

Teacher Notes

What is 'I'm a Medic?'

You can read this to your students to brief them about the event. It may help to have the website (imamedic.uk) up on a projector or interactive whiteboard whilst you describe the event.

I'm a Medic, Get me out of here is an online event where you get to meet and interact with real healthcare professionals. You submit questions which they will try to answer by the next day. These stay on the site so you can read the questions other students have already asked, and the answers. You'll be booked into a chatroom for 30 minutes where you get to chat with the healthcare professionals, ask them questions and learn more about them.

You get to vote for the healthcare professional you think should win a prize of £500 to spend on their own engagement project. A student from each zone will win a £20 gift voucher prize for asking the best questions and engaging with the healthcare professionals.

Each of you will get a card with a username and password which can be used to log in to the site. Write your name on the back of your card. You'll need these details every time you log onto the site. When you log in you will be taken to your profile page. Click "Edit Profile", and you will be asked to give an email address, as well as create a display name which will be shown in live chats. Giving your email address will mean you'll receive notifications when your questions are answered, as well as updates about the event.

Once you're on the site you'll be able to do the following:

Meet the healthcare professionals – they are competing for your votes. Each healthcare professional has posted a profile where they have answered some set questions and uploaded a short video to introduce themselves. (You will hopefully cover this in more detail in *Lesson 2: Meet the healthcare professionals.*)



ASK - You have the chance to ask the healthcare professionals whatever question you like. They'll try to answer by the next day and you'll get an email to let you know it has been answered. Questions and answers remain on the site so have a look around and see what others have asked before you pose your own question. (*Lesson 2: Meet the healthcare professionals will help you prepare.*)



CHAT - Live chats are your chance to ask questions and let the healthcare professionals know your opinions. (*Lesson 3: Live Chat* has more details on this.)



VOTE - You vote for the healthcare professional you think should win a prize of £500 to spend on their own engagement project. You can vote at any time during the event, and you can change your vote as many times as you like; at 3pm on the second Friday of the event, your votes will be counted, and the winner announced.

How much time should you spend on it?

Minimum: 2 hours

This will usually be 1 introductory lesson, 1 homework of reading more about the healthcare professionals and submitting questions and 1 lesson of live chat with the healthcare professionals.

Be warned:

When asked what they would do differently next time, most teachers who have taken part in other I'm a... projects, said "spend more time on the activity".

Curriculum links:

I'm a Medic benefits students taking part in a number of ways, but we know that sometimes it's helpful to link activities to the curriculum. Here are some topics that link:

Links to whole school provision:

Supports statutory careers guidance by teaching students about a range of NHS roles and connecting students to healthcare professionals.

Promotes SMSC (spiritual, moral social and cultural development) through group work, understanding and respecting the viewpoints of others and democracy & voting.

Supports 1 of the 3 core themes in KS3, KS4 and KS5 PSHE: "living in the wider world: careers and the world of work".

Links to specific subject specifications, including Science, Sociology & Public Services available at imamedic.uk/resources-for-teachers/

Lesson Plans

There are many ways to use the *I'm a Medic* activity. We've put together these suggested lesson plans to help integrate the event into your lessons.

Format: Starter/activity/plenary

Suggested adaptations: For lower and higher ability groups

Timings: Designed for 50 mins

Further resources: Online at imamedic.uk/resources-for-teachers

Lesson 1 - "Exploring the NHS" This lesson introduces some key information about the NHS and the wide range of careers available within the service. The lesson also allows students to understand the services the NHS provides and to consider when a GP appointment is required and when other services would be more appropriate. The key aim is to engage the students in discussions about our health service.

Lesson 2 - "Meet the healthcare professionals!" Coming to it cold, students may just vote for the healthcare professional with the best photo or funniest joke. This lesson encourages students to consider different criteria they can use in comparing the healthcare professionals and what is most important to them. Students also discuss the roles required within a GP surgery, and "meet" the healthcare professionals involved, giving them a chance to think about what they might like to ask them.

Lesson 3 - "Live Chat" Interact with healthcare professionals in real-time, ask questions and vote for a healthcare professional to win £500.

Aims

Introduce *I'm a Medic*. Consider a range of careers in the NHS & understand the services the NHS provides. Identify Primary Healthcare services and when they are used.

Resources

Access to imamedic.uk

Activity 1: NHS Health Careers Website and job role videos available at imamedic.uk/resources-for-teachers/

Activity 2: NHS services worksheet available as an interactive activity or worksheet to print at imamedic.uk/resources-for-teachers/

Activity 3: Choose well worksheet available as an interactive activity or worksheet to print, alongside additional support materials at imamedic.uk/resources-for-teachers/

Starter: 5 minutes

Introduce *I'm a Medic* and explain the event briefly (show the site on a projector or interactive whiteboard if possible). You can use the description on the front of the teacher notes to explain the event.

Activity 1: 15 minutes

1. In small groups create a mindmap of different roles in the NHS.
2. Review these roles as a class - How many did students come up with? Did they cover different areas of medicine, and valuable support roles?
3. Explore roles further using the NHS Health Careers information webpage or watch 2 minute videos about specific roles.

