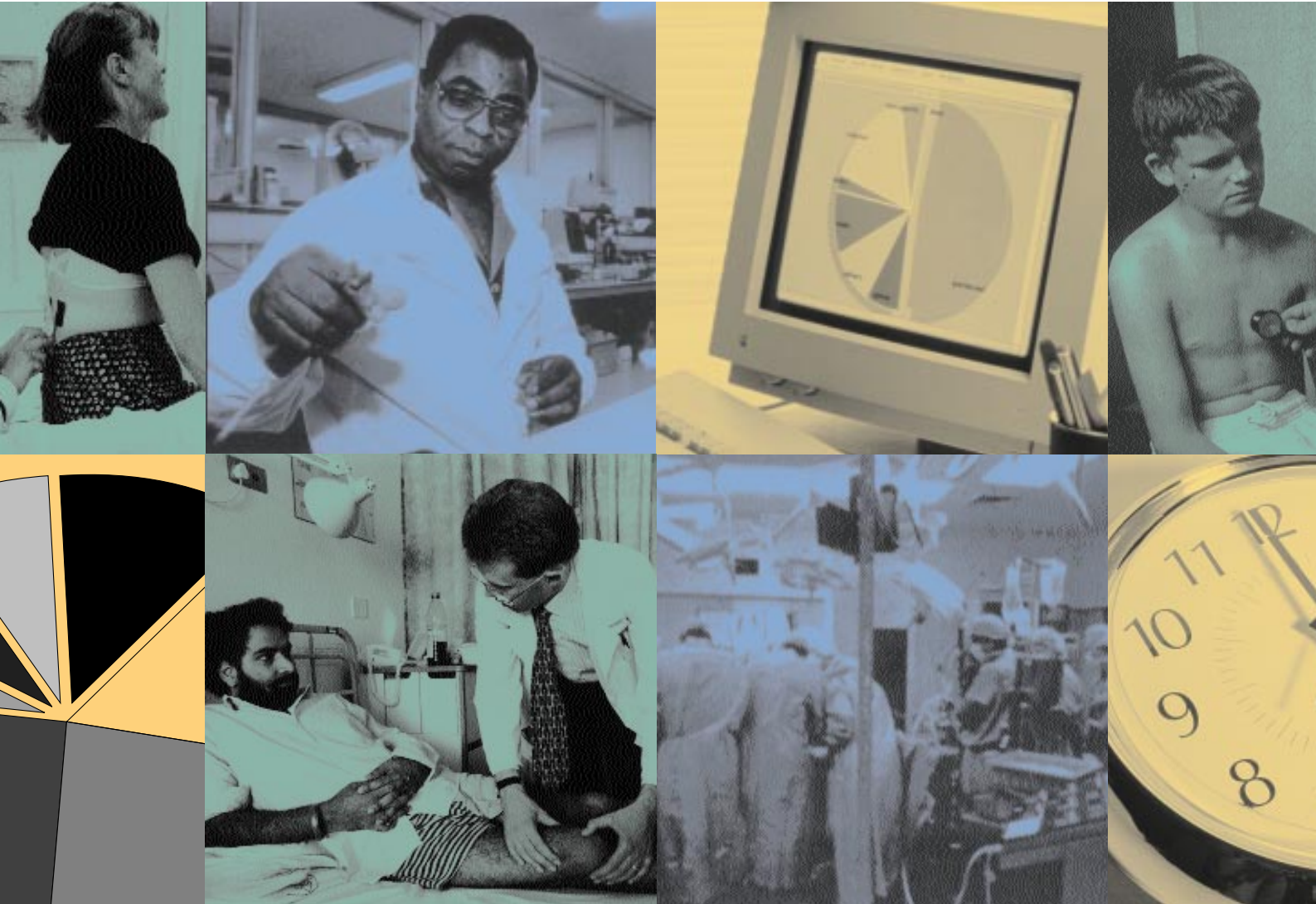


# Teachers' Notes



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## **Acknowledgements**

With thanks to Lincolnshire Health for originating the idea and providing support for its production. And with thanks to all those who have contributed to the project.

Author: Hilary Tunncliffe

# Introduction

## AIMS

### The aims of this pack are:

- To introduce the NHS and how it works to a young audience in a lively and appropriate way
- To outline the challenges facing the service and the reasons for them
- To place current health provision in the context of the history of healthcare
- To encourage personal responsibility for health
- To encourage students to use the NHS responsibly
- To make students aware of some of the services available to them
- To make students aware of what they can expect from the service

This resource consists of a video overview and three booklets with accompanying teachers' notes. It has been designed to be as flexible as possible and can be used in many different curriculum areas. There are also opportunities to practise and assess key skills. These opportunities are marked on the worksheets with symbols denoting which key skill is being used.

