The Global Health Education in Schools Toolkit
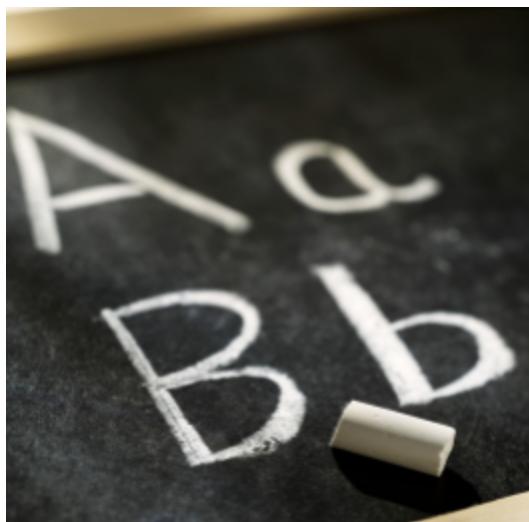
This toolkit aims to provide members and branches of Students for Global Health (SfGH) with the tools and resources necessary to introduce a Global Health Education in Schools (GHEiS) Programme to their area. If you have any questions about the toolkit or GHEiS in general please contact ghe@studentsforglobalhealth.org.

Table of Contents

Introduction

What is Global Health Education in Schools (GHEiS)?

The vision of GHEiS Programme is a world where all young people have an awareness and an understanding of the emerging global health issues that we all face. To do this, GHEiS encourages SfGH members to deliver global health talks and workshops in their local primary or secondary schools. It is hoped that this would increase awareness of key global health issues such as climate change and refugee health, foster relationships with local communities and inspire global health leaders in the next generation.

Who is this toolkit for?

This toolkit is for anyone who wants to organise a GHEiS Programme in their local area. We cannot emphasize enough how much you can learn, how much fun you would have and how much you would help your community by doing so.

Although this is not a simple undertaking, and the toolkit assumes that you have a group of enthusiastic people around you who want to form a dedicated committee. Also, it is not just for the President or Education Officer of a Students for Global Health branch, but for anybody who wants to take on the challenge of teaching in the community. If you're new to Students for Global Health and want to run a programme like this, please get in contact with us for advice and support.

What does the toolkit provide?

The toolkit guides you through the process of organising a GHEiS Programme. It is based on the experience of a small, but growing number of Students for Global Health branches who have run programmes in the past. It is intentionally non-prescriptive: Students for Global Health branches are all different, and so are the students who will attend your course. So whilst using the toolkit, you must always think about what will work best for your branch.

One final note...

If you are organising or considering a GHEiS programme, please let the Global Health Education Director know at ghe@studentsforglobalhealth.org. Not only can they provide advice or help with any issues you are having, they can also link you with other branches who can share their knowledge, experience and resources. It also helps Students for Global Health keep track of what is happening across the network and measure our impact. Afterall, sharing is caring!

Acknowledgements

This toolkit was created by the Global Health Operational Team (Antonis Tofias (University of Bristol) and Danial Zainal (University of Sheffield)) and the Global Health Education Director (Iain Doig (University of Aberdeen)) - all of whom worked tirelessly to ensure that this toolkit was usable and accessible to all members of the Students for Global Health network.

We must also thank the Students for Global Health members, branches and national committee who have provided their own input, and through this we have been able to incorporate their ideas on how to make the toolkit something that they would use and find helpful.

If you would like to feedback or comment on the Global Health Education Toolkit, or if you would like to be involved in the development of similar toolkits, please email ghe@studentsforglobahealth.org.

Programme Design

This section encourages you to develop a well-thought out plan for your programme before contacting schools and organising your programme. While some aspects of the plan would be developed with the input of schools and teachers, it useful to develop an idea of what you would like to do before approaching potential schools.

Form Your Committee

First things first: you cannot run a GHEiS Programme by yourself! Below are our suggestions for your programme committee.

