



# IGNITING CONVERSATIONS

*The 2015-2016 globalhealthU handbook*





# TABLE OF CONTENTS

## PHILOSOPHY

Planning successful ghU

|                                 |          |
|---------------------------------|----------|
| Why globalhealthU?.....         | <b>2</b> |
| Planning Checklist.....         | <b>3</b> |
| Calendar Your Lessons .....     | <b>4</b> |
| Blank Lesson Plans.....         | <b>5</b> |
| Frequently Asked Questions..... | <b>6</b> |
| Timeline.....                   | <b>7</b> |

## FALL

10 Years of GlobeMed

|  |           |
|--|-----------|
| Theme: 10 Years of GlobeMed.....         | <b>8</b>  |
| ghU: What's Power Got To Do With It..... | <b>9</b>  |
| ghU: Empowering Grassroots Leaders.....  | <b>10</b> |
| ghU: Whose Voices Are Still Missing..... | <b>11</b> |

## WINTER

Leadership Practices

|                                       |           |
|---------------------------------------|-----------|
| Theme: Leadership Practices.....      | <b>12</b> |
| ghU: Leadership in Global Health..... | <b>13</b> |
| ghU: 10 Things I Know To Be True..... | <b>14</b> |
| ghU: Your Public Narrative.....       | <b>15</b> |

## SPRING

Global Engagement

|  |           |
|--|-----------|
| Theme: Ethical Global Engagement.....    | <b>16</b> |
| ghU: Shaping Global Health Outcomes..... | <b>17</b> |
| ghU: The Power of Students.....          | <b>18</b> |
| ghU: Successful Global Engagement.....   | <b>19</b> |



## Why globalhealthU?

GlobeMed believes that our world has the potential to be a just world in which all people have the ability to not only survive but thrive. To cultivate this potential, GlobeMed fosters innovation, compassion and thoughtfulness in chapter members through the globalhealthU program.

## What is globalhealthU?

The 2015-2016 ghU handbook is centered around Otto Scharmers' Theory U (*See FAQs for more information on Theory U*). This process leads chapter members through stages of exploration, leadership discernment and tapping collective capacity to create a space that inspires innovation. Through this process, each student will:

- **Explore** a systems-level understanding of health and equity: Chapter members will identify and explore the multiple contributing factors to health disparities worldwide by analyzing systems of power. These conversations will bring in other perspectives by reaching across borders, sectors and generations to create a diverse and inclusive discussion.
- **Reflect** on the alignment of personal values and daily actions to foster a just world: The globalhealthU guide allows chapter members to discern how their own personal values, leadership practices and daily actions shape the systems in which they participate.
- **Innovate** collaborative, local solutions: By experiencing ghU sessions weekly, chapter members are exposed to different practices of effective action to combat health inequity. Chapter members use this shared space to innovate tactics and prototype solutions which push institutions to address these complex, global issues.

## What is my role as a ghU coordinator?

As a ghU coordinator, your role is to facilitate meaningful discussions and space for developing core leadership practices. While the peer learning plans outline the main ideas the entire network will explore, it is your responsibility to gauge the interests of your chapter and choose topics and materials they will find the most relevant for a meaningful discussion. The ghU toolbox is your personal resource for innovative teaching techniques to encourage members to be active participants in weekly ghU meetings. As the ghU coordinator, you must make a constant effort to create an environment in which all members of a chapter respect and appreciate each other's voices so that ghU discussions reflect the diverse viewpoints, experiences and expertise of your chapter members.



## Planning Checklist

Use this checklist before you begin your year to ensure you & your ghU team are set up for success!

