

Michigan Department  
of Community Health

**M DCH**

Rick Snyder, Governor  
Olga Dazzo, Director

**Michigan Department of Community Health  
Division of Health Wellness and Disease Control  
Health Disparities Reduction and Minority Health Section**



# Holes in the Mitten

**Health Equity In Michigan: A Toolkit for Action**





STATE OF MICHIGAN

DEPARTMENT OF COMMUNITY HEALTH  
LANSING

RICK SNYDER  
GOVERNOR

OLGA DAZZO  
DIRECTOR

In 2006, the Michigan Legislature passed Public Act 653, also known as the Michigan Minority Health Act. This legislation served as a catalyst for re-thinking our approach to racial and ethnic minority health in Michigan. We have long known that racial and ethnic minority populations, most specifically African Americans, American Indians and Hispanics/Latinos, experience the greatest disparity in health status and healthcare access. We now understand that this disparity is rooted deep and far beyond traditional public health and health care. Based on this information, in 2009, the Michigan Department of Community Health, Division of Health, Wellness and Disease Control, Health Disparities Reduction and Minority Health Section embarked on a new path.

This new path began with hosting “conversations” with residents throughout Michigan, interviewing people who work in health related fields, and reviewing health disparities related research and data. The result was the *Michigan Health Equity Roadmap*, issued in June 2010. This document includes five priority recommendations to help guide partnerships among government, healthcare, and community organizations to address the root causes of racial/ethnic minority health inequality in Michigan. One recommendation is to use education to raise public awareness about these inequalities and how they impact all people living in Michigan.

The Health Equity in Michigan: A Toolkit for Action is designed to promote public education and dialogue about social and economic factors and how they influence the health of racial and ethnic minorities in Michigan. It is our hope that this toolkit will be used in all settings – workplaces, churches, community meetings, schools, and health and healthcare organizations.

Our goal is to raise the public dialogue around this important issue and encourage communities, policy makers, and public health practitioners to take action for change. Health equity is an issue that has significant economic and social implications for racial and ethnic minority communities, and indeed for all Michigan communities.

Sincerely,

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Manager  
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# Holes in the Mitten

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# Holes in the Mitten

## Health Equity In Michigan: A Toolkit for Action Introduction

Everyone deserves the opportunity to live a healthy life. Being healthy is more than just subscribing to healthy behaviors and having the right genetics. Health is also affected by the social, economic, and environmental contexts in which a person lives. More simply put, community level factors influence health. However, not every community is able to offer its residents access to healthy living options.

Moving toward health equity means striving to make sure everyone has opportunities to make healthy choices where they live. It means creating healthy, vibrant communities where everyone has the opportunity to access everything they need for health including safe places to play, fresh fruits and vegetables, affordable housing, and quality education.

In the current economy, almost everyone has been hit hard by the loss of job opportunities, declining housing market, shrinking tax bases, and budget cuts. When we look closer at the situation, we see that people of color have been hit especially hard. This phenomenon carries over to most factors that affect health. Over and over again, we see that people of color are the hardest hit when it comes to having access to healthy choices in their communities.

*Health Equity in Michigan: A Toolkit for Action* hopes to spark a Michigan-based discussion focused on the social, economic, and environmental factors that contribute to health. The toolkit includes videos, a presentation, exercises, fact sheets, and questions to help facilitate learning and action around the topic of health equity for all people in Michigan, and especially the hardest hit residents— people of color.

On the following page, terms that are pertinent to the toolkit are listed. The definition of these terms will help users to understand the context of the material. Thank you for taking the time to explore community factors that influence health. We look forward to working towards health equity with you.

### **Health Disparities Reduction and Minority Health Section**

Division of Health, Wellness and Disease Control

Michigan Department of Community Health

# Holes in the Mitten

## Health Equity In Michigan: A Toolkit for Action Definitions

### **Health Equity**

Achieving the best health for all populations through fair, just distribution of social resources and opportunities needed to achieve well-being.

### **Health Disparities**

Health disparities are differences in health that are not necessarily unfair, unjust, or avoidable.