GHEiS Organiser	It is important to have one individual leading the team. Their job will be to chair meetings and to keep an overview of the programme.
School Coordinators	We suggest that your course committee should consist of roughly one person per school you plan to deliver sessions in. The would be responsible for all communication to and from their school.
Training Officer	As you will be delivering talks and workshops in schools it is important that your session leads have the skills and resources to keep sessions engaging and informative. This person would be responsible for organising or delivering training for session leads and organising extra training (e.g. child protection training).
Publicity Officer	You will need to recruit Session Leads and general members to deliver the sessions, and this requires good publicity and communications. This person would also be responsible for publicizing successes of the programme.
Session Leads	Finally, you will need individuals to lead each session. While it can be members already on the committee, it would increase capacity of branch if other members are willing to take on the role.

Of course, it is possible to run your GHEiS Programme within your branch committee providing you designate these roles, but why not use the opportunity to get more students involved in Students for Global Health and form a new committee for the programme.

At a minimum, your committee should include;
a GHEiS Organiser, School Coordinators, a Training Officer and a Publicity Officer.

Choose Your Audience

By choosing you audience, we mean decide at what stage of school you would like to deliver sessions to. Would you like to deliver sessions in Primary Schools or Secondary Schools? Would you like to teach Year 8 or Year 13? This decision is crucial to your programme and is determined by a number of considerations.

Audience	Pros	Cons
Primary Schools	More engaged audience Potentially greater lasting impact	Needs simpler topics and concepts Needs more 'active' activities
Secondary Schools	Can discuss more complicated topics Can work with specific subjects (e.g modern studies, geography…)	Less engaged audience More restrictive timetable

Once you have chosen your audience, consider how you are going to engage with them. If you chosen a younger year, consider what topics they could easily engage with and if you have chosen an older year, consider what topics they would find interesting and relevant.

Choose your audience and can adapt the course for them.

Set Programme Aims

Having clear aims for your programme is vital. We have provided examples of programme aims to help with this but of course feel free to set your own. It might be useful to divide what you want to get out of the programme into benefits for you, the organisers, schools and students.

Remember to make your aims SMART (Specific, Measurable, Attainable, Relevant + Timely).

- Possible aims for students;
    - To increase awareness of global health
    - To teach students about a specific global health issue

- Possible aims for schools;
    - To increase connections with the community
    - To collaborate on future projects

- Possible aims for organisers;
    - To improve teaching and training skills

Set three or four aims overall for your programme

Choose Topics

There are so many topics within global health that it can be difficult to know what you should include but it is always important to consider your audience and your own personal topics of interest.

Younger students may be more likely to engage with topics such as climate change and safe water whereas older students may appreciate more topical areas such as refugee health and global mental health. Although many topics may be appropriate depending on how you present it and what you hope to gain from the session.

We also suggest that schools and teachers have input into your topic choice, as they may be able to align it with the curriculum.

Decide on what topics would best suit you and your audience.

Consider Collaboration

When choosing the topics for your GHEiS programme it may be useful to consider collaborating with other Student Societies. Not only may other students societies have a more detailed understanding of a topic, they may also be running a similar programme in schools and be able to offer advice on the organisation of the course. Collaborating also also reduces the burden on your team.

Below we have suggested some students societies to consider but the decision to collobate will entirely depend on the societies close to you with similar interests to SfGH.

Suggested societies;
➔ Friends of Medecins Sans Frontieres (MSF)
➔ Sexpression
➔ Youth Stop AIDS
➔ Universities Allied for Essential Medicines (UAEM)
➔ Friends of Irise
➔ Healthy Planet

Finally you could also consider local societies that work towards widening participation to higher education. You could work together to provide a session that develops an interest in global health and inspires students to attend university or college.

Consider collaborating with local societies in organising and delivering your programme.

Set Learning Objectives

Learning objectives are those aims specifically concerning the knowledge of students in a particular session. They are shared with the students for two reasons;

1. They give attendees a clear goal to the programme. This will help them to frame the information that they take in and learn more.

2. They allow your attendees to be able to give objective feedback at the end of the programme based on whether they think they have achieved the outcomes.

While we have provided you with an example set of learning objectives to use, it will be of more benefit to your students and your programme if you take the time to think, read, and create your own objectives.

