

# Global Health

**PLANNING NOTES:**

- 1) **Teams:** 1 student (solo) or 2 students (pairs)
- 2) **Length:** Approximately 6-8 classes
- 3) **Resources Needed:** Computers (most days), copies of student workbook & handouts, access to Microsoft Powerpoint; timers/stopwatches or [www.onlinestopwatch.com](http://www.onlinestopwatch.com)

*'If you think you are too small to make a difference, you haven't spent a night with a mosquito.'*

*-African Proverb*

**OVERVIEW:**

Global health disparities are of such great magnitude that the problems can seem insurmountable. Yet countless examples from individuals, groups, organizations, and entire nations have shown that progress and great leaps forward are within reach. In this case study, you will use your voice to make an impact by informing and inspiring others to act in order to help improve the health of others globally.

**GOAL:**

Speak in a clear, compelling, and professional way to inspire others to take action.

**ROLE:**

You are yourselves, teens with enormous potential, energy, and creativity to make the health of future generations better on a local and global scale. You will work individually or with ONE partner for this challenge.

Students may work individually or in pairs for this case study.

**OBJECTIVE:**

Obj. 13.9: Conduct a oral presentation that is clear, compelling, and professional.

**DELIVERABLES:**

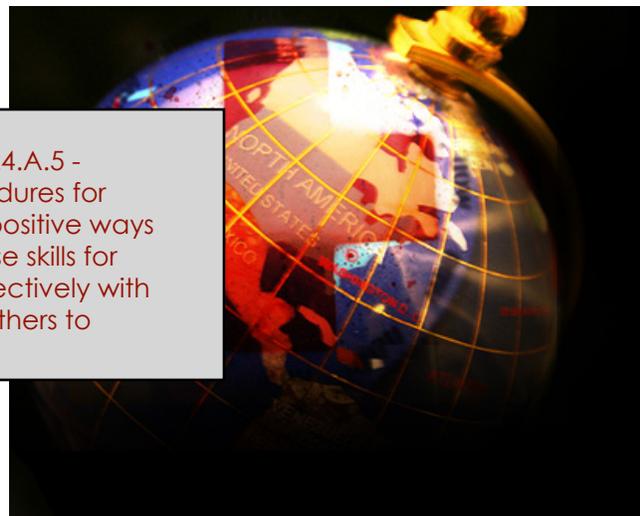
- 1) Oral presentation
- 2) Visual aid

**ASSESSMENT:**

Your oral communication skills and visual aid will be evaluated on a rubric.

**STANDARD:**

IL Health Standard 24.A.5 - Demonstrate procedures for communicating in positive ways  
 CDC NHES: 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.



**Case Introduction:**

In the 21st century, health is a shared responsibility, involving equitable access to essential care and collective defense against transnational threats.

- World Health Organization

Global health disparities deserve a response that is urgent, compassionate, and creative. The problems are widespread and pervasive. Yet the health issues that plague the majority of humans on Earth and drastically reduce their quality and length of life are not scientific mysteries. They are basic things like access to preventative health care, clean water and air, sanitation systems, safe and adequate shelter, food security, and opportunities to earn a living.

What problem compels you to action? What issue do you think we could solve with some collective will as a society? What health issue can you just simply not bear to stand by and watch without trying to help?

In this case study, you will determine a global health priority and advocate for action through an oral presentation.

Encourage students to get really fired up and passionate about the topic they choose. Ask them to take a stand for something and fight for the health and well-being of others through this project. A great motivational talk that might inspire them is Natalie Warne, a young woman that students might be able to identify with, who speaks passionately about her cause in her talk "Being Young and Making an Impact": [http://www.ted.com/talks/natalie\\_warne\\_being\\_young\\_and\\_making\\_an\\_impact](http://www.ted.com/talks/natalie_warne_being_young_and_making_an_impact)

**Selection of Focus Area:**

For this case study, you will select ONE global health issue. It could be a particular disease or a group of illnesses, or a problem such as unclean drinking water. Conduct initial background research so that your choices are supported by evidence. Be sure you can present data demonstrating that the issue you select is a serious health disparity that impacts a great number of people globally.

Start with a brainstorm of the top five issues you (and your partner, if applicable) are interested in. Then conduct preliminary research to narrow it down to the most pressing, compelling, and important health issue, based on evidence and whatever criteria you find essential.

<b>POSSIBLE HEALTH ISSUES:</b>	
1.	
2.	
3.	
4.	
5.	

*Ask students: What factors should play into your final decision? Is it essential you choose the greatest health need if you are not excited about it? What about the opposite--should you choose a topic you are excited about that doesn't really pose as a major problem in the field of global health. This might help them strike a balance between NEED and PASSION.*

My/Our Final Global Health Issue is:  
because...

**Background Research:**

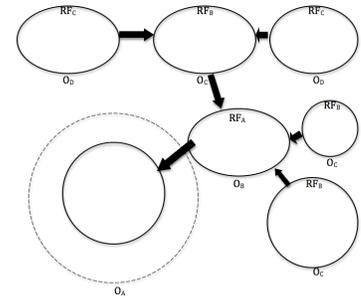
This case study will involve less “steps” and a lot of open-ended requirements. At the senior level (or for students who have hopefully completed some of the other modules & case studies before) this level of independence is appropriate. However, for students in younger grades or at lower skill or experience levels, more structure may be needed.

## Explore the Problem:

### IDENTIFYING KNOWLEDGE:

#### Factor Outcome Web:

A Factor-Outcome web is a tool used to show the relationship between risk or protective factors and associated outcomes, made by connecting variables with bubbles and arrows, pointed in the direction of hypothesized influence.