### **Health Inequalities/Health Inequities**

Differences in the health of racial, ethnic, or other groups that are unfair and avoidable.

### **Social Determinants of Health**

Factors that greatly influence the health of individuals and communities, such as education, income, employment, housing, transportation, and access to clean water and air, etc.

### **Race**

A system of classifying individuals based on the social interpretation of how one looks. This often results in opportunities being structured and value being assigned to some races over other races (Racism).

### **Ethnicity**

Groups of people who identify with one another through a common or shared history, religion, ancestry, set of customs, place of origin, etc.

### **Culture**

The way a group of people (religious, ethnic, or social) do things. Language, religion, music, clothing, types of foods eaten, and holidays celebrated are all aspects of people's culture.

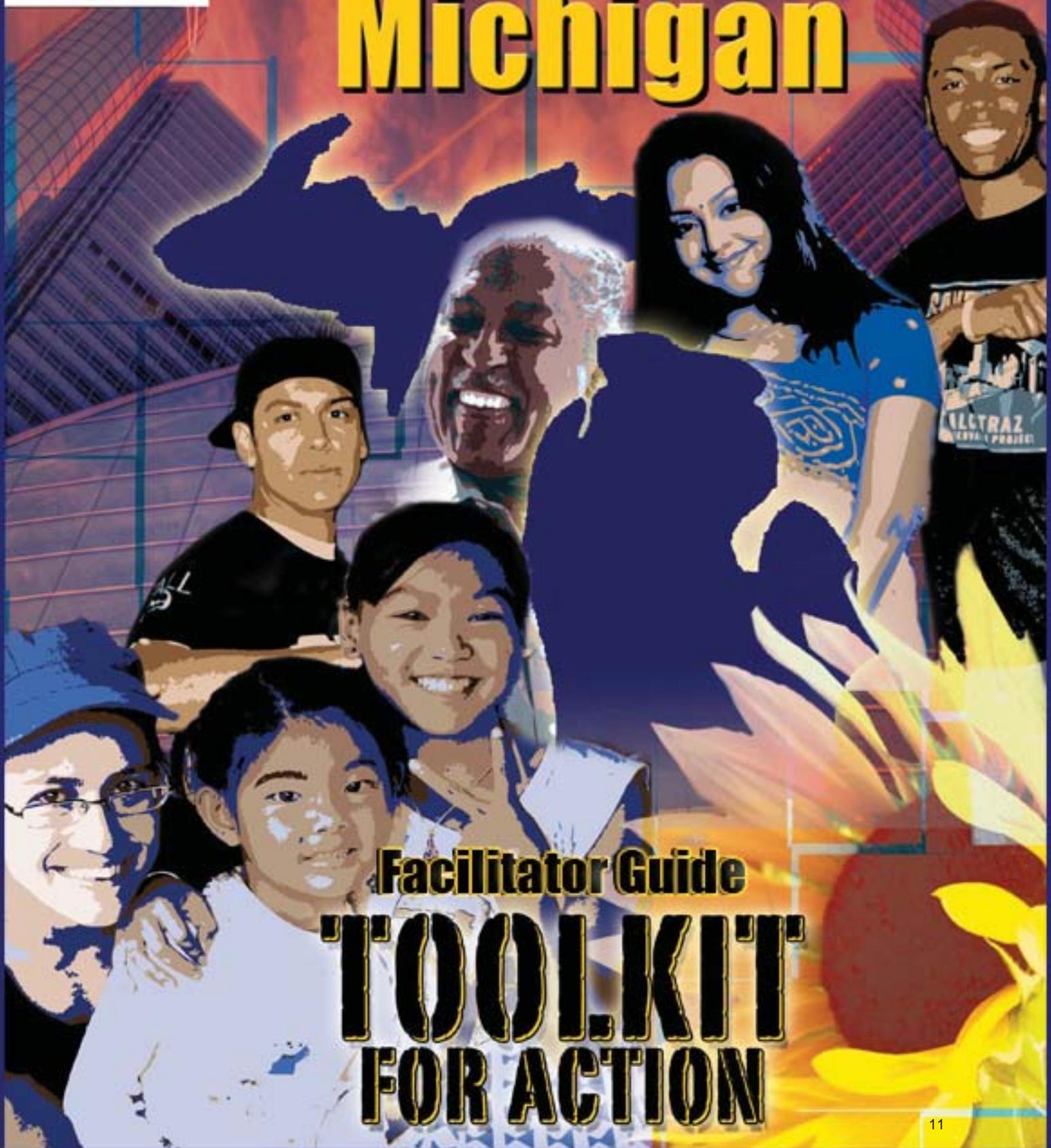
### **Cultural Competency**

The ability to interact effectively with people of different cultures (religious, ethnic, or social).

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# Health Equity in Michigan



**Facilitator Guide**

# 'TOOLKIT' FOR ACTION

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# Holes in the Mitten

## Health Equity In Michigan: A Toolkit for Action Facilitator's Guide

### Using the Toolkit

Thank you for your interest in using *Health Equity in Michigan: A Toolkit for Action*. Hopefully, it will assist you in engaging your community or organization about community factors that influence health and help to spark important discussion on what can be done to address the health needs of Michigan's most vulnerable populations. Before planning an event or presentation, please read this guide carefully.

### What's Included in the Toolkit?

#### 1) Facilitator's Guide

The Facilitator's Guide contains participant pre/post-surveys, icebreakers/activities, discussion questions, the Facilitator Feedback Form, and important information regarding the toolkit and its use.