Activity 2: 15 minutes

The NHS provides a wide range of services in the UK. Each one is part of Primary, Secondary or Tertiary healthcare.

Primary is the day-to-day healthcare and usually the first point of contact for a patient.

Secondary (hospital & community care) is urgent or planned care such as simple operations or minor injuries.

Tertiary care includes highly specialised treatment such as neurosurgery and transplants.

Using the NHS services worksheet, either printed or on the screen, students think about a range of services and identify where they fit into healthcare provision. They can also consider who normally provides the service (community, hospital, voluntary or social care). As primary healthcare is normally the first point of contact it is likely that you will have used many of the services.

Activity 3: 10 minutes

Most people will have used more than one primary healthcare service, but how do you decide which one to use? To receive the most appropriate treatment and ensure our NHS is effective and efficient, patients should be able to select the correct service.

In this activity, students allocate a range of scenarios to the appropriate service using the Choose Well worksheet. The aim of this activity is to create a discussion about which primary healthcare service to use, some scenarios may have more than one correct answer.

Support – Discuss the services using the support materials provided

Challenge – Students come up with additional scenarios and include secondary and tertiary care services

Plenary: 5 minutes

In pairs:

- How many careers in the NHS can you name?
- How many primary health care services can you name?
- Describe what things you should consider when deciding which NHS service to use.

Suggested Homework:

Find three local GP Surgeries or Health Centres. Research the services offered and identify the differences. Decide why these might be important to different patients.

Aims

Consider the different roles within a GP surgery, rank possible criteria to judge the healthcare professionals on and “meet” the professionals taking part.

Resources

Access to imamedic.uk

Starter: Roles in general practice webpage available at imamedic.uk/resources-for-teachers/

Activity 1: ‘Lesson 2 - Drag & Drop list’ or cards to print are available at imamedic.uk/resources-for-teachers/

Activity 2: Printed downloads of each of the healthcare professionals’ profiles.

Starter: 5 minutes

It takes more than a GP to deliver the services offered in a GP surgery, but who else works there, and what do they do?

In small groups, students write down as many job roles within one GP surgery as they can. Students should use their knowledge from lesson 1 to help here.

Discuss as a class.

Challenge: Split the list to consider which roles you would expect in most GP surgeries, and which are more specialist.

NB: There is no definitive list of roles, as each practice is different. If students have come up with role that you’re not sure about, suggest they can ask about these professionals and their role during the event. A list of core roles is on page 5.

Optional: Explore the “roles in general practice” webpage to find out a bit more about some of the roles in a GP surgery.

Activity 1: 20 minutes

This activity encourages students to consider criteria to use in deciding which healthcare professional to vote for and how to judge their work.

1. Display the criteria list.
2. Get the class to whittle down the most important criteria.
3. Get the class to rank the five most important criteria - you may want to write this on the board for later or save the list electronically to refer to throughout the event.
4. Discuss any other criteria that aren’t on the list, that students might consider important when judging healthcare professionals.

Activity 2: 15 minutes

Split the class into groups. Assign each group a healthcare professional from your zone and hand them a printout of the healthcare professional profile from the *I’m a Medic* website. It may be useful to have the website up on the board.

1. Get each group to read out their profile’s name and job role to the class.
2. Get the students to read through their profile as a group.
3. Ask each group to give a summary of their healthcare professional to the rest of the class.
4. Discuss how each healthcare professional fits in with on the five most important criteria the class selected in activity 1.

Support: Use the questions on page 5 when creating a summary.

Alternative Activity 2: 10 minutes

Get your class to watch the healthcare professionals introduction videos on each of their profiles. You can also check which healthcare professionals are signed up to attend your live chat session by looking at the comments on your booking confirmation link.

Plenary: 10 minutes

In pairs, students discuss who they would vote for based on what they have learnt today.

Suggested Homework:

Log in to *I’m a Medic* and ask at least one question to the healthcare professionals. Complete their online profile.

Lesson 2: Additional information**Starter: Roles in a GP Surgery:**

Core roles would usually be

- Doctors
- Practice nurse/s
- Practice Manager
- Receptionist

Others might include:

- Pharmacist
- Healthcare assistant
- Counsellor
- Psychologist
- Physicians assistant
- Medical or nursing students or trainees
- Community midwives
- Physiotherapist
- Occupational therapist
- Speech and language therapist
- Community social worker

Activity 2: Supporting questions

Students can use these questions as a basis for their summary.

1. What kind of place do you work?
2. What do you do?
3. What's your favourite band?
4. Do you work alone or as part of a team?
5. How long have you done your job?
6. Does your job affect people? If so how many people and in what way?
7. How long was your training?

Lesson 3: Live chat

Aims

Chat to healthcare professionals Facebook-style online in real time.

