

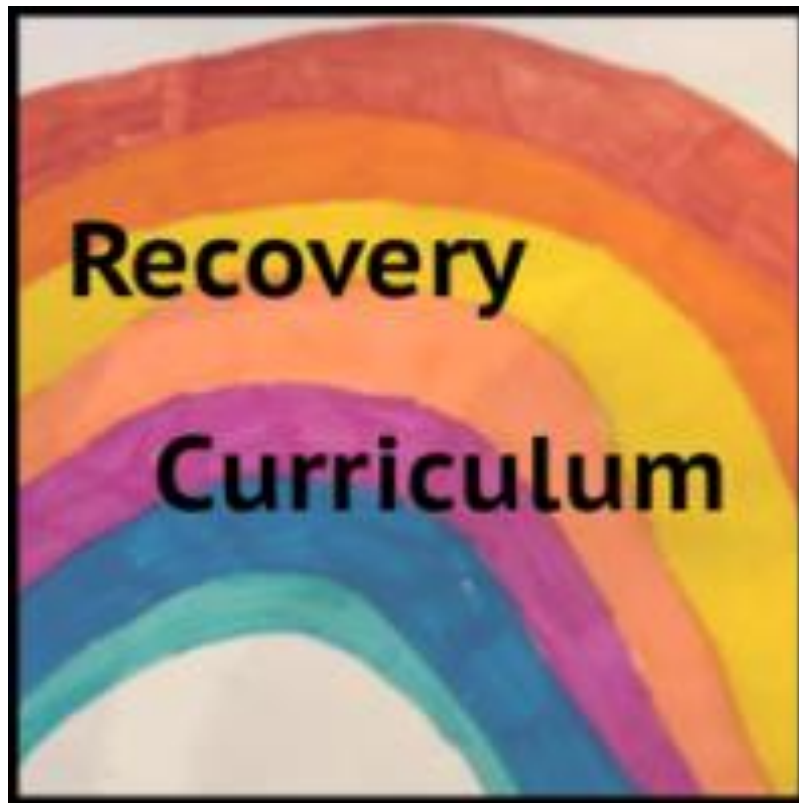
RECOVERY CURRICULUM

Subject: Health and Social Care

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Updated:



Subject:	Health and Social Care	Teacher:	Mrs W Seward
Year:	10	Class:	10C/V and 10D/V
Unit title:	R022- Communicating and working with individuals in health and social care settings		
Duration:	2 weeks – 5 lessons		

Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?

This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.

Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?

- LO1: Understanding how to communicate effectively in HSC settings. Looking at the different types of communication skills that can be used to aid successful communication, such as, Non-verbal and verbal skills.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

- Ambitious - Students are able to access the content and their appropriate level and the content allows for all students to be stretched in their development of new skills, knowledge, and application. Students learn through a range of activities, including practical work where possible. All students will be stretched through the various forms of new learning and assessment.
- Brave – Student will have to be brave and feel confident about using skills that haven't been used for a long period of time, and not be afraid to get things wrong.
- Kind – Students will have to be kind to themselves about reintegrating themselves back into learning and using skills again that they may struggle with.

Content – what is being covered, ensuring breadth & depth?

National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?

- LO1: Understanding how to communicate effectively
- The verbal, non-verbal, specialised and written communication skills

Students must be taught about different types of communication methods that can be utilised in different care settings.
Learners must be taught:

- Different types of communication1 , i.e.: verbal skills, i.e.: – clarity – tone – pace – empathy – paraverbal skills

	<ul style="list-style-type: none"> • Non-verbal, i.e.: – body language – gestures – facial expressions, • Written, i.e.– writing a care plan • Specialist, i.e.: – Braille– sign language, voice activated software – advocates – interpreters – Makaton
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Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

- Students will learn about communication and its importance in the wider world. Health and social care settings also rely of a variety of different communication methods. Makaton, Braille and sign language are powerful tools that can be used to communicate with people effective

Implementation

GAPS

<p>Identification – how are you going to identify the gaps in knowledge/skills?</p> <ul style="list-style-type: none"> • DNA activities to assess prior knowledge • Quick quizzes • General questioning • Use activities that require reading, writing and numeracy skills to assess their skills 	<p>Triage – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?</p> <ul style="list-style-type: none"> • Assess student progress via numerous different activities, and prioritise skills that students struggle with • Ensure that all of the necessary communication skills have been taught and understood before moving on to further content
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KEY CONCEPTS

