

Teacher Notes

I'm a Medic Get me OUT of here

What is I'm a Medic?

Please read this to your students to brief them about the activity. It may help to have the website (imamedic.uk) up on a screen whilst you describe the activity.

I'm a Medic, Get me out of here! is an online outreach activity where you will interact with healthcare workers and find out what it's like to work in the NHS.

The healthcare workers in the activity will have profiles on the site, with information about them and their work. Read the profiles to find out about them, and to help you think about what questions you might like to ask. You'll notice some workers are grouped into teams, which means you can ask your questions to anyone working within that team.



You have the chance to ask the healthcare workers whatever you like in the ASK section. Leave an email address to get an email when your question has been answered. Questions and answers in ASK stay on the site, so have a look around to see what others have asked.



We'll have a 30 minute live chat where you type your questions to the healthcare workers and chat in real time. Think about what you want to ask before the chat, because the 30 minutes will go very quickly! Not all the healthcare workers will be able to attend, so if someone you wanted to talk with isn't in the live chat, don't worry, you can post your questions for them in ASK.



You decide which healthcare worker or team should win a prize of £500. You can vote at any time during the activity, and you can change your vote as many times as you like. At 3pm on the final Friday of the activity, the votes will be counted, and the winner announced.

It's a competition for students too!

A student from each zone will be nominated by the healthcare workers to win a £20 WHSmith gift voucher. You could be nominated for asking great questions, having a good conversation in the live chat or for leaving comments on other questions in ASK.

You'll also be asked to reflect on your experience and think about what you've learnt from taking part. When you first log in, there will be some questions to fill in on your profile. After your live chat you will see a second set of questions to answer. These will help you understand what you have learnt and help to improve *I'm a Medic* in the future, and filling them in will enter you into a draw to win another £20 voucher.

You'll be given a login card with a username and password. Keep this safe, as you'll need it every time you log in – write your name on the back and take a photo.

Logging in takes you to your profile page. Click 'Edit Profile' to create a display name. This will be visible to everyone in your zone, so don't use your full name. Add your email address so we can tell you when your questions are answered and keep you up-to-date with the activity. Don't forget you can log in outside of school to post more questions to the healthcare workers.

How much time should you spend on it?

Minimum: 2 hours

This will usually be one introductory lesson, one piece of homework (we suggest reading healthcare workers' profiles and posting questions in ASK) and one lesson of live chat with the healthcare workers.

Lesson Plans

There are many ways to use the *I'm a Medic* activity. We've put together three suggested lesson plans.

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 and who works within it.

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

Lesson 3 – “Live Chat” Interaction with healthcare workers and voting, giving students practice at using these skills and giving them a real say about something gives them a reason to engage.

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”.

Live chats:

Book your live chat session at imamedic.uk/live-chat/ as soon as possible, as places get filled up quickly.

Lesson objectives

- Introduce *I'm a Medic*.
- Consider a range of careers in the NHS and understand the services the NHS provides.
- Identify primary, secondary and tertiary healthcare services and when they are used.

Resources

Access to imamedic.uk

Activity 1: NHS Health Careers Website at healthcareers.nhs.uk/explore-roles

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

Activity 3: Illness / Injury cards and Table graphics from NHS 70, available to print at imamedic.uk/resources-for-teachers/

Additional resources: In celebration of the 70th birthday of the NHS, NHS England and NHS Improvement have produced an activity plan for teachers to help young people understand NHS services and the appropriate ways to access them. The toolkit is a comprehensive guide to help students develop their understanding of NHS services and can be used alongside *I'm a Medic*. You can access the toolkit, which includes lesson plans and powerpoint slides, at imamedic.uk/resources-for-teachers/

Starter (5 minutes)

Introduce *I'm a Medic* and explain the activity briefly (show the site on a screen if possible). Use the description on the front of these teacher notes to explain the activity.

Activity 1: Mindmapping (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 Website

Activity 2: Quiz (15 minutes)

The NHS provides a wide range of services in the UK, each one 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 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. Students should 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 students will have used many of the services.

Activity 3: Group activity and discussion (15 minutes)

Most people will have used more than one healthcare service, but how do you decide which one to use?

Students allocate a range of scenarios to the appropriate service using the Injury / Illness cards and Table Graphics from NHS 70. Set up nine tables and label each one as an NHS service from the Table Graphics sheet. Give each student or group of students one of the injury or illness scenarios. Challenge them to decide which service is appropriate to their scenario by sitting at the relevant table.

Support – Discuss their reasons for selecting a service and encourage them to think about what would have happened in a real-life scenario.

Challenge – Students come up with additional scenarios.

There may often be more than one appropriate solution and most services can advise or treat multiple conditions. This activity is designed to increase student awareness of NHS services and help them make informed decisions about their health, now and in the future.

Suggested Homework:

Students can take home their login cards and log in to *I'm a Medic* at imamedic.uk

They should set up their profiles, choose a username and answer the quick questions on their profile.

Students then can read the healthcare workers' profiles in the zone, and the questions and answers already on the site.

