



**PASSPORT TO  
HEALTH AND SOCIAL CARE  
UNIT 1: INTRODUCTION TO CARE  
ELEMENT 2: JOBS IN CARE**



# INTRODUCTION TO CARE

## ELEMENT 2: JOBS IN CARE

**DURATION: 4 SESSIONS**

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

### STUDENTS WILL:

- > Identify different jobs in care
- > Understand the responsibilities of a carer
- > 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 3

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

### SKILLS USED FROM SKILLS BUILDER:

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

### KEY WORDS:

- > Care
- > Job role
- > Responsibilities
- > Care worker
- > Labour Market Information (LMI)
- > Gender stereotypes

### RESOURCES FOR ALL LESSONS:

- > Computer and internet access
- > Paper and pens
- > Dressing up costumes and accessories
- > **UNIE201** - Jobs in care
- > **UNIE202** - Carer responsibilities
- > **UNIE203** - Gender stereotypes
- > **UNIE204** - Job roles
- > **UNIE205** - LMI job profiles
- > **UNIE206** - Care worker job description



## SESSION 1: EXPLORING JOBS IN CARE



### ACTIVITIES TO SUPPORT LEARNING

1. There are many different opportunities available to work within the care sector. How many job roles can the students list? Record their suggestions on the jobs in care resource.
2. Using the dressing up costumes and accessories, encourage the students to explore the different costumes and accessories relating to different jobs in care. Students may like to try multiple costumes to explore the different job roles. Are students able to identify the different job roles from the costumes?
3. Allow the students to role play in these job roles. There are different role play activities that the students could act out. For example, using a stethoscope to listen to a patient's heart rate, transporting a patient in a wheelchair, pretending to drive an ambulance.
4. Different job roles in care have different responsibilities. Focusing on the job role of a carer, can the students identify the different tasks and responsibilities a carer might have? There are 4 main areas of responsibilities: personal care, nutrition and fluids, medication and tasks. Using the care responsibilities activity resource, can the students match the different tasks to each of the 4 main areas?

**TASK VARIATION:** Vary the support provided for the activities, encouraging independence where possible.

**PMLD TASK VARIATION:** Explore the costumes texture and noises of different equipment.

### LEARNING OUTCOMES

- > Identify the range of job roles within the care sector
- > Practice different skills and activities through role play
- > Understand the different job roles and their responsibilities
- > Match the care tasks to the care responsibilities

#### **NOCN links:**

- > Introduction to Care D/650/0971
- Learning Outcome 3

### DIFFERENTIATION AND RESOURCES

- > Pens
- > **UNIE201** - Jobs in care
- > Dressing up costumes and accessories
  - nurse
  - doctor
  - porter
  - care worker
  - radiographer
  - hospital cleaner
- > **UNIE202** - Carer responsibilities



## SESSION 2: GENDER STEREOTYPES AND JOB ROLES



### ACTIVITIES TO SUPPORT LEARNING

1. Show the students the images from the gender stereotypes resource, one page at a time. On each page, there are two images of people who work in care. Read the question at the top of each page and encourage the students to choose their answer.
2. After working through the activity, recap on each page as a group and discuss the student's choices and why they chose those answers. You might find that the students will have gender bias and think that only females can be nurses and men can be doctors. This is a good opportunity to create a discussion on their thoughts and opinions. Follow up by watching this [video](#) about male nurses. After watching the video, ask the students if their opinions have changed following the activity and from watching the video.
3. Use the job roles resource flashcards to explore the different job roles available in the health and social care sector. Can the students identify the different job roles and explain what they do? Were there any job roles they hadn't heard of before, or weren't aware were related to care? **Extension:** Research job roles further, find videos and images to explain the job roles and what the job role looks like.

**TASK VARIATION:** Identify each job role for the student and explain what that person may do as part of their job.

**PMLD TASK VARIATION:** Play different sounds found in care settings, for example [hospital noises](#), [machine beeping](#), [people talking](#).

### LEARNING OUTCOMES

- > Identify gender bias and stereotypes
- > Explore and identify job roles in the care sector

**NOCN links:**

- > Introduction to Care D/650/0971
- Learning Outcome 3

### DIFFERENTIATION AND RESOURCES

- > Computer and internet access
- > Paper and pens
- > **UNIE203** - Gender stereotypes
- > **UNIE204** - Job roles



## SESSION 3: EXPLORING LABOUR MARKET INFORMATION



### ACTIVITIES TO SUPPORT LEARNING

1. To find a job in health and social care, there are many different pathways. With the students, explore the Skills 4 Worcestershire 'Your Future Opportunities' website. This labour market information website will allow students to explore the different opportunities available to work within this sector and the different entry requirements for a variety of job roles. Your Future Opportunities
2. Starting on the job sectors page, explore the 'Healthcare and social care' sector page. This will explain what this sector looks like within Worcestershire and suggests different job roles available. Using their complete jobs in care resource from session 1, how many job roles did the students list that match the list on the sector page? Were there job roles that they missed?
3. Follow the link to search the directory and explore the job roles in more detail. Encourage all students to search the directory. You might find it beneficial to filter the search with the qualification traffic light system. For example, you could start with green jobs, which require no formal qualifications and then search through amber and red jobs afterwards.
4. Using the LMI job profiles resource, explore the job profiles and work with the students to record different health and social care job roles that interest them. This might be useful to complete over several sessions due to the length of this activity. Encourage students to record a minimum of 3 different job roles to support the next activity.

### LEARNING OUTCOMES

- > Identify job roles in the care sector
- > Explore entry level job roles in the care sector
- > Explore labour market information for Worcestershire
- > Identify future career opportunities

#### NOCN links:

- > Introduction to Care D/650/0971
- Learning Outcome 3

### DIFFERENTIATION AND RESOURCES

- > Computer and internet access
- > **UNIE201** - Jobs in care
- > **UNIE205** - LMI job profiles



## INTRODUCTION TO CARE - ELEMENT 2: JOBS IN CARE

**ACTIVITIES TO SUPPORT LEARNING**

5. Following on from the previous activity, encourage the students to rank the chosen job roles by preference on which job they would like to pursue as a career. This will prompt a good opportunity to discuss with students their future within this sector and allow you to provide individual support.

**TASK VARIATION:** Choose a selection of job profiles for the students and print them off as examples. Select green, amber and red jobs for students to explore.

**LEARNING OUTCOMES****DIFFERENTIATION AND RESOURCES**



## SESSION 4: JOB DESCRIPTION EXPLORATION



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
<p>Allow the students to look over the job description: See if they have met any of the skills through the sessions? Did they find any of the skills easy? Did they find anything difficult? Had they completed some of the tasks before? See if this would be something they would like to do as a job? 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. 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>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>UNIE206</b> - Care worker job description</p>