**Appendix 4**

**Social Determinants of Albany’s Health (SoDAH)**

**Session 2: Achieving Health Equity in Our Communities**

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| **Time** | **Activity** | **Host (lead) / Guardian (support)** |
| *Before circle* | Email participants   * Bring a personal item that you feel comfortable sharing (a talking piece) * Please watch [Albany video from SoDAH 2019] * Please review the cliff analogy from the following segment from the video titled, “Social Determinants of Equity:” <https://www.youtube.com/watch?v=G3KOs7hg9Bs&list=WL&index=12&t=5010s> * 5:05 - 26:30 * Please pay attention to the following segment from Dr. Jones’s talk “Allegories on Race and Racism”: <https://www.youtube.com/watch?v=GNhcY6fTyBM> * 7:00 – 17:12 |  |
| 18 minutes | **Prepare for circle**   * Facilitator check-in * Review agenda / confirm roles and tasks (basically, host and guardian should review the script and be clear on your roles as outlined in this document) | **Host**  &  **Guardian** |
| 2 minutes | **Open doors**   * Welcome each participant warmly * Hi everyone, thank you so much for being here! * **Entering prompt:**   + **As you enter, think about a personal strength you are bringing to this community today.** *(example: I am bringing patience / kindness / intellect, etc…)* | **Host** leads and reads |
| *Start of circle*  5 minutes | **Welcome & Introductions**   * *Alright, it looks like everyone is here now* * *Welcome back to small groups everyone! We’re going to go through procedural stuff again at the beginning with some time for mindfulness and brief activities, and then we’ll move into prompts* * *The purpose for our time today is to spend some time getting to know each other and talking about the social determinants of health and health equity.* * Introduce host / guardian, and roles   + As host, I’ll be guiding the discussion, and (Guardian’s name) will be the guardian, so they’ll be taking some notes (everything will be kept anonymous) and keeping track of time * *Let’s just do a quick check-in first*   **About the circle format**   * So before we get into norms and agreements for this circle, I just want to remind you that we will be using a talking piece for this circle, which could be any small item of significance for you * A talking piece is an invitation for the speaker to share, uninterrupted, and for everyone else to be an active listener for the speaker. The talking piece offers the speaker an invitation to share authentically and for everyone else to listen with curiosity and compassion. * The receiving speaker simply thanks the prior speaker and accepts. You are welcome to pass when offered the talking piece, and you will be offered another opportunity at the end of the round. * Everything here today is an invitation. There is never an obligation to speak. So with that being said, let’s go over some guidelines and norms for small group circles. | **Host** leads  **Guardian** makes note of passes to ensure they remember to go back to anyone in the circle who passed |
| 5 minutes | **Agreements**   * I will repeat the list of agreements that we discussed in our previous session.   + **Respect confidentiality**     - In other words, stories stay in the circle, but lessons and takeaways leave with us. And sessions will not be recorded.   + **Offer your authentic presence**   + **Be present**      - So you want to listen with attention and intention when others speak.   + **One person speaks at a time**     - So you’ll “step up” when it’s your turn and then “step back” when you’re finished   + **Positive, open, and curious mindset**     - We want this to be a judgment-free zone   + **There are no right or wrong answers – we are exploring together**   + **Expect tension and discomfort – lean into it.**   + **Expect to be heard. Don’t expect answers or resolution**   + **Presume good intent; honor and assume impact.**   + **Speak for yourself and from your own experience and perspective**   + **Be spontaneous and lean of expression.**     - Share from your heart as succinctly as possible. * Ask: *Is there anything else that needs to be added to our agreements today?* | **Host** leads and reads |
| 5 minutes | **Mindfulness moment**   * Let’s take a moment to acknowledge something that we do involuntarily all the time – and that’s breathing. * I ask for you to close your eyes or soften your gaze and take a moment. Breathe in through your nose and out (host should take a moment to do this too). * It is the easiest thing we can do and one thing that we can do that helps us focus on ourselves and calm our bodies. * As we think about that, we are reminded of the loss of this life sustaining function that has pushed us to have crucial, courageous and life preserving conversations about health equity * Let’s just take three slow, deep breaths together and then return our attention to the room (host should join in and do this). Alright, let’s now move on to the opening prompt. | **Host** |
| 10 minutes | **Opening prompt**   * For this first prompt, I’d like to ask you to… * **Please share your name and pronouns and what B-list superpower you would want** * Example: teleport, but only for errands; can make perfect eggs any style * Before we start, just a quick reminder to make sure to pass the talking piece when you are done speaking. * If you’re the last person to go, you can just pass back to the host. * Host can share first, then guardian, and guardian can pick anyone afterwards * When this activity is finished… * Wonderful, thank you all for sharing a little about yourselves. Now we’re going to move on to a group activity. | **Host** leads and reads |