Lesson objectives

- Consider the different roles within the NHS.
- Consider a range of criteria to judge the healthcare team on, and understand that different (important) values may need to be weighed against each other.
- Develop a sense of democracy and how to decide how to cast a vote.
- Discuss different viewpoints and understand different values will be important to different people in the class.

Resources

Access to imamedic.uk

Starter: Roles in your zone sheet from your Teacher Pack. A printable version is 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 versions of the healthcare workers' profiles

Starter: Group discussion (5 minutes)

In small groups, students make a list of as many roles within the zone theme as they can. Students should use their knowledge from lesson one to help here.

Challenge: Can students think of any other jobs that come under that theme? What do they think these jobs entail? They should think about the profiles they have read from their zone and use information from there to add to their list of roles.

NB: There is no definitive list of roles, but we have provided a list of core roles and descriptions for your zone in your Teacher Pack, and also at imamedic.uk/resources-for-teachers/

Activity 1: Class discussion (20 minutes)

This activity encourages students to consider criteria to use when deciding who to vote for and how to judge their work.

1. Display the criteria list on a screen, or hand out printed copies.
2. Get the class to whittle down the list to the most important criteria.
3. Get the class to rank the five most important criteria – you may want to write these five on the board for later or save them electronically to refer to throughout the activity.
4. Discuss any other criteria that aren't on the list, that students might consider important when judging healthcare workers.

Activity 2: Group summary (15 minutes)

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

1. Get the students to read through their profile as a group.
2. Get each group to read out their profile's name and job role to the class.
3. Ask each group to give a summary of their healthcare worker to the rest of the class. Some profiles might be about a team of healthcare workers, in which case students can pick one team member to summarise.
4. Discuss how each healthcare worker fits in with on the five most important criteria the class selected earlier in activity one.

Plenary: Discussion in pairs (10 minutes)

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

Suggested Homework:

Students can continue reading the questions and answers already on the site and post a question in ASK. If they know who you want to win, they can cast their vote.

Create a job advert

Year 8 and 9 students can enter the Step into the NHS schools' competition for the chance to win a tablet or a £50 Amazon voucher! This well-established national competition involves creating a job advert for one of the 350 roles within the NHS. Your students could choose one of the participating healthcare workers and base an advert on them. The competition learning objective is for students to consider what might make healthcare roles attractive. See page 7 of these teacher notes and the booklet provided in your teacher pack for more information.

Lesson objectives

- Interact with healthcare workers in the NHS using CHAT
- Broaden the students' understanding of careers within the NHS

Resources

- Live chat booking (important: book in advance at imamedic.uk/live-chat)
- Access to the website for individuals or pairs
- Pre-prepared questions by students as their homework

Starter: Prepare for the chat (5 minutes)

In this live chat lesson the students can get to know the healthcare workers better, in real time.

Get them to log into the website with the username and password noted on their login cards.

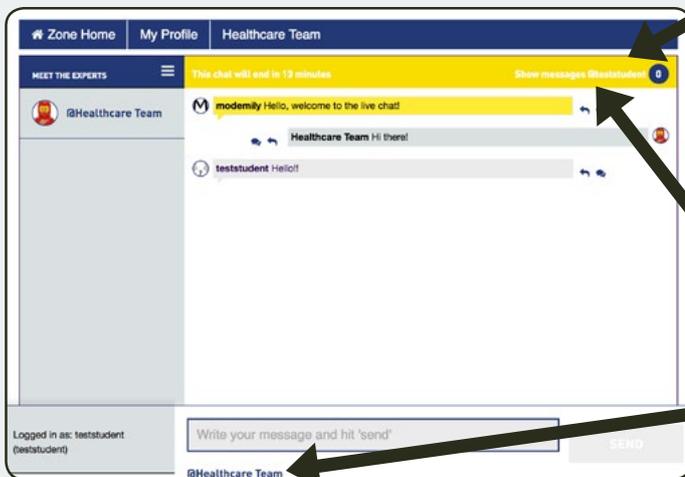
Remind students who will be there — you can see who's signed up by checking your chat booking link, which is emailed to you when you book a chat. You can also find your chat booking in the list at imamedic.uk/live-chat

Get students to think about the questions they want to ask, and have them make a list of two or three questions to start off a conversation in the chat.

There are usually around two healthcare workers online for each chat as they're fitting it around their jobs, so try to manage the class's expectations. The important thing is that they get to connect with healthcare workers and find out they are human too. If students were hoping to chat with a specific healthcare worker, encourage them to post their question(s) to that healthcare worker in ASK instead.

Activity: Live chat session (35 minutes)

The chat will open 5 minutes before your booked slot to allow to your students to be ready for when the healthcare team arrive. To identify a student during the chat, look at the top right-hand corner of their computer screen to see their username.



Students can reply to a healthcare worker's message by clicking the reply arrow next to it. They can see all replies to a message by clicking the speech bubble.

They can see messages sent directly to them by clicking 'show messages @me' in the top right corner of the chat.