- Possible learning objectives; "By the end of this students should..."
  - Have a better understanding of what 'global health' means from a local and global context to different populations
  - Have a better awareness of how the burden of disease varies across populations
  - Be aware of how they can play their part to help combat global health problems both locally and globally.

Set several learning objectives, for example three or four, for each session you are planning.

Design Sessions

Once you've decided what topics you want to cover in each session, you need to consider how each session and activity will run. Again it would be good to have input on this from the school, teachers and possibly experienced trainers within the network.

In designing each session, you should bear in mind the topic and the audience:

➔ The Topic; it may lend itself to certain session formats. For example it is much easier to run a workshop about solutions to climate change than it is to run one on global mental health.

➔ The Audience; consider what they are expecting. Are they expecting a talk? Will they want time to ask questions? How engaged will they be with sessions?

Example session formats;

● An interactive session, in which the session lead gives an introductory talk followed by the audience splitting into groups and exploring different aspects of the topic, ideally with facilitators to help proceedings.

● A practical workshop, in which a session lead gives an introductory talk followed by participants taking part in a relevant action/activity. For example, putting together malaria kits that can be sent to endemic areas within countries by using materials you have brought beforehand.

Also remember that you need to keep participants engaged. You may need to have shorter activities, allow more time for energisers or plan more breaks. If you thought it was difficult to keep the attention of university students, consider how difficult it is for school students. Although it is not insurmountable given some thought and advice.

The format of each session needs to be individually planned,
and it is encouraged to be a mixture of options to ensure topic engagement.

Create Lesson Plans

When you have an idea of the topics, the format of the session(s), timings of your programme, the venue and resources, you can consider creating a lesson plan.

A lesson plan is a detailed description of session that covers each activity, what resources are needed and who is responsible for leading that activity. Not only would this plan be helpful for you and the other SfGH members before and during the session but it can also be sent to the school or relevant teacher beforehand and provide them with more information.

A lesson plan should include;
- Title
- Timing of the session
- Resources needed for the session
- Aims and objectives
- List of activities
- How each activity will be conducted
- Who is responsible for each activity

We have provided a sample lesson plan as part of this toolkit. You are free to use this plan for your first session but we would encourage you to adapt it based on the topic you are covering and the audience you are delivering you session to.

Develop lesson plans for each session(s) and consider sending these to schools/teachers beforehand.

Contact a Local Child Protection or Safeguarding Team

As the programme will take place in schools and involving teaching children and adolescents it is vital that session leads and any SfGH participants attending the session have received appropriate Child Protection or Safeguarding training.

Some points;
➔ All NHS Boards/Trusts and Councils will have a Child Protection or Safeguarding

➔ Contact them by email or phone and provide some information on the GHEiS programme including specifics on what you are planning (e.g. primary school, interactive workshop…).

➔ Ask them about the local procedures to ensure that session participants are fully prepared and have received that appropriate child protection training.

➔ Contact them early, as it can take months to organise a date for training and may delay your programme.

➔ If you do need to organise a training day, ensure that potential session leads and SfGH participants understand that without the appropriate training they may not be able to deliver sessions in schools.

This is also a step that other Students Societies may be able to help. Many other societies, such as Sexpression and Teddy Bear Hospital, frequently enter schools to deliver sessions. Maybe you could collaborate and hold a training session for all of your members.

Contact the local Child Protection or Safeguarding to discuss your programme and possibly arrange training.

Plan GHEiS Training

Entering a school and leading a session on global health can be a daunting prospect that requires an good understanding of the content to be delivered and appropriate skills to lead the session. This is why we would recommend training for all SfGH members who are interested in delivering a GHEiS session.

➔ Firstly, we recommend that you contact trainers within your branch and the SfGH Training Director at training@studentsforglobalhealth.org. Both can be potential trainers for your session and can offer advice for your programme.

➔ Secondly, consider what your training you want to receive. We have suggested some possible topics to include below. Although you should consider your local capacity and what you feel would most benefit your members and session leads.

   ➔ Strategic Planning
   ➔ Public Speaking
   ➔ Facilitation
   ➔ Evaluation/Feedback

➔ Finally, consider when to deliver your GHEiS Training. Similar to planning your GHEiS sessions themselves you should consider holidays, exams and when both trainers and participants are available.

