 2:

Lesson 1: Child Survival — What Does It Mean?

Suggested Class Time: 45 Minutes

Objectives:

- Understand what is meant by child survival;
- Discover reasons why young children are dying in some parts of the world.

Session Plan:

- Introduction: *Child Survival: A Global Challenge*: 10 minutes
- Defining Child Survival: 10 minutes
- What Do the Numbers Tell Us? 20 minutes
- Wrapping Up: 5 minutes

Vocabulary:

child survival, developing world, immunization, industrialized world, iodine deficiency disorders (IDD), neonatal, under-five mortality rate (U5MR)

 **Tip:** Definitions for many of these vocabulary items are in the Glossary on page 38 of the *Youth Report*.

Materials Needed:


- *Child Survival: A Global Challenge*: Welcome, Chapters 1 and 2
- World map or globe
- Handout 3: Understanding the U5MR (Under-Five Mortality Rate)

Introduction: Child Survival: A Global Challenge

Directions

1. Begin by reminding students of their memories of being age five. Point out that in parts of the world living to age five is not always possible for many children.

2. Introduce UNICEF and the *Youth Report* by reviewing with students the information on pages 2 and 3 of the *Youth Report*.

 **Tip:** Distribute copies of pages 2 and 3 before starting Unit 2 so students are familiar with the content before class. In class, make sure students understand that the four bullet points at the end of page 3 describe what they will take away from the *Youth Report* and these units.

Defining Child Survival

Directions

1. Define *child survival* as the survival of any child to age five.
2. Introduce the subject of child mortality (deaths of children under five years of age) by reading in pairs pages 5 and 6 of the *Youth Report*.
3. Discuss student responses to the following questions after they have finished reading pages 5 and 6:
 - What is the child survival revolution? (*UNICEF's effort to reduce the number of children dying before age five from preventable causes.*)
 - In 2006, 9.7 million children under the age of five died. Why is this something to celebrate? (*This was the first time the annual number of deaths dropped to less than 10 million.*)
4. Point out that data on deaths of children under age five is collected from all over the world; every country has some child deaths. Explain that students will now learn more about differences in child survival in different regions of the world.

What Do the Numbers Tell Us?

Directions

1. Define the under-five mortality rate, U5MR, as the number of deaths of children under five years of age out of 1,000 live births in a given period of time.
2. Distribute Handout 3 and explain that the students' task is to use real data to calculate changes in the U5MR in different regions, and in the world, between 1990 and 2006.
3. Ask students to work in pairs to complete the table and answer questions on Handout 3.
4. Facilitate a class discussion and review students' responses to Handout 3.

Tip: Have students identify the location of these regions on a world map or globe. For a map showing the countries included in CEE/CIS, go to www.unicef.org/ceecis/where.html. UNICEF's list of industrialized countries can be found at www.unicef.org/progressforchildren/2004v1/industrialized.php.

Handout 3 (page 40): Answer Key

Sub-Saharan Africa [Example]	187	160	$187-160=27$	$27/187 \times 100=14\%$
Middle East/North Africa	79	46	$79-46=33$	$33/79 \times 100=42\%$
South Asia	123	83	$123-83=40$	$40/123 \times 100=32\%$
East Asia/Pacific	55	29	$55-29=26$	$26/55 \times 100=47\%$
Latin America/Caribbean	55	27	$55-27=28$	$28/55 \times 100=51\%$
CEE/CIS*	53	27	$53-27=26$	$26/53 \times 100=49\%$
Industrialized Countries	10	6	$10-6=4$	$4/10 \times 100=40\%$
World	93	72	$93-72=21$	$21/93 \times 100=23\%$

* Central and Eastern Europe/the Commonwealth of Independent States

1. For every 1,000 children born alive in Industrialized Countries in 2006, how many died before they were five years old? [6]
2. Which region had the lowest U5MR in 1990? 2006? [*Industrialized Countries*]
3. Which region had the highest percentage decrease in U5MR between 1990 and 2006? [*CEE/CIS 49%*]
4. Which region had the highest U5MR in 1990 and 2006? [*Sub-Saharan Africa*]
5. Which region had the lowest percentage decrease in U5MR between 1990 and 2006? [*Sub-Saharan Africa*]

Wrapping Up

Directions

1. Ask students to think about some of the reasons for a high U5MR. (*Answers may include: poverty, war, natural disasters, lack of food and clean water, lack of health care.*)
2. Read with students the section, “Why Do Children Die Before Age Five?” on page 11 of the *Youth Report*, and interpret the graph. Use this factual information to correct any misconceptions students may have expressed as reasons for a high U5MR in different regions of the world.

Extension Activities: Child Survival

1. 60 Priority Countries: Have each student report to the class on one or more of the 60 Priority Countries shown on the map in the *Youth Report*, page 8. Students can investigate the country’s U5MR in more detail using UNICEF’s information-by-country reports at: **<http://www.unicef.org/infobycountry/index.html>**.

(Students can choose a country and click on Statistics. The “basic indicators” section includes the country’s U5MR.)
2. “Child Survival has a Face”: Have students imagine they can write a letter to one of the very young children pictured in the *Youth Report*. Have them compose a letter responding to these prompts: What knowledge do you want to share with this young child? What can you say about your own early years? What do you love to do now? What do you wish for this child and for other children of the world?

HANDOUT 3

Understanding the U5MR (Under-Five Mortality Rate)

In 2006, for the first time since records were kept, the total number of children in the world who died before their fifth birthday fell below 10 million — to 9.7 million. One way to measure progress in child health is by looking at changes in the rate of deaths (mortality) in children under age five. This is called the under-five mortality rate, U5MR. The U5MR indicates the probability of 1 child out of 1,000 dying between birth and exactly five years of age. In comparing the U5MR for two different years, a decrease means that children are getting healthier. The table below shows the U5MR in various regions for two years, 1990 and 2006.

Directions: First look at the Sub-Saharan Africa example below, and then compute the “decrease” and “approximate percentage decrease” in the U5MR for the other regions listed.

Region	U5MR 1990	U5MR 2006	Decrease	Approximate % Decrease
EXAMPLE: Sub-Saharan Africa	187	160	$187-160=27$	$27/187 \times 100=14\%$
Middle East/ North Africa	79	46		
South Asia	123	83		
East Asia/ Pacific	55	29		
Latin America/ Caribbean	55	27		
CEE/CIS*	53	27		
Industrialized Countries	10	6		
World	93	72		

Source: United Nations Children's Fund, Progress for Children: A World Fit for Children Statistical Review, UNICEF, New York, December 2007, p. 18.

* Central and Eastern Europe/the Commonwealth of Independent States

Answer these questions, based on the information on the chart:

- For every 1,000 children born alive in Industrialized Countries in 2006, how many died before they were five years old?
- Which region had the lowest U5MR in 1990? 2006?
- Which two regions had the highest percentage decrease in U5MR between 1990 and 2006?
- Which region had the highest U5MR in 1990 and 2006?
- Which region had the lowest percentage decrease in U5MR between 1990 and 2006?