**Class list (10-3 health and social care):**

Surname Forename

ATKINSON Isobel

BEGUM Saima

BUSBY Kayleigh

CARNEY Beth

CARTER Jayden

CHAMBERS Emma

CULLERTON Jack

DEVLIN Amber

DHILLON Simran

FERGUSON Emma

FORD Brooke

LONGSTAFF Katie

MCKENNA Alice

MILLER Olivia

MILLS Jaye

NIXON Naomi

PASCOE Tilly

REAY Kelise

RICHARDSON Jaydon

SAWYER Teigen

SLEE Madison

SPENCER Joel

STEWART Kaitlyn

STORES Leah

VALENTE Chloe

WHITE Olivia

Year 10-3 Health and social care - Six week plan

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Lesson 1** | **Lesson 2** | **Lesson 3** |
| **Week 1** **(WC: 01-06-2020)** | Unit 3 consolidation tasks:Use P1 ppt and your Unit 3 coursework P1 to help complete the tasks: 1)Produce a set of six questions and answers to test your own understanding of the stages of development from conception to birth. Get a family member to test you on these questions. Try to vary the difficulty of these questions. Some could be multiple choice, some could be asking you to identify a stage with one word answers, some could be more complicated asking for a description or explanation.  | Unit 3 consolidation tasks:Use P1 ppt and your Unit 3 coursework P1 to help complete the tasks:Choice work- choose one of the following tasks to complete:1. Create a timeline of development of the baby from conception to birth using only pictures/drawings of the baby at each stage

OR1. Create a poster to be displayed in a GP waiting room on what mothers should not do during pregnancy

