

## World water facts

'If everyone had access to clean water, much of the disease in the world could be prevented. Every day about 25,000 people die from diseases like diarrhoea which are carried by dirty water. It is much more difficult to stay clean and healthy when safe water is scarce and has to be carried over long distances.'

(*Primary Topic Posters: Water*, Oxfam 1998)

'Diarrhoea kills 1.8 million children under five every year, but most cases could easily be prevented or treated.'

'A Masai person in Kenya uses ten litres of water a day. An American in Los Angeles uses 500 litres of water a day.'

(*H2knOw – Live Differently*, Christian Aid 2005)

'Scarce or polluted water supplies and lack of sanitation are responsible for more than ten million deaths each year.'

(*State of the World*, Worldwatch 2002)

Infant mortality (under 5s)	2002	1960
World	8.2%	19.6%
Industrialised countries	0.7%	3.9%
Developing countries	9%	22.2%
Least-developed countries	15.8%	27.8%

(*State of the World's Children*, UNICEF 2002)

### Activity 5.4

#### Aims

- To interpret information and make judgements informed by evidence and reason.
- To develop an understanding of some of the issues that affect children's health in developing countries.

#### You will need

- A copy of the *Measles mystery statements*, cut up, for each group of three pupils

### Measles mystery (ages 11–14)

1. Give each group an envelope with the cut-up statements inside and the key question that they must answer written on the envelope. The question is, '**In the UK, children do not die from measles. Why then do children in developing countries die from this illness?**' Ask groups to lay out all the statements in any order. Check if are any words that need explaining.
2. Explain that they are going to become detectives and use the statements to come up with an answer to the key question. There is not a right order or a right answer. Tell them that sorting the statements is important but that they need to keep looking at the links between statements. As detectives they must come up with the most convincing explanation using the evidence plus any other knowledge of the issue. They should give as much detail as they can.
3. As groups work, check that they are manipulating the information effectively, and give guidance if necessary.
4. Ask each group to report back to the class on their answer to the mystery, giving their reasons. Discuss the findings. Ask if anything surprised them about the information about measles.

#### Further work

Use the information in the statements to produce posters/ leaflets or a drama to inform others in your school about the dangers of measles and how the disease could be overcome.