- 1. Familiarize yourself with the all the example ghU lesson plans provided in pages 8-19.
- 2. Review “[Facilitation Guide](#)” in the [resource vault](#) (password: globemed) to help in your planning process of how to best use your Chapters’ teams
- 3. Select your globalhealthU team.
  - Pick a few members of your team to:
    - think about public ghU’s // blogging // recruiting outside speakers
    - think about fostering inclusive spaces for open dialogue
    - think about creative activities to engage more of your members
    - Review the SGF guide and roles for each member together
- 4. As a team, plan a visioning activity for ghU for your e-board. You can find a [video](#) and [worksheet](#) in the resource vault
- 5. At the end of your visioning activity, make plans to do a similar activity as a chapter.
- 6. Complete the “Calendar Your Lessons” (page 4) with your Co-President. Take into consideration breaks, holidays and big campaigns that might impact when you hold ghUs
- 7. Go online to the [Resource Vault](#) (**password: globemed**) and take a look at videos, activities, articles available to supplement the lesson plans you will build on your own.



## Calendar Your Lessons

Use this step by step process to efficiently plan your whole year of ghUs!

1

Get a blank calendar (or create your own), a university calendar, and your co-president.

2

Cross off all holidays, breaks, reading weeks, finals, etc.

3

Write in the big events that require advanced planning. Plan to use your first ghU session for the inclusive visioning activity.

4

Add all “Essential ghU Questions” outlined in this Handbook to your calendar.

5

Count how many remaining weeks you will have to build your own ghU sessions.

6

Schedule in where guest speakers would fit according to what you’ve planned.

7

Discuss with your Co-President how long you will have for ghU each week (at least 30 minutes is strongly recommended).

### Example events to calendar around:

World Day of Social Justice  
Summit / Hilltops  
Campaigns  
Chapter Recruitment  
Orientation for new positions  
Chapter Retreats



## Blank Lesson Plan

Use this lesson plan template to build your ghU sessions!

### Title of the ghU Session:

What question are you trying to answer?

- Example: *How does my identity shape the work that I do?*

### Learning Objectives:

What do you want the chapter members to come away with?

### Introduction:

- Make connections between previous knowledge/experiences and this lesson.
- Uncover chapter members' assumptions about the topic.
- Utilize videos, articles, presentations, etc. to present initial information background of the the topic.

### Exploration

- Perform or do an activity with little to no help from the facilitator.
- This is a great space to break into small groups and utilize your SGFs!
- Examples might include:
  - Roleplaying
  - Problem-solving through case studies
  - Playing a game
  - *See the activity section of the resource vault for more suggestions.*
- Features of the experience include:
  - An individual or group experience that involves experiential learning.
  - Most likely will be unfamiliar to the learners.
  - Pushes the learner beyond previous performance levels.
- May be "uncomfortable" to the learner.

### Reflect & Connect

- For tips and tricks, see page 8 of the small group facilitator guide.
- Publicly share results, reactions.
- Discuss what challenges came out of the activity.
- How were those challenges addressed?
- What were the chapter members' personal experiences?

### Materials // Resources:

- Don't forget to think about pre-readings or materials you need to prep/research in advance (This can help reduce the timeframe of a ghU session)

### Timeframe: # of minutes



## Frequently Asked Questions

**Q: I want to learn more about the Theory U. Where can I find additional resources?**

**A:** Great question! Check out an interview with Otto Scharmer at MIT by clicking [here](#).

**Q: I only see a few lesson plans per section in this guide, are those the only ghU lessons for this year?**

**A:** This guide includes example ghU sessions to help you move from one stage to the next. It is your responsibility to find out the additional interests of your chapter and build them into your remaining weeks. Take a look at the **Calendaring Your Lessons** for more information about how to do that.

**Q: Do we follow the lesson plans exactly as they are written?**

**A:** Feel free to modify the lesson plans according to the interests and dynamics of your chapter. As long as you hit the key learning objectives, the rest is up to you!

**Q: How do I use the blank lesson plan?**

**A:** The lesson plans are created in a way that allows you to think through time constraints and materials, frame the topic, include an element of experiential learning through an activity, and save time to reflect at the end. Use the feedback from your visioning activity to plan what additional topics will supplement the essential lesson plans.