The pack can also be used for delivering cross-curricular themes such as Citizenship, Personal and Social Education, Economic Awareness and Careers. Some of the material in this pack can also contribute to a drugs education programme.

Where there are specific curriculum links for a worksheet they are identified by their initial character.

KEY SKILL	SYMBOL
Communication	
Numeracy	
Working with others	
Problem-solving	
Improving your own learning and performance	
Information technology	

CURRICULUM LINK	SYMBOL
Careers	<b>C</b>
History	<b>H</b>
Science	<b>S</b>
Geography	<b>G</b>
Physical education	<b>PE</b>



## B A C K G R O U N D I N F O R M A T I O N

# *The NHS – what it is and how it works*

More than 90% of first contacts with the NHS are with a member of a Primary Health Care Team, that is a family doctor (general practitioner, GP), practice nurse, community nurse, health visitor or any of the other health professionals who work in the local surgery. Pharmacists, dentists and optometrists also work at the primary level and can be an important first point of call. Whilst most people's needs can be met at this level some may need to be referred on to one or more of the wide range of more specialist services available from a local NHS Trust. But the Primary Health Care Team is concerned with more than just treating sick patients, its members are increasingly involved in promoting health through special clinics and health education programmes. Over the next few years as the Service evolves doctors and nurses will form Primary Care Groups which will take on more responsibility for agreeing with local Trusts the range of services required to meet local healthcare needs.

While Primary Care Teams may be the first point of call, secondary care, managed from NHS Trusts, deal with anything from simple health advice to some of the most sophisticated high-tech intensive treatment in the world. Some services which do not require the facilities of a large hospital are based locally in health centres, clinics, community hospitals, and can often support people in their own homes. General hospitals, found in many large towns and cities, cover most forms of acute treatment and there are regional and national centres of expertise for more specialised care. Some hospitals with teaching commitments are attached to universities although medical and nurse education also takes place in many other institutions.

With around one million employees the list of different professions in the NHS is lengthy, including doctors, dentists, pharmacists, optometrists, community and specialist nurses, health visitors and staff from the professions allied to medicine (PAMs) such as physiotherapists, radiographers, podiatrists, speech and language therapists, counsellors, occupational therapists, psychologists and many others. In addition there are thousands of staff who keep the NHS running 24 hours a day 365 days of the year, such as managers, information technologists, architects, engineers, caterers, domestic and security staff.

Trusts are managed locally. They have their own boards with members drawn from the surrounding community. At present they make agreements with Health Authorities for services to be provided but increasingly the Primary Care Groups will become involved in this process.

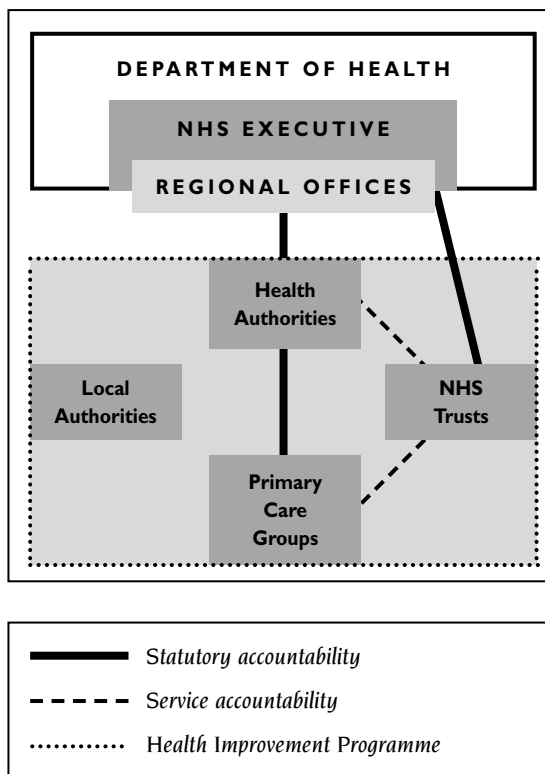
The Health Authorities (currently around 100 in total), whose members include both health professionals and local people, represent the next level of the Health Service. They are responsible for the health services of the population in a defined geographical area. Their function is to assess the health needs of the population and then to make arrangements to provide services, from NHS Trusts and others like the voluntary organisations, to meet the needs. As the Primary Care Groups develop and take on more of the commissioning role the number of Health Authorities will reduce. They will concentrate on the assessment of need and will produce a Health Improvement Plan with input from the Primary Care Groups, NHS Trusts and Local Authorities.

Overall health policy is determined by the Secretary of State for Health and a team of Ministers at the Department of Health, who take ultimate responsibility for all health related matters. Translation of policy into practice lies with the NHS Executive, part of the Department, which provides strategic management for the NHS. The Executive has eight regional offices which, in turn, liaise with the Health Authorities in their regions.

