Bobby Exercise with Rings
Module IV—Health Equity
Time: 30 minutes

Rational Aim:
• Participants will be familiar with the determinants of health
• Participants will gain a deeper understanding of how each of these levels of determinants, especially the “outer ring,” impact health outcomes.

Experiential Aim:
• Participants will have multiple ways to deepen and share their understanding of health inequities (individual writing, small group discussion, large group discussion, drawing, discussing, etc.)

Instructions:
• Before the module starts, tape one sticky wall up.
• On the PowerPoint slide of Bobby, introduce Bobby to the group. (This is Bobby. He is a resident of West Oakland and has asthma.)
• We’re going to spend some time thinking about why Bobby has asthma and what can be done about it. We are going to spend some time individually brain storming, then working in small groups, and then coming together as a large group.
• Take some time to think about what contributes to Bobby’s asthma. On a piece of a paper, list some of the factors that may be contributing.
• Give the group 5 minutes to write. If people seem to be stuck and reluctant to write, ask someone to share an idea out loud or offer your own example.
  o Example questions: Can you think of some things that cause asthma attacks? Have you heard through the health department or on the news about things that could be affecting Bobby? Does anyone here know someone with asthma? What do you think contributes to their asthma?
• If people are writing and don’t seem ready to stop after about 5 minutes, let them know they have one minute left.
• Divide the group in smaller groups of 3-4 people. Try not to go smaller than 3 or larger than 4. Having people count off will help people mix up and sit with others they do not know.
• Once you are in your groups, let’s discuss some of the things you came up with. What do you have that’s similar? What do you have that’s different? Once everyone has had a chance to share, come up with five different things that you think are really important or interesting. Once you have decided as a group, you are going to draw those on the half sheets of paper in front of you.
• Give the groups about 5-10 minutes for this activity.
• Okay, now we are going to get back together as a large group and share what we came up with. What are some of things people came up with? Have groups quickly shout out their ideas, giving 1 to 2 examples per group. Respond with encouragement.
• Advance to slide of Bobby with the rings and place the large picture of Bobby/Rings on the sticky wall.
• So, all of the things you mentioned can be thought of as things that contribute to Bobby’s asthma. These examples are things that add up to “determine” Bobby’s
Health. They are the things around within and around Bobby that cause him to be healthy or unhealthy. We often call these the “determinants of health.”

- Often the determinants are categorized into different levels, like we see in the rings.
- In the middle, we have factors like Bobby’s age, sex, and hereditary factors in the middle.
  - Personal characteristics can play a very important role in determining or explaining health status.
- In the next ring, we have individual lifestyle factors.
  - Many public health interventions are targeted at this level [like getting Bobby’s mom to quit smoking, providing information on how to prevent asthma attacks, etc.]
- The middle ring is social and physical environmental factors.
  - These are things in Bobby’s neighborhood that might be creating a problem, like factories, highways, and bus stalls.
- The outside ring is general socioeconomic, cultural, and political environment factors.
  - How do the factories in Bobby’s neighborhood get there? Who makes these decisions and what influences their decisions? Governmental and corporate policies can impact areas like Bobby’s neighborhood by letting factories be built nears homes and schools, especially in low-income areas. [This is where racism, classism, sexism, and other isms fit in. Institutions often make decisions about putting factories in certain places because of institutional racism. Try to draw this point out of people during the discussion.]

So, let’s talk about some of the things you drew and where they might fit.

- Make sure each group gets a chance to volunteer at least one drawing. Ask if a group will volunteer to come up and put their drawing on the ring they think it fits in.
- If it they place it on the outer ring, ask why they placed it here. This is good!—It’s where we want people to start moving towards, so if they start of there, great!
- If someone places something in the first level (cockroach, smoking mother or father), start asking questions about what factors from the outside rings might influence the inner ring.
- The idea it to get people to see the arrows—that those factors on the outside influence those on the inner rings, and that even individual choices are affected by socioeconomic, cultural, and political factors, which in turn affect the social and physical environment and individual lifestyle factors.
- Try to use questions—don’t tell them they put something in the wrong level. Keep your questions very brief and try to get them to a deeper understanding through their own thought processes.
- Also,
- After going through a drawing or two from every group, ask:
  - O-What is one thing that stood out to you from this activity?
  - R-How did you feel during this exercise? What was clear? What was confusing?
  - I-What was the importance of this exercise? What insights are emerging for you?
  - D-What does this mean to have experienced this? How would you articulate what we have just discussed?
In summary, all this that we have been talking about are termed the determinants of health. The two outer rings are called the social determinants of health.

**Time Allotment: 40 minutes**

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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10 min</td>
<td>Introduction to the activity (visioning) and self-reflection on causes of Bobby's asthma</td>
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<tr>
<td>10 min</td>
<td>Breaking into groups and drawing 5 ideas</td>
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<tr>
<td>10 min</td>
<td>Large group discussion of where the pictures go</td>
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<tr>
<td>10 min</td>
<td>ORID and discussion of the activity</td>
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