

# How to use the Partners In Health Curriculum

Each of the lessons revolves around a specific theme pulled from research, writing, and experience that is integral to the PIH mission and model of global health care delivery. There is a suggested order; however, each lesson can stand-alone and spark unique discussion pertinent to the movement for the right to health. Choose lessons to curate specific classes, and play into the interests of your students.

There are two ways to use these lessons, either through the discussion guide or lesson plan; however, every lesson has an overarching goal, which you should aim to accomplish by the end. Goals can be shared with your class, or simply used to guide how your time is spent.

It is imperative that the facilitator deeply engages with and has a strong understanding of the readings to properly hold these discussions. Reviewing the discussion guide and lesson plan prior to each class is also necessary. The facilitator should also ensure that everyone has copies of the reading, either digital or physical, prior to and during the class. Additionally, the facilitator should feel free to use additional resources (e.g. videos, handouts, slides, etc.). It is also helpful to be interactive while conducting lessons – use blackboards/whiteboards, projectors, and any other resources available to you.

## Discussion Guide

Use the discussion guide if your students will fully engage with the readings and come with a solid understanding of the literature. This will help generate a discussion that feels like a free-flowing reflection on the reading.

## **Suggested Discussion Questions:**

The suggested discussion questions should push your class to think critically about some of the themes presented in the readings. These are merely suggestions—feel free to present your students with additional questions!

## **Key Quotes:**

Key quotes have been pulled from the text to highlight especially important or provocative ideas. Share these quotes to spark discussion on the specific topics addressed.

## Lesson Plan

Use the lesson plan if you think your students may not fully engage with the reading or if you are looking for more structure or guidance. These lesson plans have been developed to summarize the key points of each reading and foster meaningful, provocative discussion.

Lesson plans are split up into seven separate parts, each designed to take 3-15 minutes. Spend some time before a discussion thinking about how long to spend with each section. Prioritize sections; knowing which ones you will cut if time runs short. Lessons take about an hour.

## **Lessons include:**

**Warm Up:** Spark discussion about a relevant theme. Time: 3-7 minutes.

**Diagnostic:** Figure out how much knowledge your class has on a given topic. Feel free to adjust the lesson accordingly or call on specific individuals with a high level of prior knowledge based on the diagnostic. Time: 3-5 minutes.

**Teaching Bit:** Teach new information. This section summarizes key points. Time: 7-10 minutes.

**Guided Practice:** Explore the teaching bit. Process lessons and push provocative thought. Time: 7-15 minutes.

**Independent Practice:** Take the lesson a step further. Apply the lesson to your work as global health advocates. Time: 7-15 minutes.

**Assessment:** Assess if you accomplished your goal. Time: 3-7 minutes.

**Closer:** Close out the lesson with a quick reflection, thought, or idea. Time: 3-5 minutes.