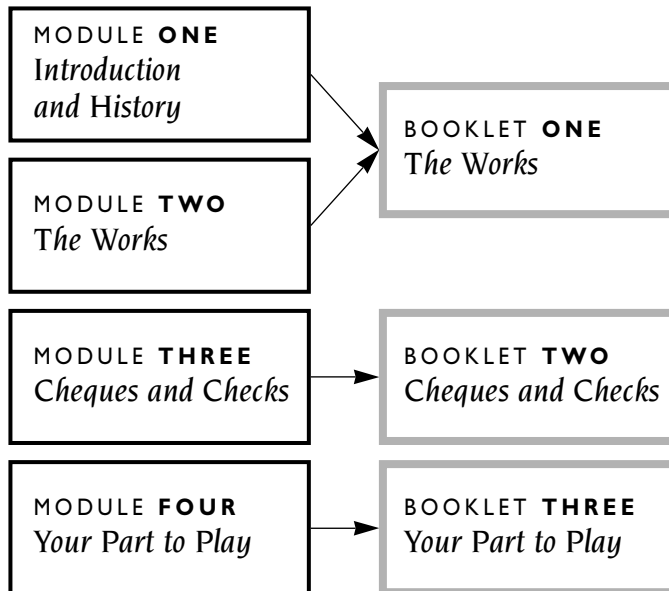
This is the NHS in England. Its structure and management is different in Northern Ireland, Scotland and Wales. In Northern Ireland both health and social services are managed through the Health and Social Services Department which is part of the Northern Ireland Office. In Scotland, Health Boards, which have broadly the same functions as Health Authorities in England and Wales, receive resources through the Scottish Office and in Wales, Health Authorities are funded through the Welsh Office.

The NHS has changed many times in its fifty year history. Many types of care possible today could not have been imagined fifty years ago. To ensure that the service continues to meet expectations and to provide high quality care to the whole population of the UK it is evolving to meet the challenges of the next century.

### How the NHS will evolve



# The Health Zone



Each module lasts for approximately ten minutes and can be used as stimulus material for more detailed work. It is recommended that the video is used in modules with the booklets rather than watched in its entirety. The booklets contain photocopiable resource materials which can be used to follow up the video, or can be used independently. These teachers' notes provide the answers to the quizzes, suggestions for use in the classroom, and further activities for extension work.

## OUTLINE OF THE VIDEO CONTENTS

### MODULE ONE *Introduction and History*

This module introduces the NHS, explains when it was formed, and looks at changes in healthcare over the years. It shows a 19th-century operating theatre and mentions recent technological changes in healthcare and medical techniques. Pensioners, including a nurse, are interviewed about healthcare pre-NHS.

### MODULE TWO *The Works*

This module attempts to give some idea of the diversity of the service. It introduces primary and community care through interviews with a family doctor and a health visitor, and goes on to look at acute care by visiting a hospital day surgery unit and a ward in a large hospital. A hospital Medical Director discusses his role, and there is an interview with a Director of Public Health. The video links to Module Three by beginning to explain how Health Authorities work.

### MODULE THREE *Cheques and Checks*

This module explains NHS funding and explores priority-setting, looking at how decisions are made about where resources are spent. There are interviews with a Chief Executive of a Health Authority, and of a large NHS Trust.

### MODULE FOUR *Your Part to Play*

This module explores the idea of a partnership between the NHS and its patients, and outlines the expectations of both patients and the NHS. It also shows how people can become involved through patient participation groups or by becoming members of Community Health Councils.

# The Works







## Objectives

Booklet One puts the founding of the National Health Service into historical context. The NHS is only one factor, albeit an important one, which contributes to the health of the nation. Public health measures like clean water, sewage disposal and food hygiene also make a major contribution and are regulated by non-NHS bodies. This booklet is intended to show some of the diversity of the NHS, the range of services provided, the high level of professionalism and technical competency required and some of the career opportunities.

## Suggestions for use in the curriculum

Worksheet 1 is designed for use with video modules 1 and 2. The other worksheets can be used in many different curriculum areas, including PSE. Worksheets 2, 3, 4 and 5 will be of relevance to students studying GCSE History (History of Medicine) and to Science students studying disease. Worksheets 7 and 8 look at the world of work and the different jobs within the NHS and will be useful as an awareness-raising exercise for Careers education.

