

# ALL:Who Wants to be a Health Care Worker? (HST)

## Summary

This activity may be used in any TLC Rotation exploring the five health care pathways. Students will play a game (adapted from Who Wants to Be a Millionaire) as a review of careers found in the five pathways of health care.

## Main Core Tie

FCS 6th Grade

[Strand 6](#)

## Time Frame

1 class periods of 45 minutes each

## Group Size

Large Groups

## Materials

- 1- Simulated "Who Wants To Be A Millionaire" PowerPoint Game titled "Who Wants To Be A Health Care Worker?"
- 2- Method of Scoring

## Background for Teachers

Teachers should review the PowerPoint presentation on the Introduction for Health Care Occupations (Careers)for a greater understanding of health care careers, five pathways, and Utah's Health Science and Technology Education Program of Study.

## Instructional Procedures

1. Divide the class into two teams. Choose team captains and name the teams.
  2. Give students directions on the game and review the health care pathways.
- There are five basic areas in the field of health care:

- **Therapeutic:**

Maintain or change the health status of the patient over time.

- **Biotechnology Research and Development:**

Use scientific and technical advancements to enhance diagnostic and therapeutic activities in health care.

- **Diagnostic:**

Create a picture of patient health status at a single point in time.

- **Support Services:**

Provide a therapeutic environment for the delivery of health care.

- **Health Informatics:**

Provide functions that support and document patient care.

3. In addition to the pathways, there are many other questions covering basic health care and health care careers. The object of the game is to achieve the highest possible knowledge level associated with increasingly difficult questions. Reinforce with students just as more education improves a person's employment options in the world of work, (the more education you have the more occupations for which you qualify), the teams that achieve highest level in the game will all be

winners.

4. Each team will have the chance to advance one education level in each round. Each round is comprised of two consecutive right questions. Full rounds will be played to give teams equal opportunities to win with the highest level of education achieved. Questions have been assigned to categories by level of difficulty: Kindergarten, Elementary, Middle/Jr. High, High School, Certificate/Associate, Bachelor's, and Graduate.
5. Each team will be allowed one of each of the three lifelines during the game. For the "Ask The Audience" lifeline, they can poll the rest of their team to see which answer the team thinks is correct. They can also poll the rest of the class to see which answer the class believes is correct. Encourage students to be helpful if they are polled, since their team may also need additional help. To use the "50/50" option, the teacher should click on the 50/50 button to make half of the questions disappear. The teacher must remember to click back on it before they move to the next question. To use the "Phone a Friend" lifeline, the student may use anyone involved in the game, including the teacher to ask for advice in answering the question.
6. The teacher will direct the first question to Team 1, and allow them 20-30 seconds to discuss their response. (You may want to use a stopwatch to keep time. Decide with your class before the game starts what the response time will be). Only the team captain's response will be recognized. The answer should be confirmed by asking, "Is that the team's final answer?" If correct, mark on the board that the team has passed the first level. Move on to a question from the next level, again marking on the board if the team answers correctly. (You may want to appoint a scorekeeper from each team). After two questions, or when a team misses an item, move on to the next team for questioning.
7. The winning team(s) is/are marked on the board. Provide some method of recognition.
8. When using the "Who Wants to be Health Care Worker" PowerPoint, the teacher should click on the diamond to advance to the next question. Do NOT use the space bar.

### Extensions

Discuss items from the game that the students thought were too easy or too hard. What were the very best questions for them to answer? Did they get to use their new knowledge about the four areas of health care? Have students reflect on their team's success. What level of education did they achieve in the game? Ask students to brainstorm a short list of health and related occupations for which they would qualify with their team's level of education. Remind each team that someone with a bachelor's degree would have the option of occupations that require a bachelor's degree or lower - providing many options. People that do not make it through high school have fewer options because they are limited to occupations which do not require much education. If students have the interest and the time, they may want to use Career Futures or other sources of career information to check the levels of education for the occupations on their respective lists. They may also want to compare salaries for those occupations that require a high school diploma versus those requiring a certificate or Associate's, Bachelor's, and Graduate degrees.

### Authors

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