Live chat with the healthcare workers, as individuals, pairs or small groups. Ask students to tag their messages by clicking on a healthcare worker's name below the text bar, *before* sending a question.

Plenary: 10 minutes

- Students cast their vote for who they think should win.
- Are there any other questions they didn't get to ask? Submit these in ASK.
- Discuss what students have learnt about the healthcare workers. Did students 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.

Suggested Homework:

Keep asking the healthcare team questions and commenting on other answers in the ASK section.

Live chats

Live chats are consistently the most popular part of the activity – for students, for healthcare workers, and even for teachers!

“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
- **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, whitelist the sites below on your school system:

* imamedic.uk
* googleapis.com
* gserviceaccount.com
gstatic.com
firebaseapp.com
firebaseio.com
* firebaseio.com

- Do some preparation with your class (we suggest Lesson 1: Exploring the NHS and Lesson 2: Meet the Healthcare Workers!)

During the lesson

Let your students know that there will be a moderator in the chat who is there to help keep the conversation on track, remove inappropriate comments and ban disruptive pupils.

During the live chat, students will be talking to healthcare workers who have given up their time to chat with them. Encourage students to interact with the healthcare workers, and not just amongst themselves. They can ask anything they want, and should also express their own opinions about the work that the healthcare workers do.

Log in using your Teacher account to:

- Follow and join the chat – anything you say will have a special teacher icon by it.
- You can suspend students with the  icon next to a chat line, normally for 60 seconds.
- Download a copy of the transcript once the chat has ended.

Note – should you need to identify a student during the chat, look at the top right-hand corner of their computer screen to see their username.

After the chat, remind students to post any unanswered questions in ASK, and to VOTE for their favourite healthcare worker or team.

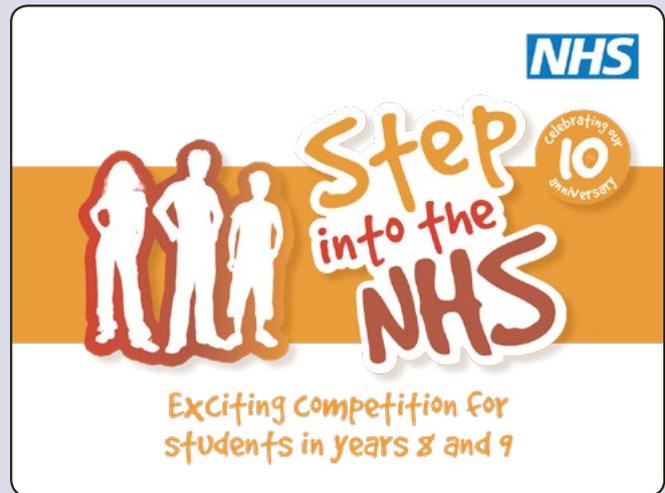
Students can vote for their favourite healthcare worker at any time during the competition and can change their vote throughout the three weeks. Their vote will be counted at 3pm on the final Friday and the winning healthcare worker or team will be announced in a news post on the website and emailed to students who have left their email address on their profile.

Step into the NHS Schools' Competition

There's much more to working for the NHS than being a doctor or nurse. In fact there are more than 350 different careers in the NHS and, with that many careers on offer, there's a job to suit anyone, no matter what your interests and skills are.

That's where the Step into the NHS competition comes in — back for its tenth year, students should choose an NHS career that interests them and create a job description and an advert to tell other young people about it.

See the Step into the NHS teacher booklet in your teacher pack for more information. Students in years 8 and 9 can enter by 31st January 2019 for a chance to win a tablet or £50 Amazon voucher.



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.

Links to whole school provision:

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

Teacher tips – other teachers' experiences

After every activity we ask teachers what tips they would give to a teacher running the activity for the first time. Here are the most common answers, in order of popularity:

1. Spend more time preparing students

Run lessons one and two before the live chat lesson to prepare students.

"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 healthcare workers do, and the decisions they have to make."

2. Involve more students

"Organising the activity for the whole of year 8 meant that everyone could enjoy the benefits... Different classes had similar experiences and they wanted to discuss it."

3. Encourage students to be creative with their questions

There are better ways to use the activity than using the healthcare workers as Googlers.

"Get the students to investigate the healthcare workers' interests and areas of work, so they can ask appropriate and useful questions."

After the event

- Get your students to fill in the survey questions on their profiles before the activity, and give them some time to fill in the survey questions they will see on their profile after their live chat. It will help them understand what they have learnt and it will help us decide how to improve the project the activity in future. On request, we can send you that information for your classes.
- In each zone the healthcare workers and moderators nominate a student winner, someone who asked good questions and really engaged with the activity. The student winner will get a certificate and £20 WHSmith gift voucher prize – we'll let you know if this is one of your students.
- We will also email you a short survey for you to tell us about your experience with the activity. Please do fill it in: you are the expert on what happened in your classroom and your feedback will help us to continuously improve the activity.

Contact

If you need any help please email Michaela at michaela@mangorol.la or call us on 01225 326892. For further information please visit: imamedic.uk/teachers