- **Pre/Post-Surveys-** Printed front and back, the sheet of paper should be given to participants before the presentation. Participants should be asked to fill out the pre-survey before the event starts and fill out the post-survey after the event is completed. Facilitators should send the pre/post-survey back to the Health Disparities Reduction and Minority Health Section after the event is completed. There is information on the bottom of the survey as to where facilitators should mail, email or fax the completed forms.
- **Icebreakers/Activities-** Are used to help participants get to know each other and spark discussion about health equity topics. The facilitator can pick and choose which icebreakers/activities to use based on the objectives of their event.
- **Discussion Questions-** Discussion questions are to be used in conjunction with the video and powerpoint. The discussion questions can be used to elicit feedback from the audience, to help them gain a deeper understanding of the issues presented, and to form ideas around solutions to address the factors associated with health equity. There are three groups of questions aimed at different audiences: community members, community/health workers, and policy makers. The facilitator should choose questions that are appropriate for the participants that are expected to attend an event.
- **Facilitator Feedback Form-** Should be completed by the facilitator to provide feedback to the Health Disparities Reduction and Minority Health Section on the materials in the toolkit. The feedback gathered will help to revise and create future materials. There is information on the bottom of the form as to where facilitators should mail, email or fax the completed form.

#### 2) CD Rom

The CD Rom contains the powerpoint, the Facilitator Feedback Form, Michigan Health Equity Roadmap, Public Act 653, and several fact sheets.

- **Health Equity Presentation-** An educational presentation aimed at raising awareness on the underlying causes of poor health in racial/ethnic communities in Michigan. The audience will participate in interactive activities and meaningful group discussion around racial/ethnic health disparities and the social determinants of health. The powerpoint should be used together with the DVD and can be adapted or added to tailor the presentation for your audience.

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## Health Equity In Michigan: A Toolkit for Action Facilitator's Guide

