



**PASSPORT TO
HEALTH AND SOCIAL CARE
UNIT 2: HEALTH & SAFETY
ELEMENT 3: PRACTICAL ACTIVITIES**



HEALTH & SAFETY

ELEMENT 3: PRACTICAL ACTIVITIES

DURATION: 4 SESSIONS

YEAR GROUP: KS3/4 OR 5

STUDENTS WILL:

- > Recognise health and safety procedures
- > Follow health and safety procedures
- > Understand the importance of clean and tidy work areas
- > 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:

- > Health and Safety Procedures in a Work Environment A/505/1855
- 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 | > Aiming |
| > Speaking | > High |
| > Problem Solving | > Staying Positive |
| > Teamwork | > Creativity |
| > Leadership | |

KEY WORDS:

- | | |
|------------------------|-----------|
| > Health and Safety | > Support |
| > Emergency Procedures | > Clean |
| > Hazard | > Tidy |
| > Help | |

RESOURCES FOR ALL LESSONS:

- | | |
|---|---|
| > Computer and internet access | > PPE - aprons, eye protection, hand gel, masks, gloves |
| > Paper, coloured pencils, pens | > UN2E301 - Health and Safety signs |
| > Workplace role play resources | > UN2E302 - Procedure scenario cards |
| > Range of boxes/items | > UN2E303 - Manual handling |
| > Trolley/hand truck | > UN2E304 - Hand washing |
| > Sink facilities, soap and hand towels | > UN2E305 - PPE |
| > Range of cleaning equipment | > UN2E306 - Cleaning schedule |
| | > UN2E307 - Care Escort job description |



SESSION 1: FOLLOWING EMERGENCY PROCEDURES



ACTIVITIES TO SUPPORT LEARNING

1. We have chosen 4 emergencies for student's to practice in a role play environment. Using the Health and Safety signs resource and any work themed role play resources you have, set up a room to mimic a workplace. Please note, these signs are only to be used in addition to your existing Health and Safety signs within the building.
2. As a basis for these practical activities, please identify your own procedures for these emergencies. If you are able to, download or print any procedures/policies to support you and the students.
3. Choose an emergency: **Fire drill, Accident/injury, Illness and Flood**. Go through each procedure, modeling what they should do and then once the students are confident, ask them to repeat the procedure in a role play setting. Use the procedure scenario cards to support you in setting up the role play setting. These can be completed over a few sessions.
4. Are the students able to follow these procedures correctly and safely? It might be beneficial for students to repeat these activities, depending on the confidence of the students.

TASK VARIATION: All scenario cards can be adapted to meet the physical and learning needs of your students. If needed, focus on one emergency rather than all 4.

PMLD TASK VARIATION: Listen to different sounds and noises - fire alarm, person crying, water rushing. Students can be included and take part in the role play scenarios .

LEARNING OUTCOMES

- > Recognise different emergency procedures
- > Follow emergency procedures safely
- > Listen carefully to instructions
- > Follow step by step instructions
- > Engage in role play scenarios

NOCN links:

- > Health and Safety Procedures in a Work Environment A/505/1855
- Learning Outcome 1
- Learning Outcome 2

DIFFERENTIATION AND RESOURCES

- > **UN2E301** - Health and Safety signs
- > Workplace role play resources - phone, computer, kitchen, desks, etc.
- > **UN2E302** - Procedure scenario cards



SESSION 2: MANUAL HANDLING, HAND WASHING AND PPE



ACTIVITIES TO SUPPORT LEARNING

1. In any work environment, it is important to follow health and safety procedures, to keep you and others safe. These activities will encourage students to practice other procedures.

2. Safe moving and manual handling

Set up a range of different sizes boxes and items of different weights nothing too heavy. Try and pick up too many boxes, exaggerate the struggle and then drop them on the floor dramatically. Ask the students if they can think of how you can safely move these boxes/items to the cupboard. Is there anything you need to help you? Or a particular method you could try? Use the manual handling resource as a flashcard to discuss safe moving and manual handling.

2a. Encourage students to practice safely moving boxes/items from one room to another as well as lifting items safely.

3. Hand washing

Ask the students why hand washing is essential in the Health and Social Care sector. Demonstrate very poor hand washing - hold fingers under water and then shake dry. Ask the students if they think this is effective hand washing. Use the hand washing resource and [watch this video](#) with the students to show effective hand washing.

