



Lesson plan

Well-Tech in (electronic) stores

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Starting point, why do we do this? <i>Learning goals/targets</i>	The students will get an idea of what 'normal' technological devices are available (probably more than they know now) and think about how these devices can offer support in an environment where care is needed. Students will learn, what kind of welfare technology clients can buy from public electronic shops or pharmacies. Technologies that help people live at home longer and can continue to do necessary tasks for a longer period of time. For example: a robot vacuum cleaner, a baby monitor, a automatic light swift, a watch that gives you signals to do some activity's, etc. Students will find out what kind of knowledge they need to have to deal with technologies in clients daily life. Student have to substantiate their opinions. Which technology/devices fits a client and why? The students need this skills to do that for different target groups. Target groups: - Mental disorders - Fysical disabilities - Eldery people
Learning environment (school, work placement, company)	The first part of the assignment is in electronic shops and pharmacies. The preference is for real stores. If this is not possible, you can also look at online shops. The second part of the assignment will be at school.
Who is involved (students/teachers/clients...)	Practical nurse students. Teachers have to coach/guide the students during the process
Preparations, instructions to the students	Each group of students need to have a smartphone or camera. The group must have a web-based learning environment wiki/ blog/ etc. (for online shops) - Option 1: Studens make a new Padlet for each group (https://padlet.com) - Option 2: Studens make a new Word-, or PowerPoint document.



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	The task is to find as many, welfare technology equipments/gadgets/devices clients can buy themselves, as possible. The division of welfare technology usage are, welfare technology in: - evaluating and monitoring health and capability - supporting independent life - maintaining and increasing safety - improving social interaction, involvement and participation Another option is to divide the student in different divisions (above) or in different target groups. The target groups are: ✓ Mental disorders ✓ Physical disabilities ✓ Elderly people
Duration/schedule	- Students go for a few hours to the shopping centers, shops, pharmacies etc. The task is to find as many, welfare technology equipments / gadgets clients can buy themselves, as possible. - The students write down the name of the product that they find. - The students think about how can this product give support in a care environment? - The students take a photo to every welfare technology equipments / gadgets / devices they find. - The student post the photos to the online learning environment (option 1: Padlet), or student put them in a document (option 2: Word/PowerPoint) and gather them to groups by usage of welfare technology - For each product students write down how the product can be supportive for the self-sufficiency of care recipients in healthcare. - Student write a substantiation for their chosen product <i>This can be a competition – the student or the group who finds most, wins a prize</i> Below are two assignments that can be a continuation of this assignment: 1. The group selects a number of products that they are enthusiastic about. In an elevator pitch they present one product per division*. If the pitches have been, it is clear which products are recommended in which division. Here you can vote to see which products are the most interesting for the students. 2. The class is the employer of the group of students. The students want to convince their employer to purchase a number of products.



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	They are going to 'sell' the product, as it were. This requires a bit more knowledge of the product (price, advantages, disadvantages, how does it work in healthcare, etc.), but the most important thing is that you can substantiate the chosen product. The employers need to know why they would purchase a product.
Description of the learning process, what kind of welfare technology is involved	Especially applications from the consumer market are discussed here. Non-specialized applications that are used within healthcare institutions. The student can learn a lot about how applications can help to make life easier when needed.
Evaluation plan of the module, how do we evaluate the module	Take the time to carefully discuss the assignment afterwards. Student (employers) need to ask critical questions about the products. It remains to be seen whether students are going to find enough sufficient products / gadgets or whether they should receive advice.
Anticipated benefit to the client, student, working life	When students know what can be found in stores in handy products, they can take that with them in conversations with care recipients.
Teaching materials	In a joint assignment, have all participants prepare an overview of all the products they believe allow people to live at home longer and keep control over their own lives. Back to overview.