

When I Was Born...

Grade: 8

Subject: Health

Time: 2 Lessons; 30 Minutes Each

Critical Issues - Lesson Plan

Unit: Understanding, Skills, and Confidences; Patterns and Relations; Resources and Wealth

Specific Topic: Child Survival; Maternal Health

Millennium Development Goal 5 - Improve Maternal Health

URL: <http://www.freethechildren.com/wp-content/blogs.dir/4/files/2012/09/Full-Lesson-Plan32.pdf>

Lesson Description:

Every year, more than 500,000 women die in childbirth, most of them in developing countries. While this is not an issue of concern in wealthier nations – where fewer than 10 women die for every 100,000 child births – the rate of deaths among women in the developing world can be as high as 1,000 for every 100,000 births. Poverty is the biggest reason for this disparity. The women in the developing world are dying during childbirth because they are malnourished and weakened by other illnesses and diseases. They are also more likely to have numerous births and they lack access to trained health care workers and medical facilities.

Students will discover the range of experiences and health care services provided for pregnant women and compare the experience between North America and developing countries.

Through discussion, both at home and at school, they will see the different experiences a pregnant woman can have based on where she lives or the poverty with which she must live.

Curriculum Outcomes:

Grade 6

Outcome - IN6.1: Evaluate and represent personal beliefs and values by determining how culture and place influence them.

Outcome - PA6.3: Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.

Outcome - RW6.1: Examine and analyze factors that contribute to quality of life, including material and non-material factors.

Additional Cross-Curricular Connections: Mathematics, Social Studies

Assessment:

- Participation during discussions
- Depth of understanding as indicated in written reflection
- Extension poster activity based on criteria outlined by the teacher during instructions

Materials:

- Pen or pencil
- Paper

Extension:

Visit www.freethechildren.com or www.weday.com/teach

- Ask the students to create a poster - either individually or in groups - that shows why girls should have equal access to an education. Encourage students to share their posters with the rest of the class.

Procedure:

1. Without explanation, separate students based on their birthdays – everyone born between January and June is in one group and July to December in another group. Ask one group to sit at the back of the room. Note: The random selection of students who sit at the back should include both girls and boys.
2. Tell this group they cannot use pens, pencils or any other writing tools (but must try to keep up with the other group during the activity. If possible, take away all of their notebooks and textbooks. Conduct a regular mathematics or language arts lesson. (Note: Your lesson may be quickly interrupted by concerns raised by the group at the back.)
3. After the lesson, ask the group at the back how they felt to have been asked to keep up without any materials. Explain that the entire lesson has actually been a simulation and that they were divided into the two groups based on their birthdays. Ask them if it is fair that the group was divided based on something over which they had no control?
4. Explain to your class that, in the developing world, millions of girls don't have the chance to go to school simply because they are girls. In some cases, those who are attending school do not have the same learning opportunities as boys. Girls and women are more likely to suffer from poverty because they do not get the education they need.
5. Now ask the group how they would feel if they had to sit at the back of the room every day. What if they never got the chance to go to school?
6. Ask students to write a reflection on the activity. Students can be guided by the following questions: How did you feel during the activity (i.e. if they were not at the back did they feel privileged)? What did they learn from the activity? Is it fair that girls and boys are treated differently?

Extension Resource: For further information on Global Citizenship Education (GCE) and additional resources, see [SCIC's Global Citizenship Education Modules](#).