Programme Organisation

Now that your GHEiS Programme is planned, it is time to start contacting schools and putting your plan into action.

Contact Schools

Contacting schools and following-up can take time, and therefore, you should try to start this process as soon as you can. We recommend that you contact schools as soon as you have GHEiS team, an idea of the sessions you would like to run and some sample lesson plans. This gives the impression to schools that you have carefully thought about your programme and you are then more likely to receive a positive response.

How to Find Schools

Whether you have chosen to contact Primary Schools or Secondary Schools, the contact details for both can be found on local councils websites. It is up to you and the committee whether you choose to contact all the schools in your area at once or to be more selective, such as schools closer to the university.

Emailing Schools

Contacting schools by email is probably the best way to start. This email should include the following points:

- ➔ Introduce yourself and why you are writing
- ➔ Introduce the Students for Global Health network, you programme and its aims
- ➔ Specify what topic(s) you want to deliver in schools
- ➔ Give an idea of what format you would prefer (e.g classroom, auditorium)
- ➔ Try to suggest when you would like to deliver your session

First impression count, so make sure your email is polite, precise and professional. Get it checked by other before you send it and use an institutional email address.

Choosing a School

In most cases, it will be the school that chooses you. Some schools will reply saying that they are interested and would like to hear more, others may refer you onto a teacher who has expressed an interest. You can continue to communicate via email or suggest a meeting. Meeting them in the school has the advantage of seeing the layout of the school and providing a better idea of what you both expect for the GHEiS programme.

Following Up

Once you know that a school is interested it is important to stay in contact with them. Avoid long periods of silence: let them know how arrangements for the session are going, and check whether they have any questions for you.

Contact schools early on. When potential schools are identified, contact them in a polite and professional manner and continue this communication until the session.

Timing Your Programme

When you are in contact with a school you can start discussing the timing of your programme. Although this decision can be difficult, and a number of decisions need to be made:

1. When in the year should the programme start?
2. How many sessions should the programme have?
3. How long should each session last?

The answer to all these questions should be made in discussion with your committee, other SfGH members and the school(s) that you intended to run your programme in.

When in the year should we start the programme?

Your answer to this question will be determined by a number of factors. including; when you start planning your programme, when you contact schools, school timetables and university timetables. Therefore it will be an ongoing discussion between yourselves and the schools you have contacted.

For SfGH members, exams and holidays are the largest barriers you need to negotiate. A programme should not be near either of these events, or it risks low engagement. Additionally, attendance will fall towards exam time. Also, don't forget that students of different disciplines are likely to have different exam timetables.

In reality, if you start planning you programme in August, expect to have your first session in the following January.

How many sessions should the programme have?

If this is the first time you are running a programme, we suggest that you aim to run between one or two sessions per school. This will allow you build a relationship with schools, develop experience in teaching and assess the suitability of your topic. If you plan to run the programme again the year after, you can consider increasing the number of sessions offered.

How long should each session last?

We advise that your sessions last between 60 and 90 minutes. For younger students 40 minutes may even be more suitable.

Carefully plan when your sessions should run including when the programme should start, how many sessions you run and how long each session should last.

Consider the Venue and Resources

The Venue

The venue itself is probably the most important resource and this depends on what the school can offer. This is normally a choice between a classroom or an auditorium. Consider your audience, the topic you want to cover, the activities you have planned and ask the school and teachers for their advice.

Audio-visual (AV) facilities such as laptops, screens , projectors and speakers can also prove to be challenging. You must know how to work these before the session or know who to call to help you. Commonly encountered problems include;

- Not knowing how to get the sound on
- Not having internet access
- Lack of laptop cables (speakers may want to run their presentation from their own laptop, encourage them to send their presentation in advance)
- Secure podium computers not accepting all USB drives (As above, encourage speakers to send their presentation in advance).

Teaching Resources

Teaching resources vary depending on the session. Whilst talks may require very little, interactive sessions can require significant investment in pens and papers.

Paper, flip-charts, A1 sheets… whatever you can find for the best price. Flipchart pads in particular can be very expensive.

