Week 1 Lesson Plan

**Session length:** 1 hour 30 mins

**Session leaders:**

**Room set up:** One large table in the middle

**Materials required:** USB with teaching slides, student folders, whiteboard pens

**Lesson Objectives:**

1. What is the RISE course and what will be expected of me?
2. What are health inequalities?
3. What are social determinants of health?
4. What is the South East London Community Health (SELCoH) Study?
5. What is a health problem that affects the community I live in?

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Duration** | **What happens?** | **Slide number** |
| Before | N/A | * Set up room (one large table in the middle), prepare all materials for activities, edit slides if necessary. | N/A |
| 09:00-09:10 | 10 mins | * Facilitators introduce themselves. * Explain the course outline and ensure students are aware that they will be doing a presentation at the end of the course (DD/MM/YY). * Explain what skills they will gain by taking part in RISE. * Ask students to help come up with some ground rules. | 1-7 |
| 09:10-09:30 | 20 mins | * Introduce the concept of health inequalities * Healthy life expectancy – guess the other two boroughs. * Difference between equality and equity – baseball game example. | 8-15 |
| 09:30-10:00 | 30 mins | * “PUBLIC FUNDING CHALLENGE” ACTIVITY * Ask students to get into pairs. * Assign a social determinant of health to each pair and ask students to discuss for 5 minutes. * Join two pairs to create groups of four. * In these groups, students take turns arguing why they deserve funding from the government to tackle their social determinant of health. * Ask each group to feedback to the rest of the class. | 16-20 |
| 10:00-10:15 | 15 mins | * Explain to students the importance of studying health at the local level. * Introduce students to the SELCoH study and mental health findings – before each slide, ask students what they think the prevalence of depression/anxiety is. * Inform students of other factors that SELCoH looked at – neighbourhood disorder and discrimination – which also have an impact on health. | 21-32 |
| 10:15-10:25 | 10 mins | * Help students identify a health problem in their community and facilitate discussion with the rest of the class. | 33-36 |
| 10:25-10:30 | 5 mins | * Set homework and make sure students understand what is expected. * Remind students of the deadline. | 37 |