



**PASSPORT TO  
HEALTH AND SOCIAL CARE  
UNIT 1: INTRODUCTION TO CARE  
ELEMENT 1: WHAT IS CARE?**





# INTRODUCTION TO CARE

## ELEMENT 1: WHAT IS CARE?

**DURATION: 4 SESSIONS**

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

### STUDENTS WILL:

- > Understand the definition of care
- > Be able to identify types of care
- > Be able to identify types of care organisations
- > Practice and develop skills directly related to Health and Social Care
- > Develop life skills
- > Develop employability skills for future employment
- > Hold employee encounters virtual and face to face
- > Acquire and develop an appropriate vocabulary in writing and spoken language
- > Listen to and understand spoken language and use spoken Standard English when appropriate

### ADDITIONAL NEEDS:

- > Teachers to differentiate according to need

### NOCN QUALIFICATION:

#### NOCN Links:

- > Introduction to Care D/650/0971
- Learning Outcome 1
- Learning Outcome 2

You can gather evidence through using teacher observation and assessment, photos and activities.

### SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Problem Solving
- > Teamwork
- > Aiming High

### KEY WORDS:

- > Care
- > Adult care
- > Childcare
- > Residential care
- > Respite care
- > Physical/learning disabilities

### RESOURCES FOR ALL LESSONS:

- > Computer and internet access
- > Paper, pens, scissors and glue
- > Highlighters/coloured pens
- > Photos of learners
- > **UNIE101** - Mind Map
- > **UNIE102** - Who cares for me?
- > **UNIE103** - Care needs
- > **UNIE104** - Types of care
- > **UNIE105** - Care organisations
- > **UNIE106** - Carer job description



## SESSION 1: WHAT IS CARE?



### ACTIVITIES TO SUPPORT LEARNING

1. What do we mean by the word 'care'?

Ask the students to think of their own definition of care and record their thoughts and ideas on a large piece of paper/whiteboard.

2. Ask the students to look for a definition of care, using dictionaries and online research. How many different definitions can they find?

The word 'care' has several meanings. These are the common definitions:

- **The process of protecting someone or something and providing what that person or thing needs**
- **A system in which people with mental illness or reduced mental ability are allowed to continue living in their own homes, with treatment and help, and are not kept in hospital**
- **Adult social care is the support and services used by people who need support to keep themselves healthy and safe, and to live as independently as possible. Its aim is to help people achieve the quality of life they choose.**

3. Compare the students definitions of care and the definitions they researched. How similar or different were the definitions? Highlight key words or phrases that the definitions have in common.

**TASK VARIATION:** Gather different definitions of care, along with definitions of other words. Encourage students to choose the definitions they think are most appropriate and eliminate the definitions they do not think relate to 'care'.

### LEARNING OUTCOMES

- > Understand the meaning of care
- > Be able to compare the differences between adult care and childcare

#### NOCN links:

- > Introduction to Care D/650/0971
- Learning Outcome 1

### DIFFERENTIATION AND RESOURCES

- > Paper and pens
- > Internet access
- > Highlighters/ coloured pens



## INTRODUCTION TO CARE - ELEMENT 1: WHAT IS CARE?

## SESSION 2: WHO CARES FOR ME?



### ACTIVITIES TO SUPPORT LEARNING

**1.** There might be different words or actions that the students think of when they think of the word 'care'.  
Using the mind map resource, generate the student's thoughts on what other words and actions they think of when they think of the word care. E.g. Kind, looks after me, love, teach, friendly.  
Prompt and support the students to think of how different people in their lives will provide different care needs.

**2.** Ask the students to think about who cares for them.  
Can they think of different people in their life who care for them?  
What do they do to care for them?  
Using the who cares for me resource, encourage the students to complete the activity. There is an example to show the students an idea of people they could include. The activity template has been left blank to allow students to add as many boxes as necessary.

**TASK VARIATION:** Gather photographs of the different people in the student's life and create a personalised 'who cares for me?' resource.

**PMLD TASK VARIATION:** Show photographs of different people and stock images and record the student's reactions to familiar people. If possible, you could also record the voices of different people in the student's life. You may also like to include images and uniforms of emergency services, community nurses, social workers etc.

### LEARNING OUTCOMES

- > Identify different characteristics of care
- > Be able to recognise who provides care

**NOCN links:**

- > Introduction to Care D/650/0971
- Learning Outcome 1

### DIFFERENTIATION AND RESOURCES

- > Pens, Scissors and glue
- > Photos of learners
- > **UNIE101** - Mind map
- > **UNIE102** - Who cares for me?



## SESSION 3: TYPES OF CARE AND CARE ORGANISATIONS



### ACTIVITIES TO SUPPORT LEARNING

1. There are many different types of care for both adults and children. Discuss with the students why they think children and adults may require different types of care.
2. Look at the images from the care needs resource, talk about the people in each of the images. Discuss with the students why they think these individuals may receive care and what care they may need. The activity is to highlight that not all care needs are visible. After the activity, you can then read through the scenario and continue the discussion with the students.
3. Use the types of care resource to work through these activities either in small groups or 1:1.
  - 3a. Can the students identify the different types of care being provided?
  - 3b. Can the students match the images to the labels?
  - 3c. Can the students sort the types of care images into adult care and childcare?
4. Care is provided in different settings and within different organisations. Using the flashcard resource, discuss the types of care organisations and the differences between organisations where care is provided.

**TASK VARIATION:** Adjust level of support, guidance and independence depending on needs of the students for each activity.

**PMLD TASK VARIATION:** Show different types of care images and suggest adult care or childcare, recording their response/reactions.

### LEARNING OUTCOMES

- > Understand why adults and children require different care
- > Identify different care needs
- > Identify different types of care
- > Identify different types of care organisations

#### NOCN links:

- > Introduction to Care D/650/0971
- Learning Outcome 1
- Learning Outcome 2

### DIFFERENTIATION AND RESOURCES

- > Scissors and glue
- > **UNIE103** - Care needs
- > **UNIE104** - Types of care
- > **UNIE104** - Care organisations



## SESSION 4: JOB DESCRIPTION EXPLORATION



| ACTIVITIES TO SUPPORT LEARNING   | LEARNING OUTCOMES   | DIFFERENTIATION AND RESOURCES                      |
|--|---|--|
| <p>Allow the students to look over the job description:<br/>See if they have met any of the skills through the sessions?<br/>Did they find any of the skills easy?<br/>Did they find anything difficult?<br/>Had they completed some of the tasks before?<br/>See if this would be something they would like to do as a job?<br/>For those that wish to, you could hold a mock interview asking questions around the skills they have learned related to the Health and Social Care sector.</p> <p>Use the <a href="#">Your Future Opportunities</a> job directory to search for relevant job profiles within the sector.<br/>You might like to encourage learners to identify and look at:</p> <ul style="list-style-type: none"> <li>• Different job roles</li> <li>• Qualifications required</li> <li>• Local job vacancies</li> </ul> <p><b>ACTIVITIES TO SUPPORT LEARNING:</b><br/>The video below might be useful to use with students for these different sessions. It will be helpful for you to watch prior so you can choose which part of the video to use. You might also find it useful to watch at the end of these sessions to recap.<br/><a href="#">What is care?</a></p> | <p>Skill identification</p> <p>Linking activity to careers and subject learning</p> <ul style="list-style-type: none"> <li>&gt; Speaking</li> <li>&gt; Listening</li> <li>&gt; Reading</li> </ul> | <p>&gt; <b>UNIE106</b> - Carer job description</p> |