OR1. Create an information leaflet on the complications during labour- to include: breech birth, premature birth, caesarean section and lack of oxygen
 | Folder ‘Unit 2 Professional Practice’Use the following folder to help: ‘P1 Legislation’Task: Chose one of the following pieces of legislation: Equality Act 2010General Data Protection RegulationHuman Rights Act 1998Health & Social Care Act 2012Care Act 2014Create a mind map to summarise 3 key things to remember about it.If you have not done this already 🡪 Create a new folder in your Health and social care folder and name it 'Absence work'.  Save this work in here.  Once you have done this, send me a message on 'show my homework' to let me know you have completed this task and it is ready for marking. |
| **Week 2****(WC: 08-06-2020)** | Unit 3 consolidation tasks:Use P2 ppt and your Unit 3 coursework P2 to help complete the tasks: Create a table 7 rows and 6 columnsIn the first column write down the names of the 6 lifestages. In the second column write the age of the lifestage.In the third column write down a physical development that occurs in each lifestage.In the fourth column write down a cognitive development that occurs in each lifestage.In the fifth column write down an emotional development that occurs in each lifestage.In the sixth column write down a social development that occurs in each lifestage. | Unit 3 consolidation tasks:Use P2 & P3 ppt and your Unit 3 coursework P2 & P3 to help complete the tasks: 1. Create flash cards or a poster or a spider diagram containing definitions for:
* Physical development
* Social development
* Cognitive development
* Emotional development
1. Give one example for each lifestage, of something that can affect someone holistically- e.g for Infancy- how can creating a bond/attachment affect them holistically?
2. Give examples of at least three different activities that can promote holistic development.
 | Folder ‘Unit 2 Professional Practice’Use the following folder to help: ‘P1 Legislation’Task:The 6C’s are key principles, which should inform every health and social care worker’s practice. i)Name the 6Cs.ii)Give an example of how a care worker could demonstrate each of the 6Cs. |
| **Week 3****(WC: 15-06-2020)** | Unit 3 consolidation tasks:Use P4 & D2 ppt and your Unit 3 coursework P4 & D2 to help complete the tasks: Scenario- a child with cystic fibrosis asks his mother ‘how come I have cystic fibrosis but my friends don’t?’. His mother replies ‘it is in your genes’. Task: Using the key terms below, provide a better explanation for the child as to why he has cystic fibrosis and his friends do not. Ensure in this explanation that you provide another example of biological (nature) factor that effects development, and an example of an environmental (nurture) factor that effects development.KEY WORDS: Nature, Nurture, Down’s syndrome, Education.  | Unit 3 consolidation tasks:Use P4 & D2 ppt and your Unit 3 coursework P4 & D2 to help complete the tasks: **Nature vs Nurture debate-** fold a piece of paper in half and write Nature at the top of one side and nurture at the top of the other. In the middle of the page write the word ‘intelligence’/ On each side of the paper come up with as many factors/causes/arguments as you can as to why intelligence can be caused by nature (biology) or nurture (environment).On the back of your sheet write a small paragraph as to which side of the debate you think has the biggest impact. | Unit 2 consolidation tasks:Folder ‘Unit 2 Professional Practice’Use the following folder to help: ‘P2/M3 Skills’Task:Produce a revision card for at least six different examples of skills, attributes or behaviours required by health and social care practitioners. Describe how a practitioner can apply these skills, attributes or behaviours when dealing with their patient. |
| **Week 4 (WC: 22-06-2020)** | Unit 3 consolidation tasks:Use P5 ppt and your Unit 3 coursework P5 to help complete the tasks: Create a scenario of a service user who may be showing signs of abuse- explain how, why and when their carer should respond.For example- a child at school, or an elderly person in a care home, or an adult with learning disabilities at the doctors. |  Unit 3 consolidation tasks:Use P6, M1 & D1 ppt and your Unit 3 coursework P6, M1 & D1 to help complete the tasks: 1) Produce 6 flash cards or a spider diagram or a poster which describe examples of planned and unplanned transitions during each life stage.2) Write a paragraph to explain how an unplanned transition in the middle adulthood life stage can affect an individual’s independence.3) Make a list of transitions and life experiences that you have experienced. And categorise these into planned and unplanned. | Unit 2 consolidation tasks:Folder ‘Unit 2 Professional Practice’Use the following PowerPoint to help: ‘Unit 2 P7 & M2 Person Centred Care’Task:a)In your own words, write a definition for ‘person-centred practice’b) What is the impact for individuals of ‘person-centred care’?c) Describe an example of a practitioner providing person centred care to their patient.d) Explain the impact that this person-centred care will have on the patient. |
| **Week 5****(WC: 29-06-2020)** | Unit 3 consolidation tasks:Use P6, M1 & D1 ppt and your Unit 3 coursework P6, M1 & D1 to help complete the tasks: 1) Write a paragraph to explain how ‘resilience’ can help an individual to cope with planned and expected life events. 2) Write a paragraph to explain the short and long term impacts of 3 life events on a relationship | Unit 3 consolidation tasks:Use P7, M2 & M3 ppt and your Unit 3 coursework P7, M2 & M3 to help complete the tasks: 1) Produce a flow chart that show the stages of a care plan2) For each stage you must include:* A description of what occurs at that stage
* The purpose of that stage in the care plan
 | Unit 2 consolidation tasks:Folder ‘Unit 2 Professional Practice’Use the following PowerPoint to help: ‘‘Unit 2 P7 & M2 Person Centred Care’Task:Continuing from last lesson.1) Write a small case study of an individual who has care or support needs. Example, hearing loss, dementia or mobility difficulties. 2) List the individual’s needs and give examples of person-centred practice that would help to meet these needs. |
| **Week 6****(WC: 06-07-2020)** | Unit 3 consolidation tasks:Use P7, M2 & M3 ppt and your Unit 3 coursework P7, M2 & M3 to help complete the tasks: 1) Create a scenario of a service user who requires an individualised care plan. For example- this could be a child who has a learning disability and needs support at school. Or a teenager with mental health problems. Or an elderly person who is beginning to shows signs of dementia. 2) Create a care plan for this user.Read the example in the PowerPoint to help. | Unit 3 consolidation tasks:Use all ppts and your entire Unit 3 coursework to help complete the tasks: Create a quiz on Unit 3- there must be at least one question for the content included in each of the following:P1, P2, P3, P4, D2, P5, P6, M1, D1, P7, M2, M3That means at least 12 questionsOnce you have written the questions and answers- ask a family member to test you on them. Or better yet- create a quiz using an online tool and send to your classmates to complete.  | Unit 2 consolidation tasks:Folder ‘Unit 2 Professional Practice’ Use the following PowerPoint to help: ‘Unit 2 P7 & M2 Person Centred Care’Task:a)In your own words, write a definition for ‘holistic needs’.b) i)Give an example of how a health and social care worker can try to meet the **social needs** of an individual  ii) How in doing this would it affect the individual’s emotional, cognitive and physical needs?c) i)Give an example of how a health and social care worker can try to meet the **emotional needs** of an individual  ii)How in doing this would it affect the individual’s social, cognitive and physical needs |