

### Activity A. Discuss in pairs

Believe it or not, in a couple of months you'll have completed your 5th year! Now is the time to reflect on what you've learnt and to think about what's next.

1. With your partner, discuss the following.

- Are your professional aspirations the same today as they were in September?
- What values would you like to uphold in the pharmaceutical industry? How?
- What issues, if any, would you like to tackle? How?
- What needs fixing or improving?

2. Share your reflections with the class.

### Doc 1. The Carbon Cost of Healthcare

The Lancet, 31<sup>st</sup> July 2023 (→ [LINK HERE](#))

In pairs, watch the above video. Answer the questions that have been assigned to you, then present your findings. Student A: questions 1 & 3. Student B: questions 2 & 4.

1. Explain the concept of “net zero healthcare” (2:58).
2. Explain what is meant by “that’s the social injustice of the situation” (4:23).
3. The Royal Wolverhampton NHS Trust has taken three specific measures to reduce carbon emissions and waste. Identify these measures and explain them, using statistics.
4. The trust has also invested in clean energy production. Draw a diagram with bubbles and arrows to explain why “on-site generation” (8:56) is a virtuous model, for the NHS, patients and society as a whole (watch video up to 10:33).

### Activity B. Finding new ways forward

In the video you have just watched, on the occasion of its bicentenary, The Lancet makes the two following calls for action.

**GOVERNMENTS MUST RAPIDLY PHASE OUT THE EXPLORATION, EXTRACTION, PRODUCTION, AND USE OF FOSSIL FUELS IN A FAIR AND EQUITABLE MANNER—AND END THE EXPANSION OF FOSSIL FUEL SUPPLIES.**

**HEALTH ORGANISATIONS AND FACILITIES SHOULD INVEST NOW TO DECARBONISE AND ADAPT TO ACCOMMODATE CURRENT AND FUTURE IMPACTS OF CLIMATE ON HEALTH AND SOCIETY.**

You are experts in the field of environmentally-friendly processes and practices related to drug production, drug distribution, hospital management and healthcare systems.

The World Health Organization has commissioned you to find at least two ways to achieve the above.

1. As a class, organise in 4 teams:

- teams 1 & 2 work on the “governments” call for action,
- teams 3 & 4 work on the “health organisations” call for action.

2. Brainstorm, reflect, regroup and organise your ideas on a slide show (2 to 4 slides).

Nota Bene: you ARE NOT allowed to copy-paste the ideas presented in the video from The Lancet. Instead you must come up with other ideas.

3. Present your findings to the class... Be convincing! The two teams working on the call for action that is not the subject of your presentation will assess your performance with a mark from 0 to 10.

4. As teams, take turns to present, listen and assess.

## Doc 2. How racism makes us sick

TEDMED, November 2016 – David R. Williams (→ [LINK HERE](#))

1. In groups of threes, watch the above video and summarise it.

- Student A → 0:00 to 6:23

- Student B → 6:24 to 11:06

- Student C → 11:07 to 17:18

2. From 5:25 to 9:44, David R. Williams gives us a range of health-related facts that reveal how harmful racism is to Blacks in the USA. Decide which fact is the most striking to you and discuss your choice with your two partners.

3. From 14:01 to 15:44, the author lists several initiatives implemented across the USA to reduce racial inequalities and to deal with health matters in a more holistic, societal way. Decide which initiative you like best and discuss your choice with your two partners.

4. As a class, gather your findings and discuss how they might echo your own experiences.

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You've come a long way and you ought to be proud of yourselves! Let's finish off this lesson and the school year with a line from Plato (quoted by David R. Williams in the video above), hoping it may give you a little food for thought when approaching colleagues, patients, friends and fellow human beings in your future endeavours.

*There is nothing as unfair as the equal treatment of unequal people.*