Pens - don't expect whiteboard markers to be available! Bring your own, plus any other marker and handwriting pens you may need.

Consider the location, layout, AV facilities and equipment of your venue.

Education and Advocacy

Planning and organising your course are two of the most important steps in a successful GHEiS programme. However there are some other final aspect to consider before delivering your programme.

Advocacy

By running a GHEiS programme, and educating your participants on a range of global health issues, you have a fantastic opportunity to use this platform and advocate for real and meaningful change in your community. Your branch could use the programme to launch a campaign, to support a cause in your local area or to work with partners and affiliates towards a larger goal. We have provided some examples of how you could do this.

- Possible ways to incorporate advocacy into your programme;
  - Run a workshop to write letters to your local MP
  - Encourage participants to bring donations for a local food-bank
  - Encourage participants to attend a local initiative, such as a litter clean

Launching a Campaign

As said, you can also use the GHEiS programme to create and launch a campaign. Not only does creating a campaign with participants keep them engaged beyond the programme, it also improves the impact of the campaign as it will be developed collectively and ensure that participants have a greater sense of ownership.

Here are our suggestions for launching a campaign;
- ➔ Use a session to work with participants and identify which aspect of the course they would like to create a campaign from and to develop how this campaign could be implemented.
- ➔ We suggest running this session as a workshop and interactive group session.
- ➔ Groups could each decide on a campaign they would like to work on and how they would put it into action. Groups could then feedback to the session and participants could vote on which campaign they would like to take forward.
- ➔ You can then, as a committee, work with your branch and members to ensure that the campaign leads to meaningful change in your local area.

Although, it is important to be aware of your participants. Launching a campaign as group of university students is very different to a campaign of primary school students. We suggest working on an issue that is apolitical and uncontroversial but still an important global health issue.

Widening Access to Education

One campaign that you could launch, and one that is particularly relevant to GHEiS, is a campaign to widen access to education. Not only are you representing SfGH when you deliver a global health session, you are also representing your university and the wider student community. This means you have a unique opportunity to highlight the benefits of entering higher education and to empower students to reach for this goal.

Here are some suggestions to incorporate widening access into your programme:
➔ Arrange a Q&A session for participants to ask about university/college
➔ Deliver a presentation on the range of topics you are able to study at university/college, possibly focussing on global health topics.
➔ Ask if the school currently has any other projects that encourage university/college applications and see if you can collaborate
➔ If feasible, arrange for a group of participants to attend your university/college and to deliver a session there.

We would highly encourage you to discuss higher education and the opportunities that are available to participants at some point in your session(s). For more information on widening access to education please see the SfGH policy on this topic here.

Consider introducing advocacy or a campaign into your programme. If you have any questions about advocacy within GHEiS please contact pad@studentsforglobalhealth.com.

Feedback and Follow-Up

As said, a GHEiS programme is a fantastic way of engaging young people in global health issues and empowering them to campaign for change. But we need to know if we are doing this effectively and if there are areas we can improve, and feedback is crucial component of this.

