**Health tech
Lesson 1: Health of the nation**

**Introduction**

In this lesson students are introduced to health tech and develop their understanding of how it is being used to try to help address some of the largest health problems facing the UK. They research, evaluate and present real-life examples to develop their understanding of this innovative, real-life use of technology to help to improve lives.

**Time:** @60 minutes

**Materials needed:** Lesson plan, lesson guide, flip-chart paper and pens.

**Learning objectives**

* To understand some of the UK’s biggest health challenges
* To be able to explain ‘health tech’
* To be research and evaluate real-life examples of health tech being used to address health challenges

**Lesson summary**

1. The UK’s health (10 minutes)
2. How can ‘health tech’ help? (10 minutes)
3. Health tech research (15 minutes)
4. Presenting research (15 minutes)
5. Review & wrap up (10 minutes)

**Introduction: The UK’s health (10 minutes)**

* Give different pairs or small teams access to a recent news article relating to health challenges in the UK (examples on **slide 2**, though tailor for your students, being sensitive to any pastoral issues).
* Give teams time to read the article, before sharing summaries and leading a class discussion around the main health challenges in the UK and their impact
	+ e.g. ageing population, increases in obesity etc = more people needing more treatment, leads to lack of beds, long waiting times, pressure on NHS staff and funding etc.

**How can health tech help? (10 minutes)**

* Invite students to share their current understanding of ‘health tech’ (**slide 3**), ensure they understand the initial concept and ask them to think/pair/share how technology could help to address some of these issues.
* Use the examples on **slides 4-6** as prompts for a class discussion and invite students to share their own examples if they know of any.
* Share the learning objectives on **slide 7** if you wish.

**Health tech research (15 minutes)**

* Split students into small teams, give them flip chart paper and pens and explain they need to choose and research one ‘health tech’ innovation to present to the class.
* Depending on your students, you can let them find their own, or direct them to choose from the NHS Apps list (**slide 8**).
* Use the questions on **slide 9** to give students’ research structure and allow students 10-15 minutes to work on the task.

**Presenting research (15 minutes)**

* Invite each group to share their research, showing the innovation on the class board and using the questions on **slide 9** and a timer to retain focus.
* Lead a brief class discussion to draw out their thoughts around overall benefits and potential problems with health tech innovations.

**Wrap up (10 minutes)**

* Pair up students and ask them to discuss the questions on **slide 10** before sharing briefly as a class.
* Review the learning objectives on **slide 11** if you wish.

**Extension ideas:**

* Students could write up their research of their health tech innovation individually for homework.
* You could hold a debate on a statement such as ‘health tech will solve all the UK’s health problems.’
* Students could be set a task to use a health tech innovation for homework (e.g. a step tracker or online food diary) and bring their review to the next lesson.

**Differentiation**

**Support:**

* Students can be given easy to access news articles (or videos) in the introductory task.
* Consider allocating health tech innovations for the research task, or giving them a limited selection from which to choose.
* Encourage even simple evaluation of potential benefits and problems for user.

**Stretch & challenge:**

* Students could source their own news articles and health tech innovations to research.
* Encourage deeper evaluative thought around potential benefits and problems for users, the healthcare system and society.

**Opportunities for assessment:**

* Informal observation of students’ during activities, discussions and presentation of their research.
* More formal assessment of individual write-up (see first extension idea).