## Possible opportunities for practising Key Skills

WORKSHEET	1	2	3	4	5	6	7	8
 Communication		✓		✓				
 Numeracy	✓					✓	✓	
 Working with others		✓		✓	✓		✓	
 Problem-solving								
 Improving own learning			✓		✓	✓		✓
 IT		✓					✓	

---

## WORKSHEET ONE



**ACTIVITY:** Comprehension questions from video, sorting exercise on the structure of the NHS.

Your students may need to watch the video, make notes, then attempt the worksheet and be given the opportunity to watch the video again to check their answers.

### Answers

1. £600 million – just under 2% of total £40 billion.
2. 1948.

**STRATEGIES:** sorting information.

### Extension Work

Investigate the role of the pathologist in the hospital and what cases he or she would deal with.

---

## WORKSHEET TWO

*Curriculum links* H • S

### Fact or fiction?



**ACTIVITY:** True/false quiz about healthcare ideas and inventions.

### Answers

*All these facts are true.*

**STRATEGIES:** working with others.

### Extension Work

Ask your students to research more strange facts and make up some fictitious ideas. They could then construct their own quizzes and try to design a computer game using their facts.

Arrange a visit to a local museum and investigate what information is available on public health or the history of medicine in your local area.

---

## WORKSHEET THREE



*Curriculum links* H • S

### The history of good health

**ACTIVITY:** Information on major events that have contributed to the development of the healthcare system and their impact on health status, to sort and put on a time line.

**STRATEGIES:** sorting information, research.

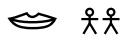
### Extension Work

Students can choose a medical advance and then research into other events of the year, so that they can produce a front page of a newspaper which includes other news of the time, as well as their article about their chosen medical advance.

Students could construct another time line or add to the existing line which includes major epidemics and other medical problems, e.g. 1985 – first case of BSE reported, bubonic plague, first AIDS cases.

---

## WORKSHEET FOUR



*Curriculum links* H • S

### The changing face of surgery

**ACTIVITY:** Two photographic sources of surgical operations in the 19th century and present day; questions on comparison.

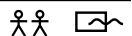
**STRATEGIES:** observation, comparing source material, research.

### Extension Work

Ask students to design an operating theatre of the future; ask them to list all the advances they have shown and justify their ideas.

---

## WORKSHEET FIVE



*Curriculum links* H • S

### Improving health for all



**ACTIVITY:** Source photographs of street scenes (19th-century and present-day), graphs showing the incidence of diseases over time, questions relating to these images.

**STRATEGIES:** observation, comparing source materials, research.

### Extension Work

Your students could research into the spread of a modern disease such as meningitis or HIV and AIDS. Discuss the strategies that are being used to slow down the spread of these diseases.

---

## WORKSHEET SIX

### An accident, 1898

### An illness, 1938

**ACTIVITY:** Stories of accidents/illnesses and subsequent treatment in 1898 and in 1938, numerical questions, task of writing a story.

**STRATEGIES:** numerical calculations, imaginative writing, research.

#### Answers

- $(18/105) \times 100 = 17\%$ .
- $17\% \times £250 = £42$ .

### Extension Work

Students could write an imaginative story about what might happen if you were to have an accident in 2048.

---

## WORKSHEET SEVEN

### Curriculum link c

### Working in the NHS

**ACTIVITY:** Information about working in the NHS, a story about a hospital treatment, with related questions for each of them.

**STRATEGIES:** graph work, group work.

### Extension Work

Your students could choose three jobs that they have identified as interesting to them. They could research these jobs in the careers library to find out the entry qualifications for each of them.

---

## WORKSHEET EIGHT

### Curriculum link c

### Who's who at the hospital

**ACTIVITY:** List of hospital/health departments and ailments for mix-and-match exercise.

**STRATEGIES:** sorting information.

#### Answers

- General Surgery – appendicitis
- Urology – bladder infection
- Orthopaedics – a broken leg
- Ear, Nose and Throat – deafness
- Ophthalmology – a 'lazy' eye
- Oral Surgery – removal of a wisdom tooth
- Plastic Surgery – removal of a birthmark
- Dermatology – psoriasis
- Cardiology – severe chest pains
- Paediatrics – six month-old baby with whooping cough
- Rheumatology – arthritis
- Oncology – cancer
- Genito-urinary Medical – a sexually transmitted disease
- Obstetrics – having a baby
- Gynaecology – abnormally heavy periods
- Accident & Emergency – a road traffic accident
- Radiology – treatment for cancer
- Speech and Language Therapy – a stutter
- Counselling – bereavement
- Podiatry – ingrowing toenails
- Physiotherapy – sports injury
- Psychology – agoraphobia
- Psychiatry – mental illness
- Gerontology – senile dementia

### Extension Work

Students could write a guide for their local hospital outpatient department, explaining in simple terms what each department of the hospital does.

### Further activities

Five extension activities.

These have been included to give students the opportunity to take a health-related matter out of the classroom, and do some research in the local area to increase their awareness of the availability of NHS services and related health issues.