- **Facilitator Feedback Form-** See description included under the Facilitator's Guide heading. The Facilitator Feedback Form is included in hard copy and on the CD so that the facilitator can choose to mail or fax back the hard copy or email or print copies of the form from the CD.
- **Michigan Health Equity Roadmap-** Provides a vision and framework for improving the social and health status of racial/ethnic populations in Michigan. This document gives insight on health equity and the social determinants of health. It also gives strategies that should be used to move towards health equity in Michigan.
- **Public Act 653-** The statute was designed to address the increased rates of morbidity and mortality observed in Michigan's populations of color. It mandates that the Michigan Department of Community Health address the racial and ethnic disparities by implementing a list of strategies outlined in the statute. The department has appointed the Health Disparities Reduction and Minority Health Section as the lead in implementing these efforts.
- **Fact Sheets-** There are six fact sheets, five that correspond with the chapters in the *Holes in the Mitten* DVD. Each fact sheet presents a clear and concise summary of the topic issues that include: Holes in the Mitten (Health Equity), We Eat Where We Are (Food Access), Stress: An Unlikely Culprit, One Size Does Not Fit All – Parts 1 and 2 (Healthcare Access and Culture), and Educational Inequality: It Hurts. The sixth fact sheet included is focused on race and ethnicity data and is not part of the video series.

### 3) Holes in the Mitten Series (DVD)

The DVD series presents a look at several issues that affect health in Michigan communities. There are six chapters. Topics include: health equity, education, food access, stress, and culture and healthcare access.

- **Holes in the Mitten: Addressing Michigan's Gaps in Health Equity-** This chapter serves as an overview to health equity in Michigan. It is highly recommended that this chapter always be shown first to assist the participants in gaining a basic knowledge of health disparities, social determinants of health, health inequities, and underlying causes.
- **Food Access: We Eat Where We Are-** This chapter discusses the lack of opportunity to access healthy foods options in many Michigan communities. It is an issue that too many Michigan communities have to face, but some communities are working hard to find solutions. Highlighted in this chapter are community based solutions, such as, community gardens.
- **Educational Inequality: It Hurts-** Education level is a major predictor of health in communities. Usually, education leads to better opportunities, more resources, and higher socioeconomic status, thus increased opportunities to achieve better health outcomes. However, for many communities of color, access to a quality education is not always available. This chapter discusses educational inequality and highlights a migrant student program that supports students in reaching their goals and succeeding at the university level.
- **One Size Does Not Fit All: Culture & Healthcare Access; Part 1 & 2-** Many people interact with the healthcare system, whether they want to or not. However, some people rely on their own cultural beliefs to heal themselves or have had bad experiences with the system and may not choose to access care. Others simply do not have the resources to access insurance coverage. This chapter will discuss reasons for the lack of healthcare access and why some communities of color choose not to access the system even when they have the resources to do so. The chapter also highlights strategies that can be used to address barriers, such as, translation specialists.

# Holes in the Mitten

## Health Equity In Michigan: A Toolkit for Action Facilitator's Guide

- **Stress: An Unlikely Culprit-** Stress can be good and stress can be bad. This chapter discusses stress, what factors cause stress, and how health can be impacted. Everyday stressors such as unpaid bills and unemployment can play a role in health and can poorly impact families, in particular, children. This chapter talks about stress in the community, coping behaviors, and a program that encourages children with incarcerated parents.

### 4) Resources

The resources contain information that will assist the facilitator and participants in learning about health equity as well as other topics related to public health and racial/ethnic populations.

- **Toolkit Resources-** A list of online resources that will assist the facilitator and participants in learning about health equity, the social determinants of health, health disparities, and other related topics.
- **Office of Minority Health, National Partnership for Action (NPA) to End Health Disparities Document-** Outlines goals and actions that the United States Department of Health and Human Services (HHS) will take to eliminate racial/ethnic health disparities. The plan will promote integrated approaches, evidence based programs, and best practices to reduce disparities among racial/ethnic minorities. The NPA is aligned with Healthy People 2020, the Affordable Care Act, and the First Lady's Let's Move Initiative.

### A Word on Facilitation

This toolkit contains ideas that may be new to some participants. These new ideas may be hard to understand and may cause opposing views to arise in a group. However, these types of opposing views create great discussion. The role as a facilitator is to guide the discussion, create safety for open and truthful dialogue, and to assist all participants to be heard.

