

Partners In Health Engage: Global Health Activities

Goal: The Global Health Activities are intended to be used by teams to facilitate their members' personal understanding of themes in global health and social justice through reflection, discussion, and critical thinking. Using these activities will help teams **engage in thoughtful and ethical work** that reflect the values of PIH and PIH Engage.

About: As members of Engage, we are committed to cultivating a network that is **educated and illuminated about the challenges in global health equity**. This means every individual dedicates time toward understanding our learning objectives to ensure he/she is prepared to push forward the right to health movement in an informed, conscious, and constructive manner.

We do not expect any of you to be experts in the field, and we understand you are volunteering your own time toward this organization. Therefore, these activities present information in an interactive way to introduce you and your teams to topics around justice, privilege, health, and history. Rather than focusing on comprehensive content learning (which can be found in the [Resource List](#)), these activities revolve around **self-reflection and critical dialogue**.

How to Use: Pick an activity/topic that would be helpful and interesting for your team to learn and discuss more about. Navigate to that activity page.

Then, follow the instructions on the page to complete the activity. **Please feel free to modify the instructions as needed to adapt them to your team**. After the activity is completed, facilitate an open discussion using the listed discussion questions as a guide for your conversation. The activities are intended to be completed within one meeting. The exact timing is up to your discretion, depending on how you want to utilize the activity.

The activities are organized by our learning objectives outlined in the 2022-23 Campaigns Summary document.

If you have any questions, please reach out to Shannon at shannon.fang@duke.edu.

Activities: Learning Objective A

Learning objective A: Members understand and are able to explain the core values and concepts of PIH.

I. PIH Values: 7-word Story

- A. Topic: PIH behaves according to what simple values?
- B. Media: PIH Brand Handbook
- C. Goals:
 - 1. Understand the four values that determine how PIH behaves
 - 2. Discuss how and why these values are central to PIH's mission
 - 3. Explain the ways that the values are seen in PIH's work

II. Mini-lessons: PIH Core Concepts

- A. Topic: What are the core concepts that underlie and guide PIH's work?
- B. Media: PIH Brand Handbook
- C. Goals:
 - 1. Understand and identify the nine core concepts outlined by PIH
 - 2. Explain how the core concepts are exhibited in PIH's work
 - 3. Explain why PIH abides by these concepts to work toward social justice

III. Solidarity Signs

- A. Topic: What motivates our members to stand in solidarity?
- B. Media: Signs
- C. Goals:
 - 1. Reflect on our motivations for practicing solidarity
 - 2. Discuss why we practice solidarity and how they influence our practice
 - 3. Identify ways motivations play out in how someone stands in solidarity

IV. Avoiding Voluntourism

- A. Topic: What is voluntourism and why should we be critical of it?
- B. Media: Articles/editorials
- C. Goals:
 - 1. Understand how voluntourism perpetuates white saviorism
 - 2. Identify examples of voluntourism in your community or school
 - 3. Be able to articulate why PIH Engage does not participate in voluntourism

Activities: Learning Objective B

Learning objective B: Members are able to identify the impact of racism and colonialism on marginalized communities and understand the need to change systems, structures, policies, practices, and attitudes so that power is redistributed and shared equitably.

I. Our Privilege List

- A. Topic: What privileges are most salient to you?
- B. Media: Sticky notes
- C. Goals:
 - 1. Identify at least two privileges that you consider personally important
 - 2. Reflect that different people value different privileges
 - 3. Talk about the intersection of privileges within and between identities

II. Privilege For Sale

- A. Topic: Examining who gets privilege and the power of privilege
- B. Media: Privilege sale list
- C. Goals:
 - 1. Realize what privileges we have and/or take for granted
 - 2. Recognize that privilege is a social, religious, economic construct
 - 3. See how one's personal perspective influences the choices one makes

III. Diversity Profile

- A. Topic: How does the diversity of our surroundings influence us?
- B. Media: Diversity chart
- C. Goals:
 - 1. Reflect on how our intercultural experiences are clustered
 - 2. Recognize homogenous areas in our lives
 - 3. Consider how we might enrich our cultural environment

IV. Complicit Comedy Sketch

- A. Topic: What does it mean to be complicit and why is it harmful?
- B. Media: Video
- C. Goals:
 - 1. Define and understand what it means and what it looks like to be complicit
 - 2. Reflect on the different ways that you are or are not complicit
 - 3. Talk about the harms and dangers of being complicit

V. Colonialism Snapshot

- A. Topic: How has colonialism helped create global inequities today?
- B. Media: Article
- C. Goals:
 - 1. Understand how colonizers were agents of destruction in the Global South
 - 2. Identify at least three detrimental impacts of colonialism
 - 3. Identify the different ways that colonialism built the western world

VI. Company Anti-pitch: Resource Extraction

- A. Topic: How do we benefit from resource extraction on a daily basis?
- B. Media: Websites
- C. Goals:
 - 1. Identify the how companies plunder resources in the Global South
 - 2. Understand how colonizers extract benefits without accountability
 - 3. Reflect on our own usage and complicity in resource extraction

VII. Race as a Social Construct

- A. Topic: The history of the invention of race and racism
- B. Media: Podcast
- C. Goals:
 - 1. Understand the invention of race as a social construct
 - 2. Discuss why race is still a concept today
 - 3. Reflect on race-based medicine

Activities: Learning Objective C

Learning objective C: Members comprehend and are able to explain the framework, context, and reasoning behind our fundraising and advocacy campaigns.

I. Deficit vs. Strengths Assessment

- A. Topic: How do we assess a community that is not our own?
- B. Media: Sierra Leone assessments
- C. Goals:
 - 1. Identify the difference between needs and asset assessments
 - 2. Understand the importance and pitfalls of a deficit and a strengths mindset
 - 3. Reflect on our own biases, interpretations, and actions

II. Watering the Garden

- A. Topic: How do our advocacy and fundraising campaigns connect?
- B. Goals:
 - 1. Develop an understanding of the connections between our fundraising for the University of Global Health Equity and advocacy for the Paul Farmer Memorial Resolution

Please check back soon for more activities!