# Cheques and Checks

## Objectives

The main objective of Booklet Two is to explore the economics of healthcare provision. Recent advances in clinical medicine; drug costs; the changing characteristics of populations; and rising public expectations all put pressure on resources, and so difficult decisions have to be made about how money is distributed across the services provided. Students should also be made aware that clinicians' decisions about treatment are based on clinical evidence and that patients are involved in these decisions whenever possible.







It is hoped that by exploring the issues raised in these worksheets, students will gain valuable practice in weighing a number of factors in decision-making and in taking different opinions into consideration. They should acquire an increased understanding of how the service works, and of how different pressures contribute to decisions, and they should begin to look for underlying factors in the coverage of health issues in the media.

## Suggestions for use in the curriculum

Much of the booklet provides an opportunity to teach important cross-curricular themes such as economic understanding and citizenship through the theme of the NHS within a PSE course.

Worksheet 1 is designed for use with video module three. Worksheet 2 can be used in Geography and Humanities to look at population statistics, and provides practice in interpreting population graphs. Worksheets 6, 7 and 8 provide useful material for Ethics courses and allow opportunities to practise decision-making and debating skills.

### Possible opportunities for practising Key Skills

WORKSHEET	1	2	3	4	5	6	7	8	9	10
 Communication	✓			✓		✓	✓			✓
 Numeracy		✓	✓	✓	✓					
 Working with others	✓	✓	✓			✓	✓	✓	✓	✓
 Problem-solving						✓	✓			
 Improving own learning										✓
 IT										

---

**WORKSHEET ONE**


**ACTIVITY:** Comprehension exercise based on the content of video module three.

**STRATEGIES:** group work

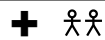
**Answers**

1. About 1 million people.
2. £40 billion.

**Extension Work**

Students could research into their local Health Authority funding.

---

**WORKSHEET TWO**


**Curriculum link G**

## How the NHS spends its money

**ACTIVITY:** Pie chart on NHS spending by age group, population graphs of 1931 and 1991, comprehension questions.

**STRATEGIES:** numerical work, group work.

**Answers**

1. £16,823 million.
2. Approximate percentages
 

Births	6.91%
0-4	7.52%
5-15	6.82%
16-44	26.87%
45-64	22.02%
65-74	18.41%
85+	11.44%
3. 5-15  $1148/11 = £104.36$  million  
16-44  $4520/29 = £155.86$  million

Population graph answers

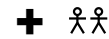
Approximate percentages

1. 1931 24%  
1991 19%
2. 1931 9%  
1991 15%
3. 1931 85.4%  
1991 65.8%

**Extension Work**

Students can compare the population graph of the UK with a population graph of a developing country. They can suggest reasons for the differences. What are the implications for healthcare in developing countries?

---

**WORKSHEET THREE**


## Who gets what – comparing costs

**ACTIVITY:** Comparative costs of different treatments, comprehension questions, decision-making exercise.

**STRATEGIES:** decision-making, numerical work, group work.

**Answers**

1.  $£17,000/52 = £326.92$  per week.
2.  $£1,500 \times 7 = £10,500$  per week.
3.  $£18,500/326.92 = 56.6$  weeks.
7.  $£100.00 \times 10 = £1,000.00$ .
9. One week = £700.00; one month = £2,800.00; one year = £36,000.

NB: These are values which have been created for this exercise but are typical of those in use. Real figures vary considerably, depending upon how the data is collected and how costs are calculated.

---

**WORKSHEET FOUR**  **+**

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## *The costs of one condition – asthma*

**ACTIVITY:** Data on the cause, effect, medical and social costs of asthma, comprehension questions.

**STRATEGIES:** numerical work, leaflet producing.

### **Answer**

2. £41.2 million.

### **Extension Work**

Students could interview an asthmatic whom they know. Find out what medication he or she takes, and how often, and how having the condition affects their life.

### **Science**

Using a peak flow meter, compare the different peak flow rates of the people in a class.

---

**WORKSHEET FIVE** **+**

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## *How do we do?*

**ACTIVITY:** Excerpt from an NHS performance guide, comprehension questions.

**STRATEGIES:** analysing data.

### **Answers**

1. North West Anglia Healthcare NHS Trust  
Lifespan Health Care Cambridge NHS Trust.
2. Nuffield Orthopaedic Centre NHS Trust
3. None.
4. 24.

### **Extension Work**

Ask your students to write out a list of advantages and disadvantages of publishing league tables. What other factors could be used with the table?

---

**WORKSHEET SIX**   **?**

---

## *Difficult decisions 1*

**ACTIVITY:** Case histories of people waiting for liver transplants, questions about prioritising who receives an organ transplant.