Here is a list of things you can do before your event that will help you feel more comfortable as a facilitator:

- **View the materials and videos before the event.** Know the material and be ready to field questions. Anticipate what questions might be asked and think of answers that you might give. Also, by reviewing the materials ahead of time, feelings you may have about the topics can be dealt with before you facilitate and will help make you more confident in your presentation. Having the basic knowledge about health equity will equip you to present the information and facilitate discussion – there is no need to be an expert.
- **Think about the event.** Ask yourself some important questions. What are my goals for this meeting? How will I achieve my goals? Is the meeting place conducive to participant learning and dialogue? Have key stakeholders been invited? What will I have to do the day of the event and what can I do to prepare? What materials do I want participants to have?
- **Know the makeup of your group.** Knowing the makeup of your group will help you tailor your messages. It will also help you in choosing the activities to be used and the discussion questions to propose. Some questions to ask yourself include: Is this the first time the participants will hear about health inequity and underlying causes? How will my age, gender, race/ethnicity, religion, and socio-economic status affect the group's dynamics? What are some issues, relating to health equity,

# Holes in the Mitten

## Health Equity In Michigan: A Toolkit for Action Facilitator's Guide

that would interest this group? How will participants' age, gender, race/ethnicity, religion, and socio-economic status affect the group's dynamics? Based on what I know about the group, how can I help those who may not usually have a voice share more openly in the group?

- **Before entering into discussion, agree on ground rules.** Ground rules may set the tone and make participants feel more at ease. Involve participants in the process. Basic ground rules should focus on active and open listening, respecting each other's viewpoint, and that disagreeing is acceptable. Ground rules also help the participants know what not to do. These types of ground rules often let the participants know that it is not acceptable to blame or attack one another, that it is not acceptable to talk over another participant, or to shame another person for their viewpoint.
- **Talk about the difference between discussion and debate.** Debating and having a discussion are very different. Debating assumes there is a right and wrong answer and that with the right facts or strong opinions, the debate can be won. Discussion is a conversation where all viewpoints can be heard and no one is trying to win.
- **Take care.** Care for your participants and yourself. If the participants or you need a break for any reason including the conversation is becoming overly heated, you can always ask that the session take a 5 to 10 minute break. As the session starts again, review the ground rules and move on.

### We are Here for You

If at anytime you need assistance with the toolkit or need to talk through your role as a facilitator, please contact us. We are happy to be of assistance to make your event a success!

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# Holes in the Mitten

## Health Equity In Michigan: A Toolkit for Action Pre-Survey

**Instructions:** Please do **NOT** add your name to this form. Fill in/circle your answers below.

1. Are you representing an organization today?    YES    NO, I am representing my community

If yes, circle the type of organization:

Non-Profit Organization

Government Organization

For-Profit Organization

Organization Name (Optional): \_\_\_\_\_

2. Do you work for a health-related organization (health department, hospital, health advocacy, etc.)?

YES    NO

3. What is your gender?    Male    Female    Other

4. How do you identify yourself racially/ethnically?    (Please circle all that apply)

White

Black/African American

American Indian/Alaska Native

Arab

Chaldean

Hispanic/Latino

Asian Indian

Chinese

Filipino

Japanese

Korean

Vietnamese

Other Asian

Native Hawaiian

Pacific Islander

Other: \_\_\_\_\_

5. Please answer the questions below using a T for true, F for false, or N for not sure.

\_\_\_\_\_ There are social barriers in Michigan that hinder the ability of others to receive healthcare.

\_\_\_\_\_ Health is only determined by behavior and genetics.

\_\_\_\_\_ Prolonged stress can contribute to poor health outcomes.

\_\_\_\_\_ Where you live could be making you sick.

\_\_\_\_\_ Social factors can influence the health of people.

\_\_\_\_\_ Access to transportation cannot have an effect on your health.

\_\_\_\_\_ Racism can have negative effects on lifelong health.

\_\_\_\_\_ Health Disparities are always unfair and unjust.

\_\_\_\_\_ Health Inequities are always unfair and unjust.