Resources

Live chat booking
ICT suite (or whole class do it together via projector screen)
Access to imamedic.uk

Starter: 5 minutes

If you haven't already done so, show students the introduction videos for the healthcare professionals you are expecting in your chat. You can see who this might be from the comments on your booking confirmation link, or just ask the moderator. Then go over with your students the top criteria from Lesson 2: Meet the healthcare professionals.

Run through this key information with your students before they log-in so they get the most out of the chat:

- The chats can get very busy so use the **@name** and  reply function to keep different conversations separate.
- Healthcare professionals are busy and working full time. It's likely that not all of them will be able to make every live chat. Normally there will be 2 or 3 per chat. If you have questions for the other healthcare professionals you can leave them in ASK.

Log on: 5 minutes

Log on to the website (imamedic.uk) with the username and password noted on the student log in cards, either individually as students or as the teacher if the whole class is doing it together via a projector screen.

The live chat will open 5 minutes before your booked slot to allow everyone a chance to log in.

If you are ready with time to spare students can:

- Finish completing their profiles and the pre-event questions
- Review the healthcare professionals' profiles in preparation for the chat
- Recap their priority criteria for voting
- Recap the information they've learnt in lessons 1 and 2 as a class
- Share answers they've received in ASK
- Prepare their questions for the live chat

Live chat: 30 minutes

Live chat with the healthcare professionals, as individuals, pairs or small groups.

Plenary: 10 minutes

- Sum up what they have learnt about the healthcare professionals
- Are there any other questions they didn't get to ask?
- Did they learn anything that surprised them?
- Remind students that they can use the site to ask questions at home if they have access to the internet.
- Ask the class for their votes as a show of hands and discuss why their decisions have been made.

Suggested Homework:

Continue to engage with the healthcare professionals throughout the event using ASK and VOTE.

Live chats

“Normally they start putting their coats on five minutes before the end but [when doing the live chats] they were in their chairs still after the bell went.”

Michelle Crooks, teacher, King Arthur’s Community School

Before live chat lesson

- Book IT suite/provide internet access for students
- Book live chat - please use the online booking form at imamedic.uk/live-chat
- Do some preparation with your class (we suggest *Lesson 1: Exploring the NHS* and *Lesson 2: Meet the Healthcare Professionals!*)
- **Test live chat** - come along to our drop in session to test that the chat will work on your school system. You’ll receive emails about when this will be nearer the time. To make sure students can access the chat, ask your IT Technicians to **whitelist** the sites below on your school system:

*.imamedic.uk
*.imascientist.org.uk
*.imascientist.ie
*.imanengineer.org.uk
*.googleapis.com
*.gserviceaccount.com
gstatic.com
firebaseapp.com
firebaseio.com
*.firebaseio.com



During the lesson

Encourage students to interact with the healthcare professionals, and not just amongst themselves. Encourage students to ask questions about the work that the healthcare professionals do, rather than using them to diagnose individual health conditions. Tell students there will be a moderator in the chatroom who will help keep the conversation on track and will block disruptive pupils.

- Log in and use your **Teacher account** to join in the chat – anything you say will have a teacher icon by it.
- You can also download a copy of the **transcript** once the chat has ended from a teacher account.
- Live chats are consistently the most popular part of the event for all those taking part.
- They are fun and give immediate contact between healthcare professionals and students.
- Many teachers tell us that quieter students are more active in live chats than face to face and it can be an interesting change to class dynamics.
- Don't be embarrassed if your class are boisterous or mess about, the moderators will deal with this.
- Remind your students to ask any questions the healthcare professionals didn't manage to answer during the chat under ASK, and to VOTE for their favourite healthcare professional to win the competition.



How voting works

Students can vote for their favourite healthcare professional at any time during the competition and can change their vote throughout the event. Their vote will be counted at 3:00 PM on the final Friday and the winning healthcare professional will be announced in a news post on the website and emailed to students who have provided an email address.

Teacher tips - other teachers' experiences

In every event we ask teachers in the feedback survey what they would do differently if they ran the event again. Here are the most common answers from *I'm a Scientist*, in order of popularity:

1. Spend more time preparing students

Run lessons 1 and 2 before the live chat

"We have just had our live chat. It was the best yet (I think) because we had spent much more time on preliminary activities so we had loads of questions to ask"

"Prepare the class more, carry out the discussions first. Get them thinking about what scientists do, and the decisions they have to make."

2. Involve more students

3. Encourage your students to be creative with their questions

There are better ways to use the event than using healthcare professionals as Googlers for common illnesses.

After the event

- Please do fill in the feedback survey we email you. You are the expert on what happened in your classroom. Your feedback will help us to continuously improve the event.
- Please also encourage your students to fill in the student survey on their profiles after the event.
- In each zone the moderators pick a student winner (who they think has asked good questions and really engaged with the event). They get a certificate and a £20 gift voucher prize. We'll let you know if this is one of your students.
- To help all the students feel they have done something important, we have created student participation certificates. You can download a blank template at imamedic.uk/resources-for-teachers/

Contact

If you need any help please email admin@imamedic.uk or call 01225 326892.
For further information please visit: imamedic.uk/teachers