**STRATEGIES:** prioritising, decision-making, group work.

**NOTE:** There are no 'right' answers to this worksheet. The idea is that students should be aware of how difficult the decision-making process can be. They may discuss the relative merits of using age, individual circumstances, lifestyle, and number of dependants.

### **Extension Work**

Your students could write down a list of criteria that they think should be considered when deciding whether a person should be given priority for medical treatment.

---

**WORKSHEET SEVEN**   **?**

---

## *Difficult decisions 2*

**ACTIVITY:** Case histories of people wanting cosmetic surgery, task of arguing the case for one person by writing a letter.

**STRATEGIES:** decision-making, formal letter writing.

### **Extension Work**

Students could talk to a local doctor or practice nurse.

---

**WORKSHEET EIGHT**

### *Difficult decisions 3*

**ACTIVITY:** Decision-making exercise on 'non-essential' treatments, task to choose which one to offer.

**STRATEGIES:** research, group work, debate.

#### **Extension Work**

Your students could write a letter to the Community Health Council Chief Officer or the Director of Public Health asking him or her to come in and give a talk.

---

**WORKSHEET NINE**

### *Paying for the NHS*

**ACTIVITY:** List of suggestions on how to raise money for the NHS, questions to discuss advantages and disadvantages of each suggestion.

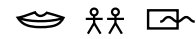
**STRATEGIES:** group work.

#### **Extension Work**

Students could contact the local offices of the main political parties to ask them to send any information about their NHS policies. Compare their strategies on how they propose to fund the NHS.

Discuss the role of charities and voluntary organisations. Consider the fact that good intentions are sometimes frustrated, as when a club raises money for a CT scanner but the hospital doesn't have the staff available or current budget to use it. Discuss how this could be avoided.

---

**WORKSHEET TEN**

### *Care in the community – who wants it?*

**ACTIVITY:** Information and role-play cards about a proposed accommodation for people with learning disabilities in a residential area.

**STRATEGIES:** research, role-play

#### **Extension Work**

Students could investigate the policies on provision of housing/facilities for people with learning disabilities in their own area.

# Your Part to Play

## Objectives







The objectives of Booklet Three are:

- to make students aware that healthcare is a partnership between health professionals and the patient – the professional can offer advice, but treatment will be effective only if the advice is heeded.
- to show how everybody can contribute to the development and delivery of the service.
- to demonstrate how being healthy and fit can contribute to reducing the demand for services and promote good self-esteem.

## Suggestions for use in the curriculum

Worksheet 1 is based on the content of video module four and can be used as an introduction to the work in this booklet. Worksheets 2, 3, 4 and 5 could be used as part of a health education course in Science and PE as well as in PSE modules.

## Possible opportunities for practising Key Skills

WORKSHEET	1	2	3	4	5	6	7	8	9	10	11
 Communication	✓					✓		✓			✓
 Numeracy		✓		✓	✓					✓	
 Working with others	✓	✓	✓	✓		✓		✓	✓		✓
 Problem-solving			✓		✓		✓	✓			
 Improving own learning						✓		✓			
 IT			✓	✓					✓		✓

---

**WORKSHEET ONE**

**ACTIVITY:** Comprehension exercise on video content of Module 4.

**STRATEGIES:** discussion and group work.

**Extension Work**

Design two other job adverts for other jobs in the NHS.

---

**WORKSHEET TWO**

**Curriculum links S • PE**

*Life – a risky business*

**ACTIVITY:** Looking at the risks attached to different activities, questions.

**STRATEGIES:** analysing data, constructing tables, discussion.

**Answers**

*Injecting illegal drugs – high risk*

*Smoking ten cigarettes a day – moderate risk*

*Mountain climbing – low risk*

*Driving a car – low risk*

*Playing soccer – very low risk*

**Extension Work**

Taking drugs can lead to addiction. What are the risks associated with drug-taking and the methods used? Ask students why addiction dramatically increases the risks involved.

Ask students to think of different types of activity that people undertake voluntarily, such as bungee jumping. Explain why the **risk** of harm is negligible but the harm it can cause is great.

Examine some life insurance policies. You will see that they have exclusions for certain activities. For each one ask your students to estimate the **risk** of harm and the **degree** of harm.

---

**WORKSHEET THREE**

**Curriculum link s**

*Physical activity for life*

**ACTIVITY:** The beneficial effects of physical activity, task of writing age-specific A4 leaflet.

**STRATEGIES:** producing leaflet for target age group, decision-making. IT opportunity to desktop-publish the leaflet.

**Extension Work**

Your students could interview people from their chosen age group. Find out how often these people exercise, and if they don't, collect a list of reasons why. They could then use this information to develop their leaflet.

