

# Health and social care

**Entry Level 3: Health needs (T/501/7218)**



## Introduction

Our Skilled for Life resources are designed to provide you with ideas for delivering the unit content and engaging tasks and activities that will help learners work towards assessment.

The materials consist of stand-alone sheets that can be used in a range of ways to suit most situations. Whether you are working in a classroom or a less formal learning environment, with individual learners or with groups, it is hoped that you will find these sheets and the accompanying tutor guidance notes useful.

The sheets are in pdf format; they are downloadable and may be photocopied for use only within your institution. Alternatively, learners can access them on-screen – the write-in sections are interactive so that answers to activities can be recorded electronically.

Each sheet addresses one or more of the assessment criteria in the unit (A.C.s are clearly marked at the top of each page). Page 1 of each sheet provides a starter stimulus or introductory idea based around the suggested unit content in the specification; it can be used to explain key concepts, or as the basis for a discussion. You could use the stimulus to draw together key learning points and encourage learners to engage with the topic or concept from the outset. There is plenty of scope for you to introduce your own content or ideas as well.

Page 2 of each sheet includes tasks that will consolidate learners' knowledge and understanding and, in some cases, may provide evidence for assessment.

This tutor guidance document provides detailed suggestions for how to use each of the resource sheets in the unit, and includes tips and advice together with suggested extension activities, alternative ideas, useful reference sources and answers to activities where applicable.

## Unit overview

This unit helps learners to understand the various health needs that people may have. They will begin by exploring their own health needs in order to better understand the needs of others. Learners will look at some of the factors that can affect health and will discover that people may have different health needs to themselves. They will also find out about what social care is and explore the wide range of social care that is available to meet the needs of a range of different people.

## Learning and teaching activities in this unit

### Resource sheet 1: What makes us healthy?

The purpose of this sheet is to enable you to introduce, in general terms, what humans need in order to be healthy. You could introduce the topic by asking each learner to suggest one thing that is vital to health, and then distribute the activity sheet and ask the group what they can see. Does the person look happy and healthy? If yes, what made them reach this conclusion? Encourage the learner to explore not only physical health but also emotional and social health.

To better illustrate the importance of emotional and social health needs, you could describe Harlow's famous, if controversial, experiment using monkeys. Harlow discovered that monkeys fed by a surrogate mother made out of wire failed to thrive as well as monkeys fed by a surrogate mother made of soft cloth; one of the conclusions being that the mother-child bond is fundamental to well-being and health.

Visiting speakers, such as a dental nurse, health visitor, school nurse or community psychiatric nurse, could further enhance the learners' understanding of different health needs. Try to incorporate health needs across a wide range of ages, from babies to adults.

### Activity 1: Take care of yourself

The activity asks learners to illustrate their own physical, emotional and social health needs on the body outline on the worksheet or in the space around it. Learners could be split into small groups to generate some ideas through discussion before they complete their own activity sheet.

Learners can write directly onto the sheet or attach images from magazines to express their ideas and supplement the images with words. Photographs could also be attached if their use is appropriate and permission has been sought from the owner of the photograph.

The activity sheet also asks learners to describe why each example they have given is important to their health. This information can be captured on the sheet or drawn out in discussion. You may need to help the learner to stick and/or write information onto the activity sheet and guide them, where necessary, when describing the reasons why they are important.

## **Resource sheet 2: Can these things harm your health?**

The purpose of this sheet is to assist you in explaining the different factors that affect health. It is important to distinguish between the choices that people make, such as smoking, and factors that are beyond their control, such as their location or a disability they might have. Before distributing the sheet, you could introduce the topic by asking each learner to give an example of a factor that could affect health. Did they cover all the factors shown? Did they think of anything in addition to the examples provided?

In addition to the resource sheet, you may wish to provide props such as unhealthy food packaging, packaging from non-prescription drugs, cigarette packets and health promotion leaflets. You may wish to introduce initiatives like NHS Choices at this point. [Note: it is important that you do not include actual objects such as tobacco or tablets.] Stimulus packs could also be used to help to develop case studies.

It is important to be aware that learners may have personal experience of the factors under discussion, therefore it is vital to be sensitive and refer to local policies as necessary.

## **Activity 2: Find out about health risks**

This activity asks learners to select four health risks, research them further using books, magazines, the Internet or by speaking to friends and family, and record their findings by making notes on the activity sheet.

There are a number of ways this activity can be tackled. Learners can work individually to research four factors. Alternatively, you may wish to divide learners into groups of four and task each individual with researching one factor. They can share their information with the rest of their group using a simple presentation or observed conversation. Learners could also conduct their research as a group, with each small group exploring one factor before presenting their findings to the rest of the class for general discussion.

Learners can make their selections based on areas of personal interest or you may wish to provide a stimulus pack containing objects representing the images on the resource sheet.



As an extension activity, learners can use some of the ideas developed in the activity to prepare a role-play, allowing them to further explore the factors that could affect a person's health. Learners can carry out this work in pairs or small groups.

The following suggestions offer ideas for stimulus packs:

- Illness
- Disability
- Housing
- Poverty
- Unemployment
- Pollution
- Smoking
- Drug use
- Alcohol use
- Being overweight
- Lack of exercise
- Poor diet

### **Resource sheet 3: What are their needs?**

The purpose of this sheet is to introduce and explore how our needs change over the course of our lives. Learners should be encouraged to use the image as a prompt to recognise that different age groups will have different needs. Learners may be able to reflect on how their own needs have changed over the years. They should also be encouraged to consider that family and friends at different life stages, including adults in different age ranges, have different needs to them.