Arranging feedback begins in the design section of your programme, and incorporating it ends with handover. Below is a diagram of the process:
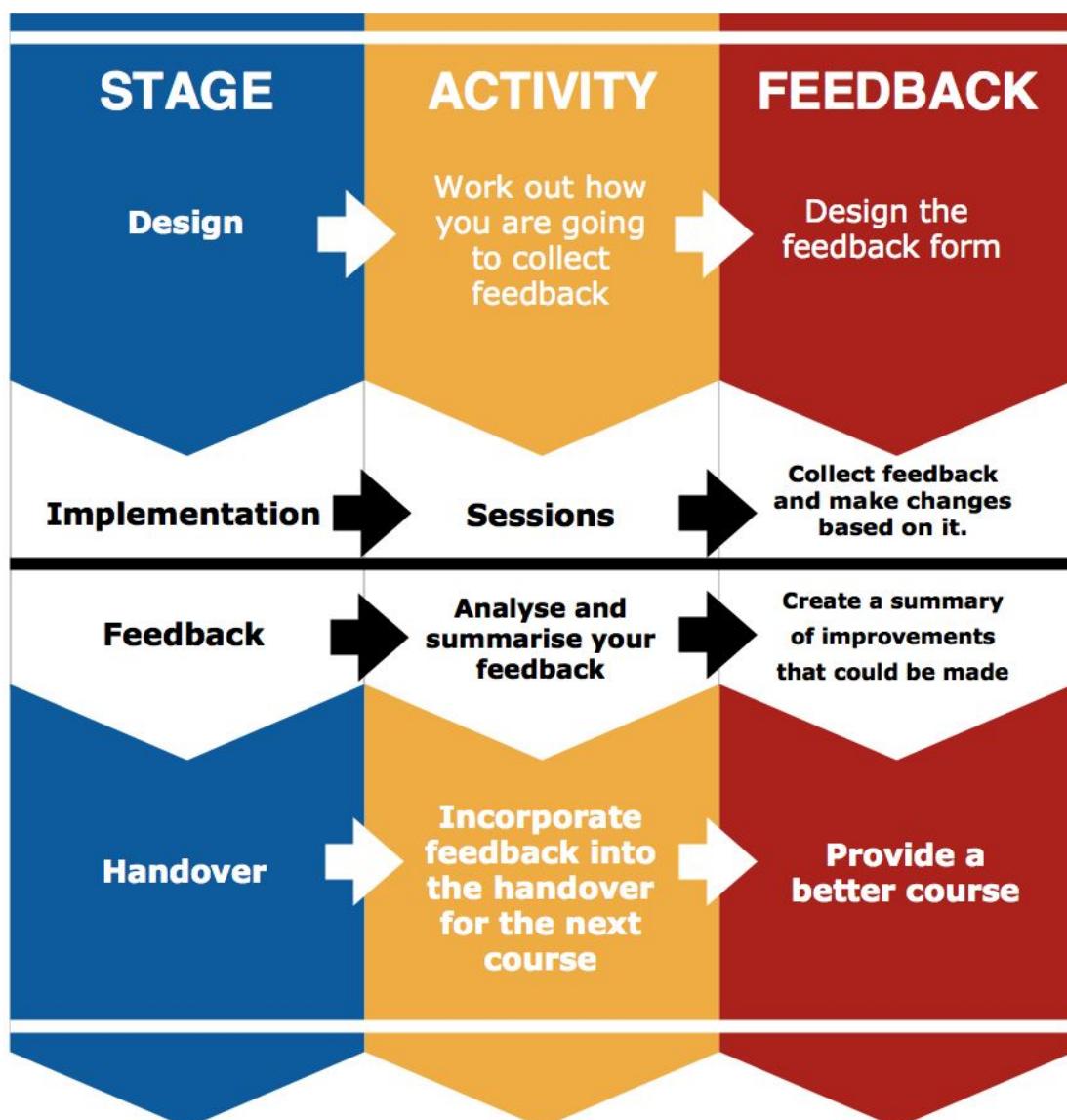
Remember, feedback is a gift!

Collecting and Using Feedback

Feedback is vital because it enables you to gather your participants views on how to improve your course further. Feedback is also very important in order to recognise what parts of your programme were successful and deserve applause!

Methods of Collecting Feedback

As you will be collecting your feedback from young people we recommend that you collect feedback on paper opposed to electronically. Paper feedback has the downside that is should be transcribed into a spreadsheet; however you can get a high response rate whilst you have a captive audience!

Participant Feedback
- It is good practice to collect feedback after each event. We suggest that you design your own paper feedback form (see below) and set time aside at the end of the session for participants to fill it out.

Teacher Feedback
- We would also recommend that you ask the teacher(s) attending the session for their constructive feedback. They are experts in their field and may appreciate you asking for their input.

Designing your Own Feedback Forms

When writing feedback questions, be aware of the audience that is answering. For instance, you will need to write much simpler questions for younger children than teenagers.

For example, if collecting from Primary Schools students consider;

What did you think about the length of the sessions?
1. Too short
2. Ideal
3. Too long

But for Secondary Schools students consider;

Which answer best fits what you think about the length of the sessions?
1. Too short, 2 hours would have been best
2. Ideal, 90 minutes is best
3. Too long, 60 minutes would have been best

Design your feedback in a way that you receive the information that you feel would be most useful to your course.