Students could contact their local health centre and offer to make a display of the leaflets in the waiting room. Students could photocopy the leaflets and send them to clubs or schools which cater for the chosen age group. They could fund this by organising a fun run or sponsored aerobics session at school.

---

**WORKSHEET FOUR**

*How fit are you?*

**ACTIVITY:** Measuring fitness using resting pulse rate. Comparison of pulse rates of a group, comparing gender and amount of exercise.

**STRATEGIES:** data collection, analysing data, evaluation of data. IT opportunity to display information in spreadsheet format for sorting.

**NOTE:** It is important to keep the data anonymous so that less fit students are not identified to the rest of the group.

**Extension Work**

Students could carry out a survey to see if their parents' pulse rates are different from their own.

## Science

Students could design an experiment, which is a fair test, to compare pulse recovery times among a group of people. The data collected could be presented in graph form. Ask the students to consider factors which will affect results, and how these can be allowed for in the analysis of the data.

Students could work out a four-week fitness programme and then check their rates again.

## Information Technology

Students could design and construct a spreadsheet on a computer that would work out a person's maximum pulse rate and 60% of this maximum so that they can train effectively.

It has been shown that three exercise sessions a week, lasting at least 20 minutes at more than 60% of a person's maximum pulse rate, will improve cardiovascular fitness very effectively.

Maximum pulse rate can be worked out as 220 minus the age of the person, so if they are 15, their maximum pulse rate will be 220 minus 15 which equals 205.

## PE

In their PE lessons, students can carry out a series of different fitness tests, such as the step-up test, shuttle run, one-mile run. Compare the results.

---

## WORKSHEET FIVE + ?

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### Goal!

**ACTIVITY:** Assessing how healthy students are (lifestyle) and setting realistic targets for improvement.

**STRATEGIES:** decision-making, target-setting, planning.

**NOTE:** This should be undertaken as a personal exercise plan. Care should be taken to emphasise setting realistic goals for improvement.

## Extension Work

Students can design a three-month improvement programme for a 40 year-old 'couch potato' who wants to get fit, taking into consideration the lifestyle the person may be leading and what amenities and time they would have available.

---

## WORKSHEET SIX

---

### Getting the most from your doctor

**ACTIVITY:** Preparation for a doctor's appointment, comprehension exercise, role-play cards.

**STRATEGIES:** role-play, observation.

## Extension Work

Students could write a letter to one of their local doctors inviting him or her in to take part in a question-and-answer session about their work. Students could find out how patients can help doctors to do their job more efficiently. Students, as a group, could prepare a list of questions to ask the doctor.

Students could look up three diseases in a medical dictionary and make their own role cards and diagnosis sheet.

---

## WORKSHEET SEVEN

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### What are your rights?

**ACTIVITY:** True/false quiz on patients' rights.

**STRATEGIES:** decision-making.

### Answers

1. True.
2. True – You have the right to be offered a health check when you join a family doctor practice for the first time if you are between 16 and 74 and you haven't seen your doctor in the last three years, or once a year if you are over 75.
3. False – You are only entitled to free drugs and medicines if you are a pensioner, under 16 (or under



19 if in full-time education), pregnant or a nursing mother, or if you have one of a number of specific conditions (e.g. diabetes), or are on income support or family credit.

4. False – Only in emergencies, if you prefer it, can you expect to be placed in a single-sex ward, but sometimes this is not possible. You can expect single-sex washing and toilet facilities. You have the right to be told what is planned for you before admission.
5. True – You can expect an ambulance to arrive within 14 minutes in an urban area, 19 minutes in a rural area.
6. True.
7. True.
8. True.
9. True.
10. True.

NB: 6–10 are true, but records only date from 1990.

### Extension Work

Write to the Health Authority or local NHS Trust for information on your rights and responsibilities.

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## WORKSHEET EIGHT ?

### 999 – a service for us all

**ACTIVITY:** A number of situations which may or may not need an ambulance.

**STRATEGIES:** decision-making, group work, discussion.

### Answers

3, 9, 10, 11 and 12 need an emergency ambulance.

### Extension Work

Students could contact their local ambulance service, then they could compile a list of all the situations which definitely would need an emergency ambulance. A representative from the Ambulance Service may come in and visit if asked.

Mark on a map the location of ambulance stations and see how they relate to the main roads and the centres of population.

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## WORKSHEET NINE

### The patient partnership

**ACTIVITY:** Information about the expectations of the NHS from its patients and vice versa, comprehension questions, poster design task.

**STRATEGIES:** group work, design work.

### Extension Work

Students could construct and carry out a survey in school with pupils and teachers about their expectations of the NHS. Students could look at their local HA annual report – have they carried out any surveys? Why?

Students could look at the results of the national patient survey.

