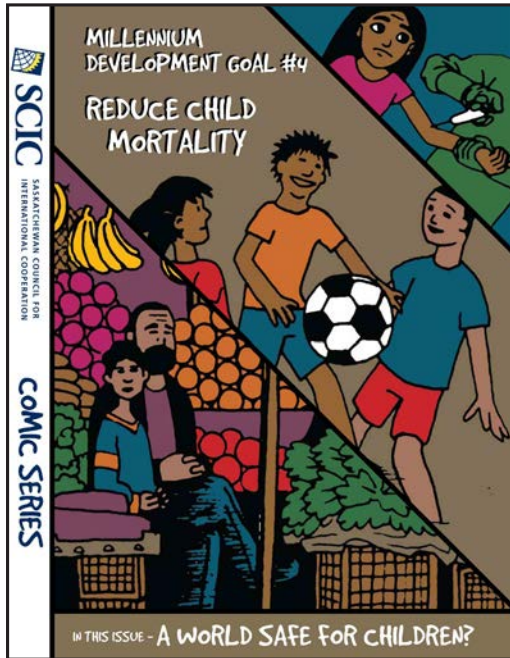


Goal 4: Reduce Child Mortality

CUT BACK BY TWO-THIRDS THE NUMBER OF CHILDREN WHO DIE BEFORE THEY REACH THE AGE OF FIVE.



THIS COMIC TAKES PLACE IN IRAQ
CONTINENT: **ASIA**
CAPITAL: **BAGHDAD**
LANGUAGE: **ARABIC, KURDISH**
SPORT: **FOOTBALL (SOCCER)**
POPULATION (2011): **34,322,000**



Iraq used to be the golden capital of the Middle East, thriving with literature, art, science and innovation. However, oppressive regimes took over and eroded much of Iraqi culture and devastated much of the natural resources. As a result, conflict and wars erupted and many of the victims were children. In this comic, you will take a look at the life of the children of Iraq, and the effects that the wars have had on their lives. What were some of the issues that increased the mortality of the children? Can these issues be fixed to reduce child mortality, or is this a lost cause? Read Juhan's story to find out more.

GOAL 4 – RELATED LEARNING IDEAS:

1. Have students prepare a research presentation or paper on the effects of the 2003 war on Iraq. What consequences did the war have on the children living there? What effects do you think this war will have on the children in the long run? Try to find stories told by children about how the war has effected them.
2. Create an organization profile for the International Development Relief Organization (IDRF). What kinds of work does this organization partake in? What are some projects and programs that it offers? How did the organization help the Iraqi citizens in the comic? How about in reality?
3. Have students work in groups to write a skit outlining issues that effect and increase child mortality. Issues that can be explored include child labour, child soldiers, malnutrition and poor health, war etc. After students have created a skit, organize an assembly or an event where students can act out their skits to students and parents. Students will thus have a chance to teach the rest of the school about issues that effect children worldwide, as well as raise awareness about global injustices.

Source: Wikipedia

*“There’s no tragedy in life like the death of a child.
Things never get back to the way they were.”
–Dwight David Eisenhower*

DID YOU KNOW?

- The UN estimated that in 2005, 10.1 million children under the age of 5 died worldwide.
- Over 4000 children die each day from diarrhea caused by dirty water.
- Even in Canada, access to safe and healthy drinking water is a major issue in some areas. In July 2007 Health Canada warned over 90 First Nations communities not to drink their tap water.
- Child mortality is higher among children living in rural areas and in the poorest households.
- Overall, at least 169 countries, 112 of them developing countries, have shown a decline in child mortality since 1970.
- In Sub-Saharan Africa half the children under the age of five are malnourished.
- Two-thirds of the world's child deaths occur in just 10 countries.
- Vietnam offers one of the greatest success stories in the area of child mortality. Due to a significant increase in immunization for illnesses like polio and measles, child mortality rates in Vietnam have dropped from 58 per 1000 live births in 1990 to 17 per 1000 live births in 2005, proving that rapid change is possible.

GLOSSARY

ALLAH: the Arabic word for God.

ASTHMA: a respiratory disorder, often of allergic origin, characterized by difficulty in breathing, wheezing, and a sense of constriction in the chest.

CHOLERA: an infectious, sometimes fatal disease of the small intestine spread from contaminated water and food and causes severe diarrhea, vomiting, and dehydration.

MORTALITY: the relative frequency of deaths in a specific population; death rate.

PNEUMONIA: inflammation of one or both lungs, in which the air sacs (alveoli) become filled with liquid, which renders them useless for breathing.

VACCINATIONS: the introduction into humans or domestic animals of microorganisms that have previously been treated to make them harmless for the purpose of inducing the development of immunity.

MAKING PROGRESS ON THE MDGS

Countries around the world are working hard to achieve the Millennium Development Goals. The Overseas Development Institute's *Millennium Development Goals Report Card: Measuring Progress Across Countries* recently ranked the countries that have made significant progress on key targets of the first, fourth and fifth goals. The rankings are in terms of absolute progress toward the targets, meaning countries that have improved by the largest margins (from the first measurement), regardless of initial conditions (and distance from the targets).



A COLLABORATION BETWEEN GOOD AND MISS ME I'M POLISH, IN PARTNERSHIP WITH THE BILL & MELINDA GATES FOUNDATION. SOURCE: OVERSEAS DEVELOPMENT INSTITUTE.