Create a Factor-Outcome web that connects factors and variables related to your global health issue. You may choose to organize this web in any way that makes the most sense to you; it should be a visual map to track your thinking!

If students have NOT completed Module 3 (Lesson 3.11), provide a few examples of visual brainstorming tools (also known as concept webs, mind maps, etc.), or consider skipping this step. Emphasize that there is no right or wrong, this is just a way to help brainstorm and think about a problem.

**Research:**

**LITERATURE REVIEW:**

Locate two peer-reviewed, scholarly journal articles describing a study related to the specific aspect of your global health issue.

Scholarly Source #1:

Info Type:	Information:
<p><b>Source</b> <i>(title, author, name of site, date, and URL below)</i></p>	<p>All sources should be credible, scholarly sources (unless students do not have enough background, instruction, or experience for that requirement). This will still be a challenge for upper-level high school students, but one that is important to practice in order to be college-ready.</p> <p>Google Scholar can be used and some articles can be found full-text for free, while others will just allow students to see the Abstract, which on it's own can provide some baseline information. Lesson 10.10 (Module 10) - "Searching Google Scholar" is an essential primer for this, unless students already have experience/practice in this skill.</p>
<p><b>Variables of Interest</b></p>	
<p><b>Purpose of Study</b></p>	
<p><b>Methods</b></p>	
<p><b>Results</b></p>	
<p><b>Conclusions</b></p>	

Scholarly Source #2:

Info Type:	Information:
<p><b>Source</b>  <i>(title, author, name of site, date, and URL below)</i></p>	
<p><b>Variables of Interest</b></p>	
<p><b>Purpose of Study</b></p>	
<p><b>Methods</b></p>	
<p><b>Results</b></p>	
<p><b>Conclusions</b></p>	

## Identify Ways to Take Action:

Come up with possible ways that we can take action on this global health issue.

### **BRAINSTORM SPACE:**

This is also a very purposefully open-ended requirement of the presentation. Encourage students to think about what criteria their “action” should meet--what could advocacy look like for their issue? If needed, provide a greater level of detail in brainstorming, planning, or requirements to help students prepare.

**Oral Presentation:**

You will present orally on your global health issue in a clear, compelling, and professional way.

**Guidelines:**

**VISUAL PRESENTATION:** A PowerPoint slideshow, Keynote presentation, Prezi.com visual aid or similar visual presentation tool must be used.

**ORAL PRESENTATION:** 3-4 minutes (if presenting solo); 6-8 minutes (if presenting in a pair)

**Checklist:** These components must be present somewhere in your oral presentation:

- Presentation Title & Your Name
- A “Hook” or engaging/compelling introduction to draw your audience in
- Purpose
- Background information about the global health issue
- Overview of scholarly research from source
- Possible ways to take action
- One recommended action step & detailed rationale and explanation
- Conclusion
- Works Cited

If students do not have much experience creating professional and compelling visual aids using Powerpoint, go over a basic primer with them:

- White or light backgrounds that are plain and not busy
- Large, clear text with as FEW words as possible
- Bullet points rather than paragraphs of text
- Simple images; photos are typically better but clipart is sometimes okay if it is professional
- Cited sources for all images, charts/graphs, and text from other sources
- Limited or very basic transitions and animation (if at all)
- They BIG IDEA here is: simple, striking, professional, and NOT a distraction.

**Rubric Criteria:**

The criteria list below can be modified and tailored as needed to individual instructor needs and grading policies/criteria.

Criteria for Mastery	
<b>CLEAR</b>	<p><b>FOCUSED:</b> Present in a clear and articulate way. Use transitions to smoothly convey the flow of information. Respond to questions with clear, aligned and evidence-based information.</p> <p><b>ORGANIZED:</b> Presentation information is organized in a clear and logical way with appropriate transitions. Text displayed is necessary and minimal to convey the important big ideas.</p>
<b>COMPELLING</b>	<p><b>ENERGY &amp; PASSION:</b> Present with a compelling tone and draw your audience in with your spoken word. Convey enthusiasm and urgency for your health problem</p> <p><b>VISUAL:</b> Present effective, aligned, and visually pleasing graphics (this includes any pictures, tables, graphs, etc.).</p> <p><b>ORAL SPEAKING:</b> Present with appropriate eye contact, body language, pacing, volume, and timing</p>
<b>PROFESSIONAL</b>	<p><b>PROFESSIONALISM: (Oral Speaking)</b> Present a polished final speech that makes it evident that you prepared and rehearsed. Begin and end the presentation in a professional, clear, and confident way. <b>(Visual Aid)</b> Presentation contains clear, concise, and visually accessible information in text. Background, colors, and images do not distract from information being orally presented. Text is properly formatted with correct grammar/spelling.</p>

Remind students that they should use the rubric to self-evaluate their presentations as well. This is a best practice that will help them manage their quality of work and have a clear sense of the expectations and grading criteria.]

Consider giving them an extra credit point or two if they pre-tape themselves presenting and share with you (via private youtube link or some other easy format). This will encourage them to practice, view themselves, and self-reflect before the big presentation day.

One presentation day, designate the follow jobs:

- 1) Timekeeper (someone who can start and stop [www.onlinestopwatch.com](http://www.onlinestopwatch.com) at the back or side of the classroom on a desktop or laptop so that instructor (you!) and presenter can see & monitor time.
- 2) Emcee or Introducer: Someone who will state the person’s name and topic as if they were being formally introduced. To make this even more fun, have students write their own short bios on a notecard & have emcee us those as cue cards.
- 3) Tech person: someone who can manage opening and closing powerpoint files
- 4) Videographer: if an iphone, ipad, camera or other recording device is available, have a recorder take video!