Collecting Feedback

Ideally this should be done by the session lead. It is important to ring-fence time for feedback, so that it isn't neglected in the rush to finish. Also, make sure that feedback sheets are kept safe - preferably they will be compiled with each other to collate the feedback of all course sessions.

Analysing Feedback and Follow-Up Data

This job involves processing the feedback sheets and drawing a set of conclusions, if it is possible to do so. These should then be presented to the organising committee.

This is a job that can be done by one or two people. The best person for the job is whoever designed the feedback and follow-up. The alternative is somebody who will be involved in designing the following year's programme. Either way, it is important to be very clear about whose responsibility this is: you've collected lots of information, don't let it go to waste.

Equally, this feedback is important for the network. By collecting information from GHEiS programmes we are able to better understand our impact, able to celebrate our success and inspire each other by sharing what is happening in branches up and down the country.

Moving Forward

After your programme has finished, and you have analysed the feedback received, your next step is to consider running another GHEiS programme the next academic year. Ultimately, the decision of whether or not to repeat the programme is in the hands of your next branch committee, but if the GHEiS programme received positive feedback you can encourage them to do so. If you do decide to repeat your programme a good handover is essential.

Repeating Your Programme

If your programme gets good feedback you should consider repeating it. The most natural time to run the programme a second time is the following academic year. Of course, the time that you should choose depends on the feedback you get from participants and teachers (for instance, you may conclude that the best time is easier in the academic year, before types of students begin to worry about exams).

As a group you must also decide as to whether it is worth doing another GHEiS programme. Our advice is to consider how it felt to see a lack of global health education around you, how it felt to run the programme, and how it felt to engage with the community in the issues you care about. We advise waiting some time after the end of the programme before reflecting on whether it was worth running. Also, try to factor in the follow-up information into your reflection if possible.

Using Feedback

Use the feedback you received from participants to discuss and improve your programme sessions during the handover. If you haven't followed up with participants or teachers by this point, you should ensure that this information is discussed by the new committee as soon as possible.

If you are reading this as a member of a new committee who haven't had the chance to discuss last year's feedback and follow-up information at handover, don't worry! This isn't the end of the world, but it is important that you find time to discuss it before planning next year's programme.

Handover

Handover is the transfer of responsibility and knowledge from one GHEiS-organising committee to their successors. It is crucial for the sustainability of your efforts and you should give it a serious thought.

Transferring Responsibility

The first thing you must do is appoint or elect a new programme organiser, and ideally a whole new programme committee. The best time to do this is at your branch's AGM. You should therefore advertise the programme roles available within your branch around three weeks in advance of the AGM, and make a special effort to ensure that all the attendees of your programme know about these roles.

You may have some individuals in mind to take over already, but it is still a good idea to advertise because with a larger team you can divide responsibilities. Although you may not fill all the course roles at your AGM, it is essential that you appoint or elect a new course organiser.

Transferring Knowledge

After you have filled programme roles, you can set a date for your handover. Handover of the programme can be done at the same time as the branch committee handover, but arranging a separate day dedicated to the course is ideal. If you arrange them together for practical purposes, it is important to ringfence time for the course handover to occur. Supporting documents should also be transferred to the new organising committee.

The most important areas of knowledge to transfer are:
- The process of designing the programme (including this toolkit)
- The process of organising the programme (including local information and contacts)
- The feedback and follow-up received for the previous programme

The handover can be turned into a fun day, with a social afterwards - you'll certainly deserve it!

Finally...

Thank you for taking the time to read our GHEiS toolkit and we hope it helps you in designing or improving your programme. If you have any questions about the toolkit or GHEiS in general please contact ghe@studentsforglobalhealth.org.

Remember, there are many other ways to provide global health education in your community, and no method is proven to be better than the other. One of the many examples is a Educational Campaign - where you could run a campaign on climate change and encourage individual and collective actions.

If you want more advice on the different options available, or support in providing a new form of GHE, contact us and we would be happy to help in any way we can.