

# WHY CARE? EDUCATION ONLINE

## Teacher's Guide



### Who can use Why Care?

Why Care? Education Online is designed for students and can be set up by teachers as part of the careers curriculum for Key Stage 3.

### What is Why Care?

Why Care? is a high impact, fun, and engaging digital learning course that raises awareness of the 350+ jobs within the sector, as well as possible routes into the NHS. It will help young people explore the opportunities available and the benefits a career in healthcare has to offer them.

### What is the best way to deliver Why Care?

Delivery of Why Care? is recommended as a live event which will take up one lesson during class time, led by a teacher using an interactive whiteboard.

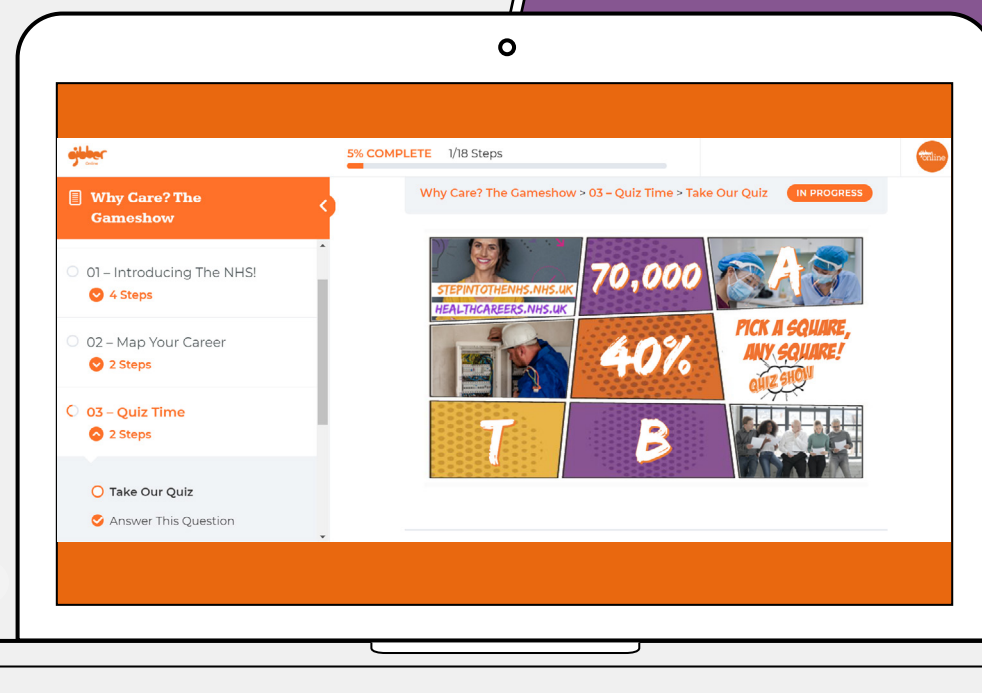
All materials are pre-recorded, so you only need to press 'play', 'stop', and 'next' to move the course on. Together the class will watch the filmed scenarios, discuss what they have seen and carry out some quick interactive activities. All prompted by online 'gameshow host' Declan.

Following the session there are short follow-on activities for students to complete on their own. They include careers quizzes, competition, and evaluation survey.



# HOW DOES IT WORK?

- ✓ Register your interest in Why Care? Education Online
- ✓ We will create an account for you on the Gibber Online platform
- ✓ You will receive a welcome email with your login details
- ✓ Login to your account and click on the Gibber Dashboard
- ✓ On the Gibber Dashboard you will see Why Care? The Game Show
- ✓ Bring the Why Care? course up on an interactive whiteboard and click 'Ready to Start?'
- ✓ Guide students through the different course parts in order
- ✓ Each part is made up of different film scenarios and interactive tasks
- ✓ The whole course has been designed to last 50 - 60 minutes maximum



## BACKGROUND

The filmed scenarios are split into 5 short sections and follow three Year 8 characters - Rosie, Lily and Noah as they take part in Why Care? The Game Show, hosted and facilitated by friendly host, Declan.