**Q: Where is the resource vault?**

**A:** The resource vault is located [here](#). You can also locate it through the [globemednetwork.org](http://globemednetwork.org) site (password: globemed) under Teams >> globalhealthU >> Resource Vault.

**Q: This is my first year as a ghU coordinator and I've never facilitated large groups before. Have any tips?**

**A:** Absolutely! Check out the globalhealthU toolbox in the resource vault. It includes information on "Using Your Teams", a Small Group Facilitator Guide and other useful tools and tips.

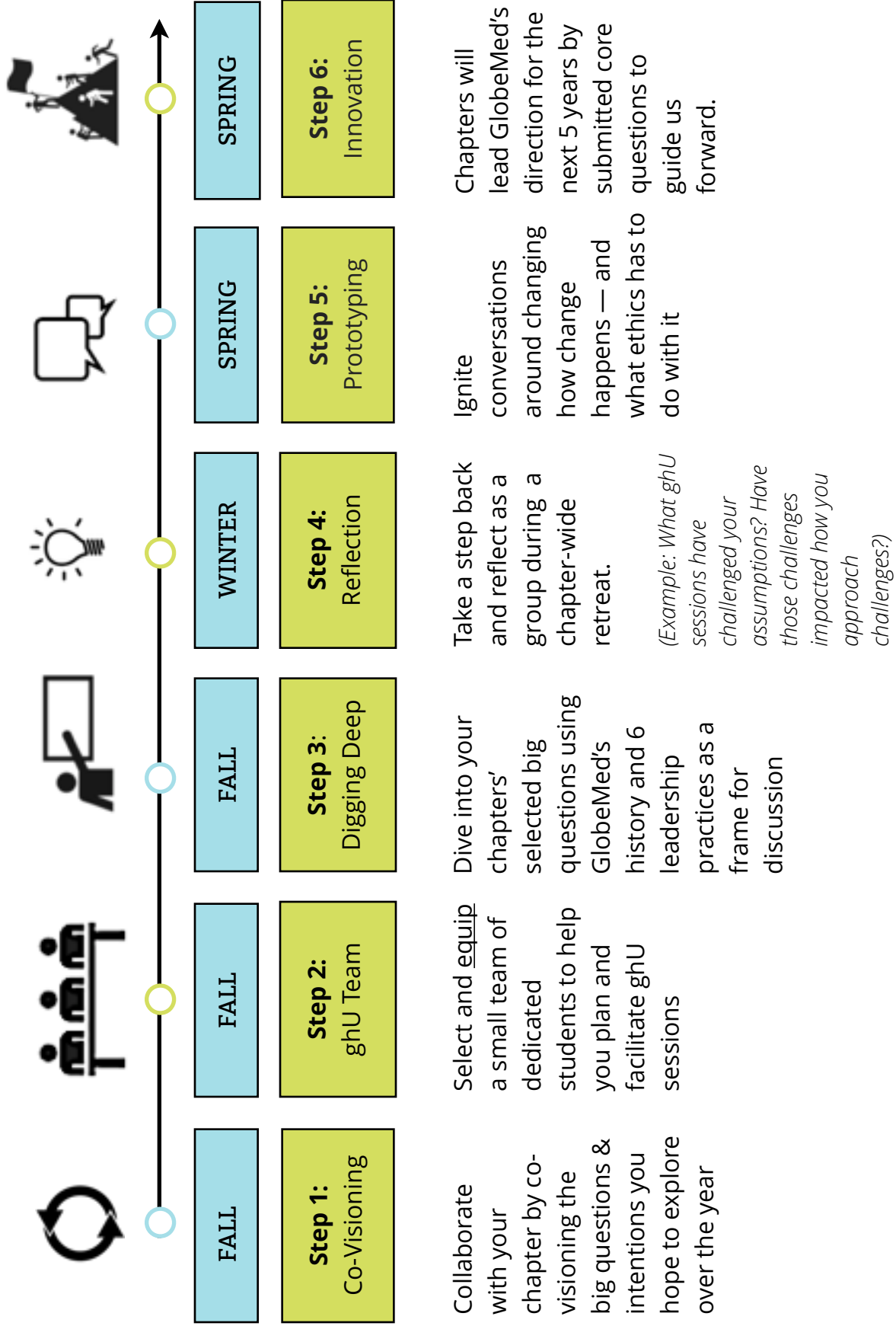
**Q: I've noticed there is a lot of information in here about working with other student groups. How do we work with groups who have different models than GlobeMed? What if they get defensive?**

