



## WHEN THE BORDER VANISHES

### The World Health Organization

The World Health Organization (WHO) is the directing and coordinating authority for health within the United Nations system. Its mission is to provide leadership on global health matters, shape health research agenda, set norms and standards, articulate evidence-based policy options, provide technical support to countries and monitor and assess health trends. WHO impacts all global citizens through promotion of world wide health care for all.

**Standard:**

- II. Time, Continuity, and Change
- III. People, Places, and Environment
- IV. Individual Development and Identity
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VII. Production, Consumption, and Distribution
- VIII. Science, Technology, and Society
- IX. Global Connections
- X. Civic Ideals and Practices

**Grade Level:** 7–12

**Objectives:**

The student will:

- Increase vocabulary
- Read and understand a primary document
- Connect the reading to self
- Manage and organize information
- Increase knowledge of the World Health Organization
- Understand the need for a World Health Organization
- Understand the responsibility of being a citizen on a city, state, national, and global level
- Connect the WHO's four tasks to their state, community, and self

**Time:** 2–3 class periods, depending on the level

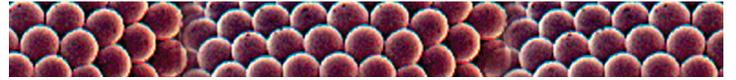
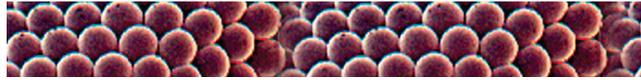
**Materials:**

Internet access when applicable  
Overhead (optional)  
Copies of the primary document, *World Health Organization Statement*  
Copies of the appropriate activity worksheets: *A Common Understanding*,  
*Paragraph Matrix*, and *WHO Goals and Me*

**Procedures:**

In addition to this being a singular task for students, this procedure is most conducive to group or team activity.

1. Hand out the activity sheet, *A Common Understanding*.
2. Review the vocabulary associated with the primary document prior to reading. (If students have internet access, then words should be defined prior to reading the primary document.)
3. Ask students to read primary document once through.
4. Hand out the activity sheet *Paragraph Matrix*.
5. Assign a numbered paragraph and ask students to read the paragraph again, this time jotting down the main idea and some additional notes.
6. At this time, students (or groups) should report on each paragraph.



7. Students should fill in each paragraph with notes as other students report.
8. All students should have the entire matrix filled in.
9. Review the four goals of the World Health Organization.
10. Pass out *WHO Goals and Me* graphic organizer.
11. Read the directions carefully to the students.
12. Students should fill in the matrix identifying goals with connections to themselves through their community. (Students should identify at least two services such as trash pick-up, flu clinics, clean water, etc.)
13. Each student should share at least one connection with the class.
14. Make a list on the board or overhead.

Extension Activities:

1. Write a "Letter to the Editor" bringing awareness to the WHO's goals and link it to your services.
2. Volunteer at a local immunization clinic and write about your experiences.
3. Make posters outlining city and state services that link to the good health of its citizens.
4. Research how people handle trash in two different third world countries. How is trash handling different in these places than in the United States? Is there recycling?
5. Research how science and technology has changed the handling of trash, hazardous waste or medical waste. Present the findings to your class. ■