

## Teacher's Notes on Global Health Game 1

Student Name: \_\_\_\_\_ Case Title: \_\_\_\_\_

Game 1: Click on [THE WORLD OF GLOBAL HEALTH GAME](#) and choose one of the three mini-games. Write your responses to the following questions:

1. What is the title of the mini-game you selected to play: \_\_\_\_\_  
 Students will a) unscramble letters to spell a country's name; b) place a country's outline in correct area of the world map; or c) answer true-or-false questions about a country. Inform students that the "Hint" button contains information that can help them solve the game.

2. Complete the following table using the information about the three countries in the game.

Country Name	Country Capital	One Interesting Country Fact
		Students can get interesting facts about a country by clicking on the "Hint" button, or from the true-or-false questions and answers.

3. After solving three countries in the game, go to the screen where the three countries' flags are placed on a world map. The flags contain health stories from the three countries. Click on a flag to access the story and answer the following questions:

At the end of each mini-game, there is a pay-off world map where the country flags are placed. These flags can be clicked to open an information box that contains health stories featured in the "Against the Odds" exhibition. The information box also has a "[Learn more](#)" link that will take students to the related section of the exhibition's Web site.

a. Write down the name of the country you selected: \_\_\_\_\_

b. What is the health topic from this country?

c. Whom does the health topic affect? How?

d. What was the solution to the health problem?

e. How does the health topic relate to human rights? Encourage students to refer to the Declarations in making connections between the specific health topic and a human right—for example, e.g., immunization, access to clean water, protection from violence, etc.

4. List one example of health-related human rights issues that persist in our time.

Students may consider issues in their own communities as well as globally. You can encourage students to think about how the Alma-Ata definition of health affects how we deliver health care, access food, public services, etc.

5. List one action you can take to make a difference in global health and protect human rights. (Visit "Get Involved" site at [http://www.nlm.nih.gov/againsttheodds/get\\_involved](http://www.nlm.nih.gov/againsttheodds/get_involved) for ideas)

Students are able to understand that they, too, can contribute to global health and human rights. In addition, students understand that contributing to global health also starts with making a difference in their own lives and communities.

## Teacher's Notes on Global Health Game 2

Student Name: \_\_\_\_\_ Case Title: \_\_\_\_\_

Game 2: Click on [WHO'S WHO IN GLOBAL HEALTH](#) game.

1. Complete the following table using information about the people in the game.  
 This game asks students to match a silhouetted photo to a person featured on a folder. Students use visual and text (quote) clues, and hints in matching a correct photo to a folder. After all five photos are matched correctly, students can access a pay-off screen where multiple folders about the five individuals, as well as others who are featured in the *Against the Odds* exhibition.

Name of the Person	One Quote/Date

2. After matching all five people with correct folders, go to the screen where you will see multiple folders where more information about them is available as well as additional people. Explore the folders and answer the following questions.  
 This pay-off screen presents additional information and a link into the exhibition for all five individuals from the game. In addition, four topic folders contain information about several more individuals who are profiled in the exhibition.
  - a. Select one of the people from the folders and write her or his name below:  
 \_\_\_\_\_
  - b. What is the global health topic or work that he or she is involved in? Students have opportunities to extend their understanding of health beyond biological factors. They are able to connect the health impacts of gun violence, natural disasters, economic disparities, discrimination, etc.
  - c. How does the health topic relate to human rights? Encourage students to refer to the Declarations in making connections between the specific health topic and a human right—for example, e.g., immunization, access to clean water, protection from violence, etc.
3. List one example of health-related human rights issues that persist in our time.  
 Students may consider issues in their own communities as well as globally. You can encourage students to think about how the Alma-Ata definition of health affects how we deliver health care, access food, public services, etc.
4. List one action you can take to make a difference in global health and protect human rights. (Visit "Get Involved" site at [http://apps.nlm.nih.gov/againsttheodds/get\\_involved/index.cfm](http://apps.nlm.nih.gov/againsttheodds/get_involved/index.cfm) for ideas)  
 Students can identify with one or more of the individuals featured in the game and in the game pay-off folders. This helps students identify a way that they can get involved in making a contribution. Students also understand that contributing to global health can start with making a difference in their own lives and communities.