**A:** We have included a few resources in the online resource vault which help you plan out your messaging, assess priorities and lead discussions through dialogue rather than debate.

**More questions?** You can email the Director of Learning & Training at: [alexis@globemed.org](mailto:alexis@globemed.org)



## TIMELINE







## THEME: 10 YEARS OF GLOBEMED

As a network, let's look back at the successes, challenges and failures that shaped GlobeMed over the past 10 years. Our history has been divided by three big questions we've asked as a network during each stage of transition and innovation:

### Three Essential Questions:

- **GlobeMed (2005-2007): What's Power Got To Do With It?**

Key Objective: To explore how GlobeMed reframed its mission from a resource distribution organization to building a movement for global health equity

- **GlobeMed (2008-2012): What's A Model Of Partnership That Empowers Grassroots Leaders?**

Key Objective: To dig deep into how a shared vision of success helped define GlobeMed's model of partnership

- **GlobeMed (2012-2015): Whose Voices Are Still Missing?**

Key Objective: To explore how we can continue to dismantle systems of oppression, both domestically and abroad

\*\*Remember to use your GROW team to help connect these themes to your partner!

## Opportunities for Thought Leadership

- Blog: Tell us a story about when you had a revelation during a ghU session
- Panel: Discuss different models of partnership
- Op-ed: What opportunities do students have to dismantle oppressive systems?



## THEME: LEADERSHIP PRACTICES

After gaining a thorough understanding of GlobeMed's history, we will discern our leadership development and personal stories. Achieving global health equity requires a movement of passionate 21st century leaders. The ability to inspire and lead is practiced through personal storytelling and this our opportunity to shape that narrative.

### Three Essential Questions:

- **What leadership competencies are needed in global health and why?**

Key Objective: To build understanding around GlobeMed's leadership practices and why they matter to our partners

- **What are my guiding values?**

Key Objective: For chapter members to discern their own steering values around global health work, and what principles can help guide them through decisions which hold us to those values.

- **How do you inspire learning & action?**

Key Objective: Begin writing your personal story which reflect your investment in the field of global health and inspire others to join your cause. This is a tool which can be shared with your partner and fellow students to amplify their own voices.

## Opportunities for Thought Leadership

- Panel: What leadership practices matter most in global health?
- Write: A chapter case-study about employing leadership practices within your partnership
- Blog: What are the 10 Things you know to be true?



## THEME: ETHICAL GLOBAL ENGAGEMENT

This section will combine our history and a deep understanding of leadership to move these conversations outside of your chapter. Innovate on how to approach global engagement ethically, and explore how students on your campus can band together to break down systems of oppression.

### Three Essential Questions:

- **Whose priorities are shaping global health outcomes?**

Key Objective: To explore the vulnerability of grassroots organizations to global systems of oppression and draw parallels to your University space

- **Do students have power on campus to advance health as a human right?**

Key Objective: To see possibility of how actions locally can impact partnerships globally

- **What does successful global engagement look like?**

Key Objective: To analyze how decisions are made on campus related to global engagement.

\*\*Remember to use your GROW team to help connect these themes to your partner!

## Opportunities for Thought Leadership

- Blog: "How has your chapter centered the priorities of your partner?"
- Photo Story: What does social justice look like on your campus?
- Panel: How does your organization measure the success of your partnership?