



# **PASSPORT TO HEALTH AND SOCIAL CARE**

## **UNIT 4: INTRODUCTION TO MENTAL HEALTH ELEMENT 4: WORKPLACE VISIT**



# INTRODUCTION TO MENTAL HEALTH

## ELEMENT 4: WORKPLACE VISIT

**DURATION: 1 VISIT MINIMUM**

**YEAR GROUP: KS3/4 OR 5**

### STUDENTS WILL:

- > Understand the workings of the Health and Social Care industry
- > Have a real-life visit of the skills and subjects covered over the unit
- > Meet employers and employees within the Health and Social Care setting
- > Hold 2-way conversation and ask questions around employment
- > Possibly have a go at the skills developed over the unit in a real-life setting
- > Life skills
- > Develop employability skills for future employment
- > Acquire and develop an appropriate vocabulary in written and spoken language
- > Listen to and understand spoken language and use spoken Standard English whenever and wherever appropriate.

### ADDITIONAL NEEDS:

- > Teachers to differentiate according to need

### SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Problem Solving
- > Teamwork
- > Aiming High
- > Creativity
- > Staying positive

### KEY WORDS:

- > Care
- > Health and Social Care
- > Employment
- > Workplace Visit
- > Experience
- > Careers

### RESOURCES FOR ALL LESSONS:

- > Transport
- > Location to visit
- > Pre-prepared pupil questions



## SESSION 1: INDUSTRY VISIT



### ACTIVITIES TO SUPPORT LEARNING

1. The visit to a Health and Social Care setting for this unit must include somewhere that covers the subjects within the unit. The session plan for this is not structured and will be determined by the following, time at location, access to the location, who and how much you can see at the setting, if you can just look or have a hands-on activity.

Therefore, the following is simply suggestions to look at.

- > Ensure student prepare some questions to ask about Health and Social Care and the roles covered in the Unit.
- > Ensure all areas, if possible, can be explored not just what the customer sees but a behind the scene view gives a reality to the role.
- > Ensure you have done a pre site visit or conversation on what and where the students can visit, this will allow you to plan your visit with intent and impact.
- > Find out from the students what they expect to see and learn. At the end of the visit, take time to reflect and see if they found anything out that didn't meet their expectations and thoughts.
- > Complete the end of unit questionnaire, ensure it is on the same questionnaire that was completed at the start of the unit, so that a comparison in learning can be seen.

### LEARNING OUTCOMES

- > Understanding of the role in a real-life setting
- > Understand the difference between soft and hard skills used in each role
- > Employer encounter
- > To hold a conversation with an adult within industry
- > To investigate the Health and Social Care industry
- > To reflect upon their experience

### DIFFERENTIATION AND RESOURCES

- > Transport
- > Questionnaire