<p>Key Concepts – what are the key concepts being taught?</p> <ul style="list-style-type: none"> • Students will learn about the different types of communication skills that Health and Social Care (HSC) workers can and should use to ensure that there is an acceptable standard of care for all service users who need an aspect of HSC 	<p>Progression – how will studying these key concepts support progression to the traditional curriculum that has been planned?</p> <ul style="list-style-type: none"> • By studying these communication skills, this will support students by developing their knowledge to then use to complete written and practical assessment tasks as part of their controlled assessment for R022- Communicating and working with individuals in health and social care settings
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WELLBEING

Lockdown – how will students share their experiences of lockdown?	Social and Emotional – how will student social and emotional health be supported?
<ul style="list-style-type: none"> • Within group discussion – this could be the very first discussion within a live lesson • Analogies within the content 	<ul style="list-style-type: none"> • Letting students know that it is important to talk about anything that they are struggling with, giving them options of how they can do this
RE-ESTABLISH	
Learning Skills – how are you going to re-establish the skills for learning?	Relationships – how are you going to re-establish classroom relationships?
<ul style="list-style-type: none"> • Use activities within the content that require students to use reading, writing and numeracy skills 	<ul style="list-style-type: none"> • Use the first session to discuss experiences during lockdown, introductions and an icebreaking activity.
OPPORTUNITIES	
Discussion – what are the discussion based opportunities?	Group – what are the group work based opportunities (while still ensuring social distancing)?
<ul style="list-style-type: none"> • Many opportunities throughout the topic, including discussing how scientific methods and theories develop over time. 	<ul style="list-style-type: none"> • Group work looking at different separation techniques. • Group presentation on the history of the atom

Delivery						
1 – 5.1.2.1 – 5.1.2.3 Atoms elements and compounds, Mixtures, The development of	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
	3	Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Give examples of how people communicate • What do we mean by `Specialised` communication skills? 	What	<ul style="list-style-type: none"> • The different types of communication skills that can be used in HSC settings
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	<ul style="list-style-type: none"> • To make sure that there is a consistent standard of care applied in all HSC settings by using correct and appropriate communication skills
					How	<ul style="list-style-type: none"> • By exploring all of the different communication

					skills and how they can be used
Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
	<ul style="list-style-type: none"> P- The different methods of communication that most people use N- All of the various communication methods that can be used in HSC settings 		<ul style="list-style-type: none"> Direct questioning of students in sessions Small quick activities for students to demonstrate understanding- matching up activities 	<ul style="list-style-type: none"> Modelling answers and suggested answers to a particular tasks for students then to complete Writing frames/grids for students to use 	
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	
	<ul style="list-style-type: none"> Challenging student tasks to complete towards supporting them with exam questions Similar tasks may be completed first before official task is issued. 		<ul style="list-style-type: none"> Use mark scheme to assign a mark to the exam question. Students to write down corrections from mark scheme 	<ul style="list-style-type: none"> Quick quiz Exam questions 	
2 - 5.1.2.4 - 5.1.2.7 Relative electrical charges of subatomic particles, size and mass of atoms, Relative atomic mass, electronic structure	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
	Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Describe what `Makaton` is Give examples of where and how it can be used What do we mean by the term `Care plan`? 	What	<ul style="list-style-type: none"> The different types of communication skills that can be used in HSC settings
	Blended (live and remote as independent study)	<input type="checkbox"/>		Why	<ul style="list-style-type: none"> To make sure that there is a consistent standard of care applied in all HSC settings by using correct and appropriate communication skills
How				<ul style="list-style-type: none"> By exploring all of the different communication skills and how they can be used 	
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Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
	<ul style="list-style-type: none"> • P- The different methods of communication that most people use • N- All of the various communication methods that can be used in HSC settings 	<ul style="list-style-type: none"> • Direct questioning of students in sessions • Small quick activities for students to demonstrate understanding- matching up activities 	<ul style="list-style-type: none"> • Modelling answers and suggested answers to a particular tasks for students then to complete • Writing frames/grids for students to use 	
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
	<ul style="list-style-type: none"> • Challenging student tasks to complete towards answering exam questions • Similar tasks may be completed first before official task is issued. 	<ul style="list-style-type: none"> • Use mark scheme to assign a mark to the exam question. Students to write down corrections from mark scheme 	<ul style="list-style-type: none"> • Quick quiz • Exam questions 	