



**PASSPORT TO
HEALTH AND SOCIAL CARE
UNIT 3: DIGNITY IN CARE
ELEMENT 1: WHAT IS DIGNITY?**





DIGNITY IN CARE

ELEMENT 1: WHAT IS DIGNITY?

DURATION: 4 SESSIONS

YEAR GROUP: KS3/4 OR 5

STUDENTS WILL:

- > Understand what dignity and person-centred care means
- > Know the importance of dignity and person-centred care in the Health and Social Care sector
- > 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:

- > Assisting at Mealtimes F/650/0972
- Learning Outcome 1

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

SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Teamwork
- > Aiming High
- > Staying Positive
- > Creativity

KEY WORDS:

- > Care
- > Dignity
- > Person-centred care
- > Personalised support

RESOURCES FOR ALL LESSONS:

- > Computer and internet access
- > Paper and pens
- > PowerPoint or similar software
- > **UN3E101** - Dignity in care
- > **UN3E102** - Person-centred care
- > **UN3E103** - Personalised support
- > **UN3E104** - Healthcare Support Worker job description



DIGNITY IN CARE - ELEMENT 1: WHAT IS DIGNITY?

SESSION 1:
WHAT IS DIGNITY?

ACTIVITIES TO SUPPORT LEARNING

1. What is dignity? Ask the students to think about what they think the word means. What words do they think of when thinking of dignity in care? You might like to start by suggesting words like: independence, privacy etc. Write down on a piece of paper or whiteboard suggested words or phrases that students suggest.

2. With the generated list, ask the students to create a word cloud with these words. You can use free word cloud generators online or a paper-based version, whichever format is best for your learners. Students might like to create their own, or to work in pairs with another student.

3. Using the dignity in care website, read through sections titled 'what is dignity in care?' and 'what is dignity?' and share these with the students. Were the students accurate with their definitions and ideas?

4. The website has a word cloud image, put this on the screen for students to see. Compare the word cloud with the ones created by students. Identify the similarities and differences in the words generated. What are the common themes?

TASK VARIATION: Students to create their word cloud from their own word list, rather than using the group generated list.

PMLD TASK VARIATION: Animate an online word cloud so that the words move to create a visual stimuli and encourage students to track the movement.

LEARNING
OUTCOMES

- > Understand and define dignity
- > Create a word cloud
- > Compare similarities and differences between word clouds

NOCN links:

- > Assisting at Mealtimes F/650/0972
- Learning Outcome 1

DIFFERENTIATION
AND RESOURCES

- > Computer and internet access
- > Online word cloud generator:
 - [Monkey Learn](#)
 - [Free word cloud](#)
 - [Word it out](#)
- > Paper and pens



SESSION 2: DIGNITY IN CARE



ACTIVITIES TO SUPPORT LEARNING

1. Providing dignity in care is essential within the Health and Social Care sector. Using [dignity in care website](#) to explore the following sections:
 - An overview of dignity in care
 - What are the laws and regulations?
 - The 7 principles of dignity
2. There are 5 videos that you can share with students. These highlight and explain the importance of dignity in care in different areas. All links are included in the resources section of this page.
3. Display the dignity in care resource either electronically or printed out for the students. Encourage the student's to look over the examples of dignity in care, dignity and respect and consent.
4. Using this poster as a template, ask the students to create a booklet or PowerPoint about dignity that they can use to teach someone else about dignity in care. They may like to elaborate on these examples further and use images to make it interesting to others who want to learn about dignity in care.
5. Once created, encourage learners to 'teach' you about the subject and to explain what they have learned so far.

TASK VARIATION: Students could extend their booklet/PowerPoint to cover everything they have learned so far around dignity and dignity in care.

LEARNING OUTCOMES

- > Understand and define dignity in care
- > Give examples of dignity in care
- > Create an engaging PowerPoint or booklet
- > Share own knowledge and learning on dignity in care

NOCN links:

- Assisting at Mealtimes
F/650/0972
- Learning Outcome 1

DIFFERENTIATION AND RESOURCES

- > Un3e101 - Dignity in care
- > Computer and internet access
- > PowerPoint or similar software
- > Paper and pen
- > [Dignity in care: practical assistance](#)
- > [Dignity in care: nutrition for older people in care homes](#)
- > [Dignity in care: personal hygiene](#)
- > [Dignity in care: communication](#)
- > [Dignity in care: choice and control](#)



DIGNITY IN CARE - ELEMENT 1: WHAT IS DIGNITY?

SESSION 3:
PERSON-CENTRED CARE

ACTIVITIES TO SUPPORT LEARNING

1. What is person-centred care? Using this [website](#), look at the definition of person-centred care and share with students. You can also use these videos to help explain and give examples of what person-centred care is.

[What is a person-centred approach?](#)

[Let's talk about person-centred care](#)

2. Use the person-centred care resource to show all different elements involved with person-centred care.

3. After learning the definition of person-centred care, can the students outline the benefits of using a person-centred approach? Are they able to provide examples of how to use a person-centred approach when working with individuals with disabilities, children or the elderly.

4. To practice creating a person-centred care plan, encourage students to complete the personalised support resource about themselves. This will give them the opportunity to understand what needs to be considered and included to support the individual. This resource can then be used in future reviews and to support future learning or employment.

TASK VARIATION: After creating their own personalised support plan. Can they create one for a member of their family?

PMLD TASK VARIATION: Complete the personalised support for the student with the help of family and use images/photos of what is important to them.

LEARNING
OUTCOMES

- > Understand and define person-centred care
- > Know the importance of person-centred care
- > Identify the benefits of person-centred care
- > Give examples of how to provide person-centred care
- > Create a personalised support plan

NOCN links:

- > Assisting at Mealtimes
F/650/0972
- Learning Outcome 1

DIFFERENTIATION
AND RESOURCES

- > Computer and internet access
- > Paper and pens
- > **UN3E102** - Person-centred care
- > **UN3E103** - Personalised support



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

> **UN3E104** - Healthcare Support Worker job description