

Y9 English – 60 minutes

Lesson plan

Curriculum link: Summarising and organising material and supporting ideas and arguments with any necessary factual detail.

Learning Objective: To explore job roles linked to summarising and organising material using factual detail to respond to an issue as part of the Year 9 English curriculum.

Learning Outcomes:

- To understand what how to organise and select relevant factual detail.
- To understand different roles related to the Healthcare System and the skills they require, with a focus on the role of a Healthcare Social Worker.
- To understand how these roles contribute to the support of the community.

Success Criteria:

1. **Describe** – what social workers do.
2. **Understand** – why it's important to organise your material to support ideas and arguments with judicial information.
3. **Apply** – a case study to explore how carers support those under their care.
4. **Analyse** – consider other jobs and skills that would help support a vulnerable person.
Reflect – what obstacles hinder the job of a social worker?

Timings	Activity	Details	Resources
3 mins	Starter – Read the headline and consider whose job is it to take care of vulnerable people	(1) Think-pair task: students are shown a headline with a question and they discuss. Students rank them using the diamond nine activity. (2) Share element: either via Q&A or teacher-talk – explore the answers to the above Get students to justify their responses, creating a top 3.	Slide 3 Worksheet 1
5 mins	Introduction – What's the problem? Discussion around Healthcare Social Workers	(1) Teacher and students to engage with the statistic. Ask them what their understanding is of this problem (2) think-pair task: students discuss the question. Get students to think about if there were no doctors how they would feel and what would happen to patients.	Slide 4



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	leaving the profession	Then, they can apply this to HSW. Then, get them to think about how this impacts other jobs. (see facilitator notes on slide 4 for notes)	
14 mins	<p>Introduce & explore the role of a Healthcare Social Worker</p> <p>Success criteria b: Describe the role of a Healthcare Social Worker and the skills needed to be an effective Healthcare Social Worker</p>	<p>(1) Read the challenge to the students</p> <p>(2) Show the video embedded in the PowerPoint (link here)</p> <p>(3) Ask students to identify the key responsibilities and skills of a Healthcare Social Worker and how these skills could be used to support a vulnerable person – worksheet 1. This could be followed by teacher feedback and note-taking with the class. (see Facilitator notes on slide for ideas)</p> <p>(4) Re-introduce the challenge</p>	Slide 5, 6, 7 Video Worksheet 1
15 mins	<p>Challenge task: becoming a Healthcare Social Worker</p> <p>Success criteria c: Read the carer's assessment and have concrete examples from the text highlighting the issues.</p> <p>Success criteria d: Students need to include</p>	<p>Challenge task (15 mins paired or individual activity)</p> <p><i>Note: for time purposes, the teacher can collate feedback before they complete worksheet 3.</i></p> <p>(1) Teacher to read slide 8 so they know the stages involved in supporting a vulnerable person. Alternatively, a student can read this out and practise their reading skills.</p> <p>(2) Teacher gives students worksheet 2. The class read all the carer assessment together. The teacher can read it or pick students.</p> <p>Students work in pairs individually, and they must highlight sentences or phrases</p>	Slide 8, 9, 10 Worksheet 2 Worksheet 3



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	<p>what Susan's needs are, how they can be addressed and who needs to support them by creating action points.</p>	<p>which will help them with the next task (instructions are on slide 9).</p> <p>A suggestion is to chunk the sections. Read the summary and model what highlighting looks like.</p> <p>Then, the teacher gives a section of the class a section from the assessment or each pair can work on the rest of the document.</p> <p>The teacher can get feedback from one pair if there is time.</p> <p>(3) Students have Susan's needs on the worksheet. There is also a teacher copy with some answers to facilitate conversation and support.</p> <p>Get students to consider what Susan needs and want to make Grace's transition simpler.</p> <p>Encourage students to use the ideas that they highlighted in the assessment. They should be encouraged to use the idea of what → how to resolve it → who needs to action it or take control</p> <p>Get students to feedback and collate the ideas on the board.</p> <p>If you can share the document on the board, they see the grids even better. If not, then write under headings on the board.</p>	
10 mins	<p>Other roles within the Healthcare System</p> <p>Success criteria e: Identify different jobs within the</p>	<p>(1) Give students the selection of job roles and descriptions.</p> <p>(2) Students complete worksheet 4 to decide the importance of each role in supporting those with extra needs.</p> <p><i>Depending on the class this can be done in one of two ways. Either:</i></p>	<p>Slides 11-16 Worksheet 4</p>



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	Healthcare Social work system.	<ul style="list-style-type: none"> Teacher uses the accompanying slides to describe the different roles to the whole class. Have a class discussion to think about the answers to the questions on slide 11, channelling the role of the Political Speechwriter OR if students are working at different paces within the class, then give worksheet 4 to students that are ready to start. The worksheet has the same descriptions as the PowerPoint slides so students can use these to make their own decisions and fill in the worksheet. 	
5 mins	Final reflection Success criteria f – Reflect on personal skills or jobs of interest	Students complete 2 final reflection questions on a post-it note as an exit ticket or made a note of in their exercise books.	Slide 18
	Optional extension if more time or can be set as homework	Students watch a TedTalk on 'Social Workers are heroes' and write a thank you letter to someone in the public service who has supported them at some point in their lives. Encourage them to: <ol style="list-style-type: none"> 1. Consider what the situation was 2. What support they needed 3. How their needs were met 4. What was done so that there was some change in their lives? 	Slide 17

