

Young People, Participation & Big Data in Schools

Introduction

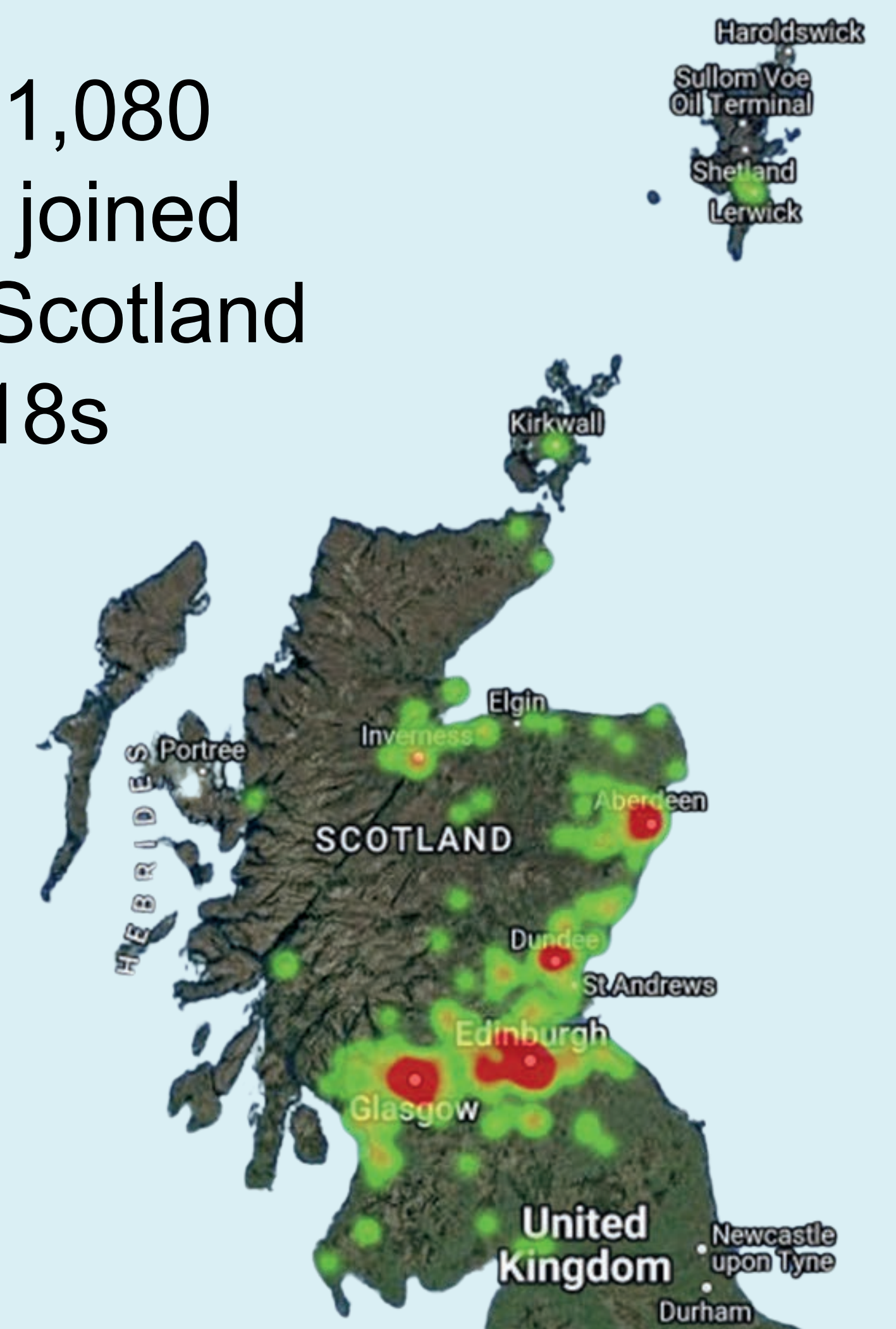
Young people are often **under represented** in longitudinal health research and we recognised that there was a **gap in the school curriculum** across Scotland which could help to raise awareness about health research and address data concerns.

Data literacy is an increasingly important skill for young people as data enters all aspects of our lives. We hope that by empowering young people with knowledge and understanding about health research, young people will feel more confident and motivated to participate so that their experience is represented.

In collaboration with the **Schools Health Research Network in Scotland (SHINE)** Generation Scotland have developed three lesson plans aimed at educating students about health data and the importance of participating in research.

Currently 1,080
volunteers joined
Generation Scotland
aged ≤18s

6.6%
of newly
recruited
volunteers



Lesson Plans

Lesson 1 - What is Big Data?

- How health data research is used to help society
- Why it important for a wide variety of people to be involved in health research
- **Activity** – Left-handedness discussion

Lesson 2 - What is Data Linkage?

- How do researchers may combine datasets for research
- How can data linkage be used to help society
- **Activity** – Investigate zombie outbreak using data linkage



Lesson 3 -What is Data Ethics?

- Why it important for strict data ethics procedures to be used in health research
- How does data ethics help researchers ensure that health data is properly protected.
- **Activity**- Discussion on sensitive data

Teacher resource pack includes:

- PowerPoints – video content, activities, discussion points
- Lesson plans – Activity descriptions and answers
- Printout worksheets



Zombie Outbreak Detectives



There has been a zombie outbreak at the school we have information from 10 people.
We have information from four data sources:

- **Zombie status** – who is a zombie who is uninfected?
- **Food list** – What was the last meal eaten by everyone?
- **Genetics** – Who has a protective gene?
- **Location** – where do people live?

Can you collect information from different data sources to complete the table and figure out the food source of the outbreak?

Names	Zombie status	Food	Genetic Resistance	Addresses
Angus				
Christos	Uninfected			
Harper				

The resource was sent to

over 50 schools

who expressed interest through the SHINE newsletter, STRONTIUM network, Data in Schools team and partner organisations with coverage of

**22 out of 32
local authorities in Scotland.**



Conclusion

- We offered the schools a useful resource to create a reciprocal relationship that gave us an entry to recruit young people through schools.
- Feedback from schools showed this filled a gap in their curriculum and building this relationship allowed us to achieve recruitment using teachers to deliver the lessons and hand out recruitment materials about Generation Scotland.
- This created a more scalable recruitment strategy as it utilised teachers across Scotland but it also provides a legacy around health research literacy and awareness.

Acknowledgements

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