6. Please list examples of social determinants of health.

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# Holes in the Mitten

## Health Equity In Michigan: A Toolkit for Action Post-Survey

**Instructions:** Please do NOT add your name to this form. Fill in/circle your answers below.

**1. Please answer the questions below using a T for true, F for false, or N for not sure.**

- \_\_\_\_\_ There are structures in Michigan that hinder the ability of others to receive healthcare.
- \_\_\_\_\_ Health is only determined by behavior and genetics.
- \_\_\_\_\_ Prolonged stress can contribute to poor health outcomes.
- \_\_\_\_\_ Where you live could be making you sick.
- \_\_\_\_\_ Social factors can influence the health of people.
- \_\_\_\_\_ Access to transportation cannot have an effect on your health.
- \_\_\_\_\_ Racism can have negative effects on lifelong health.
- \_\_\_\_\_ Health Disparities are always unfair and unjust.
- \_\_\_\_\_ Health Inequities are always unfair and unjust.

**2. Please list examples of social determinants of health.**

---

---

**3. Did you discuss ways to increase health equity within your community or at work?    YES    NO**

**If so, how do you think you will use the information in your community or your professional life?**

---

---

**4. Please name one thing that you were surprised to learn today.**

---

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**5. Was there anything that you felt could have been better explained?**

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---

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**6. Would you recommend this presentation/training to others?                    YES                    NO**

**7. What could be done to make this presentation/training more helpful?**

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# Holes in the Mitten

## Health Equity In Michigan: A Toolkit for Action Icebreaker Activities

### **NAMING GAME**

#### **Objective:**

- To have participants introduce themselves and to start a discussion about health during the process.

#### **Instructions:**

- Have each participant say their name and a characteristic of a healthy life that starts with the first letter of their name.

For example: My name is Molly and when I think of health, I think of medicine.  
My name is Sarah and I think of safe roads and seatbelts.  
My name is Fred and I think of fresh fruits.

# Holes in the Mitten

## Health Equity In Michigan: A Toolkit for Action Icebreaker Activities

### PICTURE THIS

#### Objective:

- To have participants become acquainted with each other and the components of health.

#### Materials:

- Puzzles (pictures of healthcare, genetics, human behavior, and physical and social environments included)
- Scissors

#### Instructions:

- Cut the puzzles into as many pieces as needed. (Ex. 20 people = 20 pieces)
- Give each participant a puzzle piece.
- Explain that health is complex, made up of many components.
- Tell participants to introduce themselves to each other as they try to put the pieces together.
- After participants complete the puzzles, they must work together to decide how their puzzle is a component of health.
- After 5-10 minutes have participants share the key points of their discussion.

#### Discussion:

- Use the Powerpoint slide titled *What Factors Impact Health?* to talk about the components of health and the percentage of influence each component has on health outcomes. (Slide will be found within the PowerPoint presentation, *Moving Toward Health Equity in Michigan: An Overview.*)
- Wrap up the activity by speaking about the importance of a comprehensive approach to health. Each component of health is a piece of our overall health outcome. If we refuse to acknowledge certain components, we risk poorer health outcomes.



# Social and Physical Environments

1214





# Human Behavior

I Believe That I Can

With the courage in my heart,  
I believe that I can  
I will reach for the stars,  
I will grow and pass,  
I will follow my leaders  
unto my own path.

Each of my hand,  
I will stand,  
I will fight for my chance  
I Believe That I Can

—Shanora D. Williams



# Healthcare Access







# GENETICS



# Holes in the Mitten

## Health Equity In Michigan: A Toolkit for Action Icebreaker Activities

### **SOCIAL DETERMINANTS OF HEALTH**

#### **Objectives:**

- To get participants to explore how the social determinants of health are related to health status.

#### **Materials:**

- Questions on strips of paper
- A bowl/saucer to hold the paper pieces

#### **Procedures:**

##### **Before the Session**

- Cut strips of paper. Each strip should contain one question.
- Fold each strip of paper. (Questions should not be visible when folded.)
- Place the strips of paper in a bowl/saucer.

##### **During the Session (Round Robin)**

- Pass the bowl/saucer around and ask each participant to pull a strip of paper.
- Ask participants to introduce themselves. Have them read and answer the question on the strip of paper. (Remind them that for this exercise there are not right or wrong answers.)

