

## Sample Calendar for Organizing and Hosting a Global Health Conference

### Beginning of the School Year

1. Get a buy-in from other teachers or team members to organize and host a Global Health Conference during the school year.
2. Follow school policies and procedures and obtain permission from the administration to hold a grade-wide conference.
3. Work with a team of teachers to determine the date and time of the conference to put on the school calendar. An evening event will allow parents to attend.
4. Consider and follow-up on other logistical aspects of the conference:
  - a. Can educators from other disciplines participate in the global health project and conference?
  - b. What format will students use to present their work? If possible, you may consider a presentation format other than the “science fair” format. Listed below are a couple of ideas that incorporate technology and visual literacy:
    - i. Using PowerPoint presentations instead of display boards.
    - ii. Creating a photo essay.
    - iii. Making global health tiles using the “Peace Tiles” concept: See the online brochure at [http://www.tagstudio.net/peacetiles/peacetiles\\_2006.pdf](http://www.tagstudio.net/peacetiles/peacetiles_2006.pdf).
  - c. Where is the location of the conference event and what set-ups are needed?
  - d. How are the students’ display boards grouped?—by continents, types of health issues?
  - e. Will there be refreshments and/or music at the conference?
  - f. What are ways to involve students in organizing and preparing for the conference?—e.g., making posters and signs for the event, writing invitations to parents to attend the conference, etc.
  - g. Are there other partnership/sponsorship opportunities for the event?
5. Inform and involve parents by talking to them about the global health conference at the back-to-school night and parent-teacher conferences. Cultivate parent participation by meeting with parents and asking those who work in health-related fields to speak to classes about their work. The guest speakers can provide real life examples of global health careers and problems to students while they work on the project. Guest speakers may be a physician whose patients include recent immigrants; a health worker who volunteers each year to work in an area of the world (including the United States) where people have minimal healthcare; a policy maker in the field of public health; someone who works on vaccine development or distributions; etc.. In addition to parents, you may contact and identify guest speakers from a local hospital, community health centers, regional Red Cross office, etc.
6. Collect recent, relevant global health materials to use in classes once the project begins—news articles about local and global health topics, relevant interviews at the National Public Radio’s [Global Health page \(http://www.npr.org/templates/topics/topic.php?topicId=1031\)](http://www.npr.org/templates/topics/topic.php?topicId=1031) and profiles and interviews from the Guest Column pages of the *Against the Odds: Making a Difference in Global Health* exhibition [http://getinvolved.against-the-odds.org/guest\\_column/index.php](http://getinvolved.against-the-odds.org/guest_column/index.php). Look for stories about worldwide and regional problems, challenges, and solutions; stories about important medical and social advances for addressing global health problems; stories about people and organizations that are making a difference; stories about simple, community-based solutions to big problems.

## Pre-instruction

7. Depending on the lead time needed for your school, reserve the conference location and request a specific room set-up, i.e., microphone & podium, number of tables, chairs and trash cans, tables for refreshments, etc.
8. Involve teachers from other disciplines—English, biology, art, health education—as much as possible by sharing the instructional materials you are using to prime and guide students in their research and production of their display boards and essays. If possible, work closely with the other teachers from different disciplines in putting together instructional outlines. This will help the teachers to introduce or review skills and strategies that students apply in researching, summarizing, and communicating their research findings and analyses.
9. Reserve multiple class sessions in the computer laboratory and library for the research and writing sessions.
10. Confirm with and provide details to the speakers (parent volunteers or local health professionals). Details you share with them may include the time, date and location of their session, length of their presentation (for example, 10-minute presentation followed by 10-minute question-and-answer session), topic of their presentation (description of the global health project and conference).
11. Contact school newspaper or yearbook committee or local newspaper and invite them to the conference and write an article about the event.

## Instruction and Research Period (4 weeks)

12. The instruction and research period is divided into three segments as listed below. Suggested activities and resources for the period are provided in detail in “Section 6. Instructional Procedures and Resources” of this guide.
  - a. Week 1: Scaffolding global health concept and introducing the project
  - b. Week 2-3: Guest speakers, research, writing a two-page essay and creating a display board
  - c. Week 4: Reviewing draft of the essay and the display board, updating and finishing the essay and display board and practice presentations
13. If you plan to serve refreshments (something healthy, such as vegetables with dip, fruit, and bottled water), make arrangements to have them delivered on the day of the conference.
14. Send home via students and/or e-mail an invitation to each parent with information about the conference and their child’s obligations (e.g., attendance, appropriate dress).
15. Assign a couple of people to take photos at the conference to put together a bulletin board or to submit to the school newspaper or yearbook.

## Day and Evening of the Conference

16. Prepare the conference site for the event: group display boards and set them up on tables, place signs indicating the “categories”—e.g., continent, place other planned items—e.g., refreshments, podium/microphone for any speaker—e.g., principal’s welcome remarks.
17. Prepare for adequate teacher coverage for students and parents who might arrive earlier than expected.

18. Confirm the time and location with any reporters (a student or a local journalist) coming to the conference to cover the event.
19. Enjoy as parents are amazed by how much the students have learned and how articulate and impassioned they are when explaining what they have learned.
20. Have a group of teachers in charge of clean-up after the event—e.g., pick up trash, taking things back to classrooms, putting away chairs, etc.