

Y9 English – 15 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
2 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
2 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)	
5 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
6 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>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 Worksheet 2



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		<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>	
Exit ticket	<p>Final reflection</p> <p>Success criteria f – Reflect on personal skills or jobs of interest</p>	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 11
	<p>Optional extension if more time or can be set as homework</p> <p>Success criteria d: Students need to include what Susan’s needs are, how they can be addressed and who needs to support them by creating action points.</p>	<p>(1) Students have Susan’s needs on the worksheet. There is also a teacher copy with some answers to facilitate conversation and support at a later date.</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>	Slide 10 Worksheet 3

