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## LESSON 3

# DYING TO GIVE BIRTH

Using a short film students are introduced to the human rights issue of death during childbirth. Students learn key mathematical skills to graphically represent data from around the world, comparing reasons for levels of maternal mortality in different countries and geographic regions.

### LEARNING OBJECTIVES

- To be able to interpret and represent information
- To become aware of global comparisons between the enjoyment and violations of human rights
- To begin to consider how global inequalities could be improved

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### STARTER 10 MINS

Students are introduced to the human rights issue of maternal mortality. You may need to explain that in this context, maternal mortality means the number of women dying in childbirth.

- Display the following facts:
  - The lifetime risk of maternal mortality in Sweden is 1 in 30,000.
  - The lifetime risk of maternal mortality in Sierra Leone is 1 in 8.Ask the students to think what these risks mean; why do they think there is such a difference between Sierra Leone and Sweden; what do they think the risk is in the UK. Display the fact about the UK's maternal mortality rate. Discuss their observations
- Explain that the Universal Declaration of Human Rights (UDHR) is a list of rights that all people have. Ask students to look at copies of the UDHR in pairs or groups and think about which articles relate to the facts displayed. Discuss responses and highlight relevant articles (eg. Articles 2; 3; 22; 25; 27; 29).
- Watch the film 42 about the high rate of maternal mortality in Sierra Leone. Discuss with the class. (**Note:** Check the content is appropriate for the class before showing. If you feel the narrative is not appropriate, turn the volume off and allow students to just watch the images.)



### MAIN 25 MINS

Students consider how maternal mortality affects people disproportionately around the globe.

- Explain to students that infographics are visual representations of data or information. Ask students for examples of where they might have come across infographics. They may suggest pie charts, bar charts, tube maps, shopping centre maps. Explain that more complex infographics are increasingly being used on television and in newspapers. In this lesson they are going to look at ways infographics can display information about maternal mortality.
- Show pupils the scatter diagram (slide 2) which plots maternal mortality against income per person. Ask students how this differs from other scatter diagrams they may have seen before. Invite one student up to the board to place a post-it on the dot which they think will represent the UK and another for Sierra Leone. Show slide 3, and discuss how close they were.
- Students complete Worksheet 2: *Using infographics to show how the wealth of a country affects maternal mortality*. This can be done in pairs or individually.

**Note:** The axes in the worksheet graphs are not evenly spaced. This is because there is such a big discrepancy in numbers. It is important to highlight this as an abnormality in graphs but can be a useful discussion point in what it means to have such a discrepancy.

## RESOURCES



- PowerPoint presentation: *Maternal mortality*
- Worksheet 1: *Universal Declaration of Human Rights – summary version* (one per group/pair of students)
- Worksheet 2: *Using infographics to show how the wealth of a country affects maternal mortality*
- Worksheet 3: *Creating an infographic*
- Film: 42 (5 mins)
- Post-it notes

## DEVELOPMENT

### 15 MINS

Students create their own infographics on infant mortality.

- Explain to students that infant mortality is often linked to maternal mortality. Discuss students' ideas why.
- Explain to students that they will be creating their own infographic showing the correlation between child mortality and the wealth of a country. Ask students to think about the success criteria for developing an infographic. Capture their suggestions, before handing out Worksheet 3: *Creating an infographic*. Explain that students need to find ways to include as much information as possible, eg colour for different regions, size of dot relating to population of country etc.

## PLENARY

### 10 MINS

Students give feedback on each other's infographics.

- Arrange students' work around the room. Ask the students to consider each one according to the criteria given on the worksheet and put their comments on post-it notes on each infographic.
- Feed back students' responses to the work, referring to the success criteria.
- Given the information students have used, ask them what they think could be done to improve levels of maternal and infant mortality around the world.