3a. Encourage students to practice effective hand washing.

LEARNING OUTCOMES

- > Practice safe moving and manual handling
- > Practice effective hand washing
- > Know how to use PPE correctly and safely
- > Listen to instructions carefully
- > Follow step by step Instructions

NOCN links:

- > Health and Safety Procedures in a Work Environment A/505/1855
- Learning Outcome 1
- Learning Outcome 2

DIFFERENTIATION AND RESOURCES

- > Computer and internet access
 - > Range of boxes/ items
 - > Trolley/ hand truck
 - > Sink facilities with soap and hand towels
 - > PPE - aprons, eye protection, hand gel, masks, gloves
 - > **UN2E303** - Manual Handling
 - > **UN2E303** - Hand Washing
 - > **UN2E304** - PPE
- ADDITIONAL RESOURCE:**
- > **P2H UN4E111** - Hand washing
 - > **P2R UN2E210** - Manual Handling



HEALTH & SAFETY - ELEMENT 3: PRACTICAL ACTIVITIES

ACTIVITIES TO SUPPORT LEARNING

LEARNING
OUTCOMESDIFFERENTIATION
AND RESOURCES**4. PPE**

Ask the students why you might wear PPE.

Put the PPE on poorly - drop the gloves on the floor, cough into the gloves, put the mask on under your chin, apron on backwards etc.

Do the students point out your errors? Are they aware as to why this isn't the correct way to put PPE on?

[Watch this video](#) and use the PPE resource to support students in understanding how to put on and remove PPE safely.

N.B. You can start the video from 1:15 and you can jump to the sections appropriate for the learners.

4a. Encourage the students to practice putting on and taking off PPE correctly and safely.

TASK VARIATION: Encourage all students to take part, adapting to students needs and comfort levels. If more suitable, spread out these activities over a few sessions.

PMLD TASK VARIATION: Create a sensory bag with all items and allow students to feel and explore the different items and elements.



SESSION 3: CLEANING AND TIDYING



ACTIVITIES TO SUPPORT LEARNING

1. Set up the classroom to be messy, dirty and with trip hazards. Continue to start your lesson as normal and wait for prompts from students about the appearance of the classroom. What do the students mention? Can they provide a reason as to why the classroom shouldn't be like this.
2. Explain that employees are responsible for keeping the workplace clean and tidy and free from hazards. Ask the students if they clean and tidy their rooms/have chores. What are the students favourite cleaning and tidying activities?
3. Use the cleaning schedule resource with the students to plan their cleaning responsibilities. Encourage the students to identify the different cleaning activities that are needed and assign the students with a role. Complete the cleaning schedule and return the classroom back to normal.
4. To prevent the classroom from getting messy again, ask the students to create a poster to remind everyone how they can keep work areas clean and tidy. They might suggest things like: floors to be kept clean and dry and free from obstructions, rubbish, unused materials and trailing cables, maintain clean desk or work area, do not eat in work areas and recycle materials where possible.

TASK VARIATION: Depending on the students, you may need to model different cleaning techniques before the activity.

PMLD TASK VARIATION: Create a sensory bag with items such as food wrappers, cloths and empty spray bottles and allow students to feel and explore.

LEARNING OUTCOMES

- > Listen to instructions carefully
- > Follow step by step instructions
- > Identify how to keep work areas clean and tidy
- > Practice different cleaning activities

NOCN links:

- > Health and Safety Procedures in a Work Environment A/505/1855
- Learning Outcome 1
- Learning Outcome 2

DIFFERENTIATION AND RESOURCES

- > **UN2E303** - Cleaning Schedule
- > Range of cleaning equipment
- > Paper, pens, coloured pens/pencils



SESSION 4: JOB DESCRIPTION EXPLORATION



ACTIVITIES TO SUPPORT LEARNING

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.

Use the [Your Future Opportunities](#) job directory to search for relevant job profiles within the sector.

You might like to encourage learners to identify and look at:

- Different job roles
- Qualifications required
- Local job vacancies

LEARNING OUTCOMES

Skill identification

Linking activity to careers and subject learning

- > Speaking
- > Listening
- > Reading

DIFFERENTIATION AND RESOURCES

> **UN2E307** - Care Escort job description