#### **Questions:**

- Which person is likely to be healthier, a person who has a 6th grade education or someone with a college degree? Why?
- Which do you think is healthier, an urban, rural, or suburban environment?
- What makes a bigger difference for your health, the ability to receive healthcare or the neighborhood in which you live?
- What is more important to health, your genes (heredity) or your social status (education, income, neighborhood in which you live)?

# Holes in the Mitten

## Health Equity In Michigan: A Toolkit for Action Icebreaker Activities

### **SOCIAL DETERMINANTS OF HEALTH** (Continued)

- How important is “race” to health?
- What are the three most common health conditions in your community?
- Name three things that have the greatest influence a person’s health.
- How important is income to health?
- Can you suggest a policy/law that would have a positive effect on the health of people in your community/in the state?
- Does stress, experienced over a long time, affect one’s health?
- Name 4 things that affect health in the environment in which you live/work/play.
- What do you like most about your community?
- What things would you most like to change about your community?
- What can other communities learn from your community?

# Holes in the Mitten

## Health Equity In Michigan: A Toolkit for Action Icebreaker Activities

### MY LEFT AND MY RIGHT

#### Objective:

- To have participants introduce themselves to other individuals in the group and discuss health equity topics.

#### Materials:

- Egg Timer (optional)
- Questions/Topics on slips of paper (included)

#### Instructions:

- Have the participants sit in a circle.
- Give every other participant a piece of paper with a question/topic on it. The questions/topics should focus on the social determinants of health or health equity. Explain the exercise to the participants and demonstrate using an example from below.
- Allow 5-7 minutes for participants to discuss their question/topic with the individual on their right.
- Have individuals turn and discuss the question with participant on their left. Some participants will discuss two different questions, while other participants will get to hear two different perspectives on the topic.
- After 5-7 minutes are up again have participants introduce themselves and the individual to their right. Have each participant give a brief summary of their discussion.

#### Topics/Questions:

*Topics and questions have been provided on the next page.*

#### Example Summary for Facilitator Use During Activity:

My name is Molly and this is Alicia. We think air quality influences health because it can contribute to health problems, like Asthma. Also, poor air quality can contribute to other illness that could make someone miss work. If they don't have sick time that could cause them to lose their job or to lose some income.

*At this time, point out that this summary focused not only on the immediate problems, but also how air quality could influence other parts of life that have an impact on well-being and health, such as, income.*

# Holes in the Mitten

## Health Equity In Michigan: A Toolkit for Action Icebreaker Activities

### **MY LEFT AND MY RIGHT** (Continued)

1. Give an example of cultural incompetence in a healthcare system.
2. Give an example of a problem an individual with low health literacy could face.
3. What are some ways that education can impact health?
4. Give some specific examples of ways social connectedness can improve health. Give some specific barriers to social connectedness someone could face.
5. Lack of food access is a reality in many communities within Michigan. How does this impact human behavior?

# Holes in the Mitten

## Health Equity In Michigan: A Toolkit for Action Root Analysis Activity

*This activity is embedded in the Health Equity in Michigan: A Toolkit for Action power point. Please refer to this sheet when designing your presentation and preparing to do the activity.*

### Objectives

- To have the participants view issues within their own communities using a multilevel lens.
- To have participants dialogue about strategies and solutions for the issues examined by the small groups.

### Materials Needed

- Large Notepad
- Markers

### Instructions

- Have participants break up into smaller groups of 4 or more.
- Give each group a piece of paper and a few markers.
- Have the participants draw a tree with a large trunk and roots (*See example on continued pages*).
- Identify an issue.