Each scenario is filmed in a style that young people can relate to. It creates an entertaining learning atmosphere. Designed to motivate students to think about how they learn, future goals and the importance of doing well now while at school. As well as the potential benefits of working for the NHS.

## ABOUT US

Gibber help organisations to achieve a positive change in attitude and behaviour. Using Live Theatre, Film & Multimedia to Engage, Educate and Inspire your target audience. [wearegibber.com](http://wearegibber.com)

Health Education England (HEE) working across the North East and North Cumbria is part of the NHS. They work with partners to plan, recruit, educate and train the health workforce. [madeinheene.hee.nhs.uk](http://madeinheene.hee.nhs.uk)

## PROJECT AIMS

- ✓ Involve students in a fun and engaging, creative learning experience
- ✓ Promote and ease discussion around future study options and careers
- ✓ Self-awareness and understanding the importance of students doing their best while at school
- ✓ Encourage students to think and discover for themselves to make informed choices in the future
- ✓ Explore key themes in a safe and encouraging environment
- ✓ Provide a foundation for further Careers Education, Information, Advice and Guidance (CEIAG)

## LEARNING OUTCOMES

- ✓ The access and range of healthcare career opportunities available for young people
- ✓ Key information about the types of different roles available, including clinical and non-clinical
- ✓ Challenge gender and cultural stereotypes
- ✓ Understanding the various routes into employment
- ✓ Potential barriers to progression
- ✓ Sources of information, advice, and guidance for pursuing a career in healthcare

# WHY CARE? EDUCATION ONLINE OVERVIEW

## Part 1 – Introducing the NHS.

How do you learn? (12–14 mins)

### Vocational / Academic / Apprenticeship / Degree / Entry Level

Meet a trio of friends as they take part in a new reality game show. The NHS is introduced as a potential employer. With activities to explore the skills and attributes you have and how to access the routes into jobs you are interested in.

## Part 2 – Map Your Career (4–6 mins)

Noah is encouraged by host Declan to chat to his Uncle Barry, a nurse, to find out why he loves working for the NHS. Students observe healthcare as a potential vocation. They are introduced to the map your career online tool which suggests suitable career options based on individual experience, skills, and attributes.

## Part 3 – Interactive Quiz Time (12–14 mins)

An informative and lively section with a focus on the benefits of the apprenticeship route. The class is split into two competing teams hosted by Declan. Students pick and answer questions from a number picture letter board. They will find out about the many non-clinical and clinical career choices available in the NHS. As well as accessible routes in, based on all entry levels.

## Part 4 – Barriers to Progression (8–10 mins)

Nobody in Lily's family has ever been to university and her parents have concerns. They worry about the cost and their daughter moving away from home. In this social media style film Lily is reluctantly encouraged by Rosie to talk to her parents about wanting to go to university after A levels. Students have the chance to influence the scene and look at options for how Lily's conversation with her parents should go.

## Part 5 – Are you future NHS? (4–6 mins)

The winner of Why Care? is announced. The three characters reflect on what they have learnt. Including what learning route is best for them and how they can follow a pathway that will lead them into a job they will love. To motivate students to do the same additional resources and further learning will be given.



# THE GATSBY BENCHMARKS

**Why Care? Education Online is designed to help you meet the Gatsby Benchmarks.**

## **1. A stable careers programme**

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, and employers.

---

## **2. Learning from career and labour market information**

Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information. Opportunities for advice and support need to be tailored to the needs of each student.

---

## **3. Addressing the needs of each student**

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout

---

## **4. Linking curriculum learning to careers**

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

---

## **5. Encounters with employers and employees**

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

---

## **6. Experiences of workplaces**

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

---

## **7. Encounters with further and higher education**

All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace

---

## **8. Personal guidance**

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

---