| 5 minutes | **Get-to-know-you activity - My Gift to You**   * *Invite each person to participate in their own comfort level of vulnerability and silliness.* * For this activity, each person ‘gives’ a gift to one other person (making sure everyone receives one gift), passing it, and says, “*Hey so and so, I got you a gift! I think it’s just what you’re looking for!”* * The recipient ‘receives’ the gift, mimes opening the gift and seeing it, using it, or otherwise bringing it to life, and says, “*Thank you so much for the \_\_\_\_\_\_\_\_\_\_\_\_\_\_! It’s perfect for me right now because \_\_\_\_\_\_\_\_\_\_\_\_”* * *They then*‘give’ a gift to one other person (making sure everyone receives one gift), passing it, and say, “*Hey \_\_\_\_\_\_\_\_, I got you a gift! I think it’s just what you’re looking for!”*and so on * Host: Make note of any common threads you might see emerging * Lots of creativity here, thanks everyone! So this brings us to our first prompt based on the assignments… | **Host** leads and reads |
| 20 minutes | **Guiding prompt**   * Before we start, just a quick reminder to make sure to pass the talking piece when you are done speaking. * If you’re the last person to go, you can just pass back to the host. * **How did you see Dr. Jones’ cliff analogy reflected in the Albany video? What are the different parts of the cliff? What was familiar to you, and what was new for you?** * Host: role model by sharing the first response and passing to guardian * Wonderful, thank you all for sharing. Now as a follow-up, and I’ll let someone else take the lead here…   **Follow up prompt**   * **From what you heard, what resonated most for you?** * Great, thanks everyone, now onto the next prompt… | **Host** leads |
| 25 minutes | **Guiding prompt**   * Before we go to the next prompt, I am going to read to you about demonstrating equity through curb cuts. * Curb cuts are the part of a sidewalk that dips to allow wheelchairs to access the curb from the street. They originally faced opposition as a costly measure that helped few. But in Berkeley, CA, disability activists fought to install them under threat of arrest. * “Hundreds more curb cuts followed Berkeley’s. Then hundreds of thousands, all across the country. Disabled advocates continued to push for access to the basics that many Americans take for granted—sidewalks, classrooms, dorm rooms, restrooms, buses. At last, on July 26, 1990, President George H.W. Bush signed the landmark Americans with Disabilities Act, which prohibits disability-based discrimination and mandated changes to the built environment, including curb cuts. “Let the shameful wall of exclusion finally come tumbling down,” he proclaimed.” * “Then a magnificent and unexpected thing happened. When the wall of exclusion came down, everybody benefited—not only people in wheelchairs. Parents pushing strollers headed straight for curb cuts. So did workers pushing heavy carts, business travelers wheeling luggage, even runners and skateboarders. A study of pedestrian behavior at a Sarasota, Fla., shopping mall revealed that nine out of 10 “unencumbered pedestrians” go out of their way to use a curb cut. As journalist Frank Greve has noted, the barricades stormed by disabled advocates in Berkeley 40 years ago were a few inches high, “yet today millions of Americans pass daily through the breaches.” “ * The **Curb**-**Cut Effect** is a vibrant illustration of how laws and programs designed to benefit vulnerable groups, such as the disabled or people of color, often end up benefiting all. ... That creation underscores a foundational belief: we are one nation, we rise or fall together. * **What lessons from the story of curb-cuts can we apply to help improve life in Albany for the people in the Albany video?** * Host: role model by sharing the first response and passing to guardian * Wonderful, thank you all for sharing. Now as a follow-up, and I’ll let someone else take the lead here…   **Follow up prompt**   * **From what you heard, what resonated most for you?** * Great, thanks everyone, now onto the next prompt… | **Host** leads |
| 10 minutes | **Guiding prompt**   * (Popcorn style) **At AMC we are dedicated to promoting health equity. Given what you’ve learned about Albany healthcare and curb-cuts, what do you think are some small or big ways INSERT STUDENT GROUP can make that happen?** * **From what you heard, what resonated most for you?** | **Host** leads |
| 4 minutes | **Check out**   * **Everyone please write on a piece of paper 3 words that describe how you’re feeling after participating in today’s circle. After you are done writing, crumple up the paper and throw it into the middle of the circle.** * Wait for everyone to have thrown in their paper. * **Great! Now, everyone, pick up one piece of paper and we are going to go around and read what the paper says.** * Everyone reads the words on the paper they picked up. * **Awesome. Thank you so much for participating in this last activity.** | **Host** leads |
| 1 minute | **Closing**   * As we close this session, let’s just take a 15 second stretch! (Join in on this) * Now let’s all just take a deep breath (Join in on this, and pause for 15 seconds) * Remember, stories stay in the circle, lessons and takeaways leave with us * Before we leave, I just want to remind you that a post-SoDAH survey link will be posted on Microsoft Teams and sent to your AMC emails right after this session   **As we leave, one last quick activity**   * Now rub your hands together as quickly as you can. Feel the warmth. * After I finish speaking, hold your hands up to the circle and send warmth to each other and verbally thank each other for our time together as you leave the circle. * Ready, set, go! * Take care, all! (Host and guardian stay after everyone else leaves) |  |
| *End of circle* | **Debrief circle**   * What did we love? * What did we learn? | **Host** and **Guardian** stay and after everyone has left, ask questions of each other. |

**Notes for facilitators:**

* Allow for organic disruption of your time flow and make adjustments as needed. For instance, avoid interrupting a round or a participant just to ‘stay on time,’ but rather make adjustments in other areas so that the sharing can feel complete.