#### *Issues:*

Underfunded Schools/Poor Education  
Inadequate Consumption of Healthy Foods/Food Deserts  
Access to Healthcare  
Crime/Violence  
Housing  
Infant Mortality  
Poor Air Quality  
Transportation  
Low Community Involvement  
Unemployment  
Unsafe Parks  
Lack of Physical Activity  
Stress

- Identify a city or a neighborhood

# Holes in the Mitten

## Health Equity In Michigan: A Toolkit for Action Root Analysis Activity

### Instructions (continued)

- Identify a population

#### *Populations:*

Youth	Native Americans/Alaskan Natives
African Americans	Hispanics/Latinos
Women	Arabs
Asians	Elderly

- Identify what's contributing to this issue and write those factors down. (10-15 minutes)

*Things that can also contribute to the issue can include personal responsibility and individual behaviors. Make sure to also include social, environmental, and economic factors that could be contributing to the issue.*

- Have participants continue writing down contributing factors until they run out of ideas.
- What are the root causes of those factors? Have participants write these additional factors down too.

### Facilitation and Dialogue (15-20 minutes)

- Bring the groups together to discuss ideas as a whole.
- Each group will share their issue and their findings.
- If they did not consider root causes or social factors, make sure you mention them. Discussion should be focused on community factors.

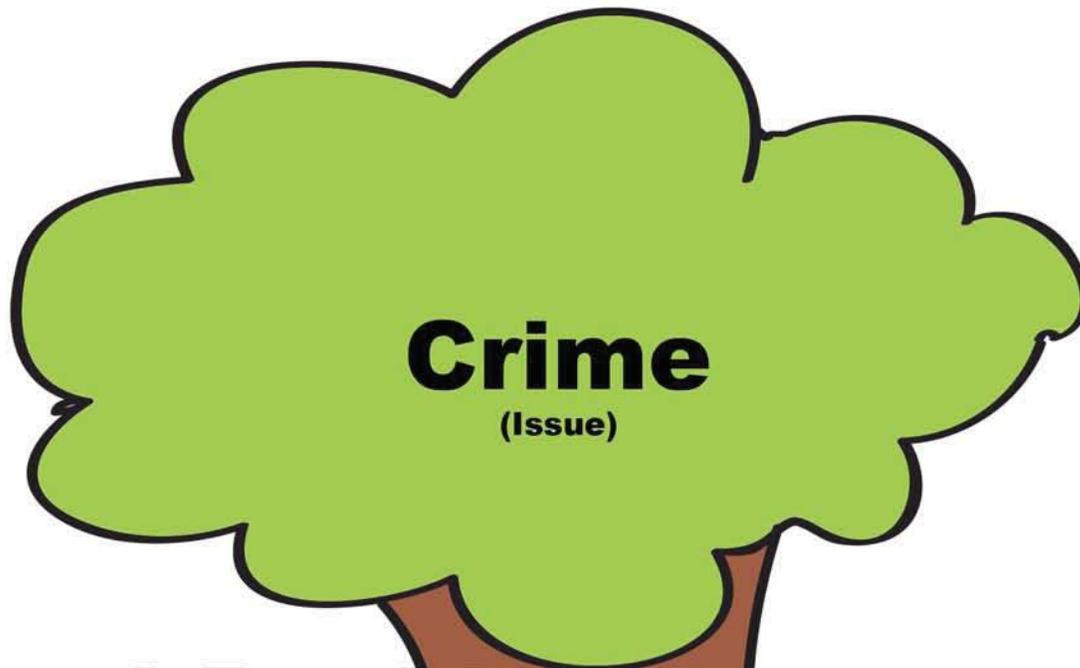
### Dialogue Points

Dialogue points should be used to further discussion and to encourage participants to explore how they can help improve their community.

- What needs to be done on a community level?
- What can be done on a neighborhood level?
- What needs to be done on an institutional level?
- What needs to be done on a policy level?
- Who needs to be involved in the process?
- What can you as an individual do? Name one action you will take.

# Holes in the Mitten

## Health Equity In Michigan: A Toolkit for Action Root Analysis Activity



**Grand Rapids  
Teenagers**

(City/Neighborhood)  
(Population)

(Contributing Factors)

**Unemployment**

**Wealth**

**Lack of Social  
Connectedness**

**Poor Education**

**Income**

(Additional Factors)

**Disinvestment**

**Race Based Segregation**

**Historical Discrimination**

