

# LESSON TITLE: GPS AND RGS – JUST WHAT DO THEY DO?

## LEARNING INTENTIONS

Students:

- know what the abbreviations GP and RG mean.
- investigate the variety of tasks undertaken by GPs/RGs and the locations where these can occur.
- recognise that there are different pathways to becoming a GP/RG.
- recognise key medical equipment used by GPs/RGs.

## ACTIVITY 1 - INTRODUCTION

- Share learning intentions.
- Use a simple think, pair, share activity to help students determine what they already know as a class about the role of a GP.
- Ask YDs to match each unfamiliar term to its correct meaning, using the matching game.

## ACTIVITY 2 - THE VIDEO

- Divide the class into four or five groups and give each group an area to focus on when watching What do you want to be when you grow up, bub?
  - The locations in Australia and the type of service where each GP/RG worked.
  - The nature of the tasks carried out by GPs/RGs.
  - The types of equipment used by GPs/RGs.
  - The pathways taken by each GP/RG.
  - Any terms they don't understand.
- Play video, stopping at key points, up to the end of Yarn 1 Part 2, so students can:
  - pick up on their area of focus.
- Ask for reactions to the video, concentrating on what was new to them and what impressed them most.
- Go back to the original ideas about the role of GPs. How many things can now be added?
- Ask each group to create their own lists under the focus area they had, using the A3 sheets of paper. Display and discuss briefly.

## ACTIVITY 3 - CONSOLIDATION

- Divide the class into groups of 3-5.
- Give a set of playing cards to each group.
- Ask groups to play GoFish and one other of the games. The normal rules of the games apply – it's just the cards that differ.
  - Memories: students match pairs belonging under the same doctor.
  - Snap – students snap when pairs belong under the same doctor.
  - Go Fish – students start with a set of 5 cards; their aim is to collect sets that fit under locations or tasks or equipment. Questions could be along the lines of "do you have a place where Belinda worked?" or "do you have a piece of equipment that Clancy used?"

## SUCCESS CRITERIA

Students:

- use the terms GPs and RGs correctly, when abbreviated and in long form.
- explain the different pathways taken by the GPs/RGs in the video.
- explain the roles of GPs/RGs.
- connect medical tasks undertaken by GPs/RGs and equipment used for them.

## THE PLEDGE

Your common starter; song, yoga, games...

## TARGET

☐ Y3-4 ☒ Y5-6

## KEY THEMES ADDRESSED

- Well-being and identity
- Health literacy
- Leadership

## RESOURCES AND PREPARATION

- Be sure you are very familiar with the video and what the lesson involves.
- Prepare any extra resources you think you might need.
- Four sets of cards, well shuffled.
- 4 sheets of A3 paper and marker pens.

## REFLECTION

Ask students to reflect on what they:

- found most surprising about the video.
- most interesting about the video.
- liked the most about what they had learned.

## YOUR COMMON TAIL

# LESSON TITLE: ME AS A GP

## LEARNING INTENTIONS

Students:

- recognise a range of medical terminology.
- identify the benefits of being a GP/RG.
- recognise that as Young Doctors, they are already supporting the health and well being of their mob.
- recognise that it is possible for them to become a GP/RG.

## ACTIVITY 1 - QUICK REVIEW

- Share learning intentions.
- Hold a brief discussion on what students learned/did in the first lesson.
- Choose 4 students to find and mark the places where the 4 GPs/RGs worked on the Aboriginal map of Australia.
- Ask students to work in pairs to match medical term names to their meaning. Check responses and provide correct solutions if needed.

## ACTIVITY 2 - BEING A JUNIOR TRAINEE GP/RG

- Display A3 Sheets with headings prominently in the classroom.
- Introduce this activity with words along these lines:
  - GPs and RGs help mob to have good health and well-being because they know lots of things and can do lots of things. As Young Doctors, you have learned things and can do things, too. Not as much, for sure, but some. We're going to explore what we can do to help mob have good health and wellbeing.
- Divide the class into groups of 3-5 and give each group a placemat consensus template:
  - Explain the process to them.
  - Ask each student to write one idea or more for each of the headings on the A3 sheet.
  - Provide an example for each – create a home first aid kit, know how to make emergency calls, develop understanding about how a good diet can help prevent diabetes, notice when a friend is feeling down and know some ways of supporting them.
- Ask each group to compare what they have and write anything common, or anything they all think is a good idea in the centre.
- Ask each group to nominate someone to give feedback to the class and create a whole class list.

## ACTIVITY 3 - BRINGING IT TOGETHER

Ask each student to work on their own for this activity:

- Each student is to think of one special thing they can do to support the health and well-being of family and/or friends (they can do more if they want).
- Ask them to create a plan for how they will do this.

## SUCCESS CRITERIA

Students:

- place locations from the video on an Australian map.
- match medical terms with their definitions.
- create a plan for how they can support their mob to have good health and well-being.
- map out their own possible pathway to becoming a GP/RG.

## THE PLEDGE

Your common starter; song, yoga, games...

## TARGET

☐ Y3-4 ☒ Y5-6

## KEY THEMES ADDRESSED

- Well-being and identity
- Health literacy
- Leadership

## RESOURCES AND PREPARATION

- 4 A3 sheets each with one of these headings:
  - Day-to-day illness and injuries.
  - Dealing with emergencies.
  - Chronic disease. prevention and support.
  - Mental health and well-being.
- Placemat consensus template for each group.
- Matching game.

## REFLECTION

Ask students to reflect on:

- whether they are already on the pathway to becoming a GP/RG and why.
- what would be the best part of being a GP/RG.

## YOUR COMMON TAIL