Activity: Child Soldier Stories

PURPOSE

The following activity will allow students to take a deeper look at the issue of child soldiers around the world. Have students read the following excerpts from an interview with child soldiers. As students take a look at the real life experiences of these youth, have them place their feet in the shoes of these soldiers. Have a discussion guided by the questions found below.

SUBJECT AND GRADE

Social Studies; Grade 8

TIMING:

1 Hour

MATERIALS

Excerpts (below) copied for class to share/each have a copy.

Computer, Internet

PROCEDURE:

Have students read the following excerpts from an interview with child soldiers. As students take a look at the real life experiences of these youth, have them place their feet in the shoes of these soldiers. Have a discussion guided by the questions found below.

DISCUSSION QUESTIONS:

1. What are the moral issues behind the use of children in armed conflict?
2. Describe how and where child soldiers are used.
3. Identify reasons for using children in armed conflict.
4. How does society suffer when children are used in armed conflict?
5. What is the role of international documents and protocols and what do they say about the use of children in armed conflict?

Source: : www.un.org/works/goingon/soldiers/stories.doc

"When we got there we were in an ambush, the rebels were attacking where we were in a bush. I did not shoot my gun at first, but when you looked around and saw your school- mates, some younger than you, crying while they were dying with their blood spilling all over you, there was no option but to start pulling the trigger. I lost my parents during the war, they told us to join the army to avenge our parents." — *Ishamael Beah, 14, Sierra Leone*

"One boy tried to escape, but he was caught. They made him eat a mouthful of red pepper, and five people were beating him. His hands were tied, and then they made us, the other new captives, kill him with a stick. I felt sick. I knew this boy from before. We were from the same village. I refused to kill him, and they told me they would shoot me. They pointed a gun at me, so I had to do it. The boy was asking me, "Why are you doing this?" I said I had no choice. After we killed him, they made us smear blood on our arms. I felt dizzy. They said we had to do this so we would not fear death, and so we would not try to escape." — *Susan, 16, Uganda*

"They beat all the people there, old and young, they killed them all, nearly 10 people...like dogs they killed them...I didn't kill anyone, but I saw them killing...the children who were with them killed too...with weapons... they made us drink the blood of people, we took the blood from the dead into the bowl and they made us drink...then when they killed the people they made us eat their liver, their heart, which they took out and sliced and fried... And they made us little ones eat." — *Peruvian woman, recruited at age 11*

"I was recruited by force, against my will. One evening while we were watching a video show in my village three army sergeants came. They checked whether we had identification cards and asked if we wanted to join the army. We explained that we were under age and hadn't got identification cards. But one of my friends said he wanted to join. I said no and came back home that evening but an army recruitment unit arrived the next morning at my village and demanded two new recruits. Those who could not pay 3000 kyats had to join the army, they said. I (my parents) could not pay, so altogether 19 of us were recruited in that way and sent to Mingladon (an army training centre)." — *Zaw Tun*

Activity: A World Fit for Children

PURPOSE:

To learn about the Convention on the Rights of the Child and to consider instances where children have fought for their beliefs and rights.

SUBJECT AND GRADE

Social Studies; Grades 6-8

TIMING:

1 hour

MATERIALS

Computer

Internet

Screen OR paper copies of what the children said for their speech.

PROCEDURE

1. Have the students read the statement entitled "A World Fit for Us" was made by children to the United Nations Special Session on Children in 2002, an important event in the recognition of children's citizenship. "Go to this website to see, in full, what they said. <http://www.unicef.org/specialsession/documentation/childrens-statement.htm>
2. When the students have read the children's statements carefully have them answer the questions and complete the activities on the Worksheet.

Source: Irish Aid, Department of Foreign Affairs and Trade. Government of Ireland.
[www.irishaid.gov.ie/uploads/Our World Our Future.pdf](http://www.irishaid.gov.ie/uploads/Our_World_Our_Future.pdf)

Worksheet: A World Fit for Children

A statement entitled “A World Fit for Us” was made by children to the United Nations Special Session on Children in 2002, an important event in the recognition of children’s citizenship. Here are some of the things they said:



When you are satisfied that you have read the children’s statements carefully do these exercises with your partner(s):

1. Why did the children call their statement A World Fit For Us?

2. Kofi Annan, the Head of the United Nations, said that adults had failed children.
Give four examples of ways in which this might be so:
A.

B.

C.

D.

3. The children said: We promise that as adults we will defend children’s rights with the same passion that we have now as children.
 - Decide on a children’s right that is important to you. (For a detailed outlining the Convention on the Rights of the Child on the United Nations website. Or see a brief outline of children’s rights under Comic 2 Activities.)
 - On a sheet of paper write the title “A WORLD FIT FOR CHILDREN” and underneath the right you have chosen.
 - Divide the remainder of the page and write two headings: “NOW” and “WHEN I AM GROWN UP”.
 - List ways that you might defend that right under both headings.
 - Make the sheet attractive for display purposes.

Source: www.irishaid.gov.ie/uploads/Our%20World%202004ur%20Future.pdf

Activity: A Day in the Life

PURPOSE:

To learn about the some of the dangers children face each day and their struggle for survival.

SUBJECT AND GRADE

Social Studies; Grades 4-6

TIMING:

15 minutes

MATERIALS

Copies of the maze

PROCEDURE:

Find your way through this maze, and experience some of the dangers that children worldwide have to encounter every single day. Can you make it through the day safe and sound?