It is also important for learners to recognise that people with difficulties and disabilities may have different needs. As you discuss each life stage with learners, refer to factors such as physical and learning disabilities, as well as physical and mental illness. You could consider visiting speakers to help expand on the discussion; for example, nurses, occupational therapists, counsellors or social workers.

### **Activity 3: Our needs change**

In the activity, learners are asked to create a booklet to help demonstrate how needs can change over the different life stages and in response to other factors such as disability or illness.

The learner can complete the activity sheet by considering how their own needs could change over the course of their life, including their needs when they were a child.

Alternatively, learners could interview a selection of friends or family members, one from each of the different life stages, to find out more about their individual needs. Learners may wish to attach a picture of the person they interviewed over the outline image in the left-hand column. Prompt the learner to approach people from different age groups and to include information about that individual's needs; for example, they might have an illness or disability that needs to be considered.

Learners can be encouraged to use their results to create a guide to how health needs can change. Their combined results could be used to create a poster or resource for your learning centre.

### **Resource sheet 4: We are all different**

The purpose of this sheet is to highlight the fact that individuals in a range of circumstances may have very different health needs. The resource sheet encourages learners to think about their favourite soap-opera characters as a way of introducing a range of different people with different needs.

Distribute the sheet and ask learners about the soaps that they watch regularly. For each of the soaps mentioned, ask about the range of characters and what makes them different from each other. Prompt the learners to tell you if any characters have any specific health needs; for example, physical or learning disabilities, illnesses, dyslexia, memory problems, mental health problems or any female characters that may be pregnant.



You may wish to extend the session by drawing on people in the public eye who have experienced particular health issues, such as mental health problems like depression, and encouraging the learners to consider their stories and their individual needs. Learners could be asked to use the Internet or magazines to research their chosen person, before presenting their findings to the rest of the group.

### **Activity 4: Maple Street**

In the activity, the learner is presented with three characters from an imaginary soap-opera 'Maple Street'. Learners must identify the specific needs of each of the individuals described.

Prior to completing the assessment, learners could be divided into small groups, each tasked with discussing one of the characters. Following the discussion, they should present their ideas back to the rest of the group.

Evidence can be captured in many ways and some suggestions are given below.

- Role-plays – learners can take on the persona of the character and speak about who they are and their individual needs. They may also wish to portray a friend or relative of the character who is making a telephone call to the person’s nurse, carer or social worker.
- Video – this could be taken to capture the role-plays or discussion/ presentations of group ideas.
- Assessor observation – including a report capturing key evidence. A report template is provided in the answer section for Activity 4.
- Written evidence – the learner could be asked to produce a spider diagram detailing the needs of the character. They could attach a picture to represent the character in the centre.

### **Resource sheet 5: Social care for everyone**

The purpose of this sheet is to introduce the wide range of types of social-care providers that are available to meet the differing needs of a range of individuals.

You may wish to begin by recapping why some people might need help and support in meeting their needs. Distribute the sheet and discuss the different examples shown. Who might use these facilities? Do they know anyone who has had to use a similar facility? Who may work in that facility and what do they do to support individuals who need their help? Note that a personal address is shown to demonstrate to the learners that some people may access social-care provision in their own homes. You can also use this example to emphasise to learners that some social care is given by informal, unpaid carers such as friends and neighbours.

You may wish to research the different provisions available in your local area and provide information to the learners. Alternatively, learners may be tasked with researching social care provision in their local area as an extension activity. You can then mediate their findings to the rest of the group as an interesting comparison about the different types of care available in different areas.

If possible, you may wish to consider asking a social worker to talk to the group about the range of social-care provision and who uses it. It may also be possible to arrange visits to different providers.



## Activity 5: What happens here?

In the activity, learners are asked to match each type of social-care provision to the correct description of that care and the type of individuals who would need to access it. A separate sheet has been provided for learners who wish to cut the cards out and match them kinaesthetically. Once paired correctly, learners can create a poster by attaching them to a sheet of paper and enhancing it with colourful images from brochures or the Internet of the different types of care described.



As an extension activity, learners could be asked to research the social-care facilities available in their area, using phone directories and the Internet. They should provide a list of services and be prepared to provide a brief explanation to the rest of the group about what each service offers and who it supports.

### Useful resources

- Craft materials
- Health promotion leaflets
- Social care provider brochures and information
- Computers with Internet access [alternatively, learners could use their mobile devices for research]

### Websites

- <http://www.nhs.uk> – NHS Choices
- <http://www.bbc.co.uk/health/> – BBC Health pages
- <http://www.dh.gov.uk> – Homepage for the Department of Health
- <http://www.skillsforcare.org.uk> – Skills for Care
- <http://www.skillsforhealth.org.uk> – Skills for Health
- <http://www.gov.uk> – advice on government services and information; search for 'Health and wellbeing'

## Answers to activities

### Activity 1: Take care of yourself

Learner's own answer.

Examples could include:

- Physical health needs: food; water; fresh air; exercise; medical care; safe environment; warmth; shelter; hygiene
- Emotional and social health needs: love/emotional support; independence; stimulation; self-esteem; social interaction



**Activity 5: What happens here?**

<b>Social care provider</b>	<b>Definition of care</b>
Day care	Some people come here during the day. They take part in activities to help build mental and physical skills.
Residential care	Some older people live here. Carers help them with tasks like dressing or feeding at meal times.
Home and community care	Someone comes to a person's home to help because they have a disability.
Respite care	People go here for a short time to give their carers a break.
Children's residential care	Children live here and are looked after by carers.