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## WORKSHEET TEN

### When things go wrong

**ACTIVITY:** Information on the nature of complaints received by the NHS, complaints procedure.

**STRATEGIES:** discussion, analysing data.

### Extension Work

Students could find out from the local Trust how many letters of praise and thanks they receive. Compare this with the number of complaints.

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## WORKSHEET ELEVEN

### The Community Health Council

**ACTIVITY:** Information on CHCs and their role.

**STRATEGIES:** IT, group work, communication.

### Extension Work

Students could prepare a job description for a volunteer CHC representative.

# Where to find out more

This is an information sheet containing useful contacts.

## Health Information Service

**0800 66 55 44**

**Department of Health  
Public Information Line  
0171 210 4850**

**Association of Community  
Health Councils  
0171 609 8405**

**NHS Confederation  
0121 471 4444**

**Kings Fund London  
0171 307 2568**

**Citizens Advice Bureau  
0171 833 2181**

## Libraries!

The public library may have a wider range of learning resources on topics such as the NHS than the school library can offer. Getting pupils to use libraries encourages them to develop their skills in formulating questions, and finding, analysing and critically evaluating information from a variety of sources. Libraries can help students tackle GCSE projects by showing them how to plan their information search and locate and gather evidence.

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# Glossary

**Accident and Emergency** – the department in hospitals which gives first-aid and emergency treatment after accidents.

**Amputation** – the surgical removal of a part of the body (e.g. finger, arm, leg).

**Anaesthetics** – the science of anaesthesia – putting patients to sleep or numbing the pain by gas or injection.

**Anatomy** – the study of the various parts of the body, usually learned by dissecting it.

**Antiseptics** – substances which stop the growth of harmful microbes such as bacteria.

**Blood transfusion** – giving someone else's blood to a patient to aid recovery.

**Cardiology** – the study of the structure, function and diseases of the heart.

**Cholesterol** – a fatty substance, one type of which furs up the arteries and is linked with an increased risk of a heart attack or stroke.

**Cleft palate** – a disorder where a child is born with the roof of their mouth incomplete, often associated with a hare-lip, where the top lip is also not completely formed.

**Cosmetic surgery** – surgery which repairs or covers up flaws that are disfiguring but not necessarily life-threatening.

**Curative therapy** – treatments such as drugs, surgery or radiotherapy that aim to cure a disease.

**Dermatology** – the study of the structure, function and diseases of the skin.

**Ear, nose and throat** – the study of the structure, function and diseases of ears, noses and throats.

**Genito-urinary medicine** – the study of diseases affecting the genital (reproductive) regions of the body.

**Gerontology** – the study of diseases in older people.

**Gynaecology** – the study of diseases affecting women.

**Herbalist** – someone who uses natural substances to help relieve the symptoms of a disease.

**Hypoglycaemia** – low blood sugar level, for example in a diabetic who has not eaten recently, or who has used too much insulin.

**Immunisation** – making someone immune (protected against disease) by injecting or introducing orally a dead or harmless dose of the disease-causing organism into the body.

**Infant mortality rate** – the number of people who die when they are babies or very young.

**Obstetrics** – the care of women during pregnancy and childbirth.

**Oncology** – the study of cancers.

**Ophthalmology** – the study of the structure, function and diseases of the eyes.

**Oral surgery** – surgery of the mouth.

**Orthopaedics** – a branch of surgery that cares for people with bone or joint problems.

**Paediatrics** – the study of children's diseases and disorders.

**Pathology** – the study of disease and the changes caused by diseases in the body.

**Pharmacist** – a person trained to sell and dispense medicines safely.

**Phonendoscope** – a device that enters the body to view it and apply sound energy.

**Physiotherapy** – a branch of treatment using physical methods to help healing, such as massage, exercise, heat treatment.

**Pityriasis Rosea** – a harmless skin disease, cause unknown.

**Plastic surgery** – surgery which is concerned with restoring a lost part, or repairing a disfigured part, of the body.

**Pollutants** – substances affecting the air, water or land, which shouldn't be there and can harm our health (e.g. exhaust fumes, poisons, chemicals).

**Preventative** – aimed at stopping a disease before it starts.

**Psoriasis** – a common skin disease in which some skin cells are renewed more quickly than normal.

**Psychiatry** – the study and treatment of mental disease.

**Psychology** – the study of behaviour and mental processes.

**Rheumatology** – the study of joints, muscles and the diseases associated with them.

**Shingles** – a viral skin disease caused by the chickenpox virus.

**Urology** – the study of the structure, function and diseases of the urinary system (kidney, bladder, etc).

**Vaccination** – the process of inoculating people against disease to stop them catching it.

**Vaccine** – the substance which is given to a person to make them immune to a disease.



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