



Work for individual students not attending school

Half Term 3: January - February

Pupils who are absent should select the activity that they are up to.

Date (week commencing)	Lessons	Topic	Lesson Activity
4/1/21	1-4	L01: Understanding how to support individuals to maintain their rights	<p>Introductory tasks:</p> <ul style="list-style-type: none"> ▪ Identify examples of health care, social care and early years settings. ▪ Identify the types of professionals that work in these different environments ▪ Identify what type of care each setting provides ▪ Identify the service users of each type of setting. <p>Read pages 6 and 7 in the revision guide on the rights of individuals and benefits when they are maintained:</p> <ul style="list-style-type: none"> ▪ Answer the 'test yourself' questions on page 7. <p>Right 1: Choice: read pages 8 - 9 in the revision guide:</p> <ul style="list-style-type: none"> ▪ Complete the revision activity creating flashcards for the choices available in different types of settings ▪ Answer the 'test yourself' questions on page 9
11/1/21	5-6		<p>Right 2: Confidentiality: read pages 10-11 in the revision guide:</p> <ul style="list-style-type: none"> ▪ Answer the 'test yourself' questions on page 11 <p>Right 3: Consultation: read pages 18-19 in the revision guide:</p> <ul style="list-style-type: none"> ▪ Complete the revision activity on page 19 ▪ Answer the 'test yourself' questions on page 19.
18/1/21	7-10		<p>Right 4: Protection from harm and abuse: read pages 12-14 in the revision guide:</p> <ul style="list-style-type: none"> ▪ Create a detailed mind map/concept map for this topic. It should cover the information relating to: <ul style="list-style-type: none"> ▪ Procedures to protect care workers and service users from harm and abuse ▪ Individuals who are most at risk from abuse and why they are at more risk ▪ When abuse and harm is more likely to occur ▪ Answer the 'test yourself' questions on page 15 <p>Right 5: Equal and fair treatment: read pages 16-17 in the revision guide:</p> <ul style="list-style-type: none"> ▪ Complete the revision activity on page 17 ▪ Complete the 'test yourself' questions on page 17



Date	Lessons	Topic	Lesson Activity
25/1/21	11-12	LO1: Understanding how to support individuals to maintain their rights	<p>Supporting individuals to maintain their rights:</p> <p>Way 1. Using effective communication: read pages 20-21 in the revision guide:</p> <ul style="list-style-type: none"> ▪ Create two lists giving examples of verbal and non-verbal communication (including examples of types of body language) • Create a poster which explains, in detail: <ul style="list-style-type: none"> • the different types of verbal and non-verbal communication and how they help us communicate effectively. • Use the internet to add pictures to show examples of the different types of specialist methods of communication (PECS, Dynavox, Lightwriter) • How using effective communication supports individuals rights • Answer the 'test yourself' questions on page 21
1/2/21	13-16		<p>Way 2: Providing up-to-date information: read pages 22-23 in the revision guide:</p> <ul style="list-style-type: none"> ▪ Complete the revision activity on page 23. Do this activity for one health care setting, one social care setting and one early years setting. What are the similarities and differences in the information provided? ▪ Complete the 'test yourself' questions on page 23. <p>Way 3: challenging discriminatory behaviour: read pages 24-26 in the revision guide:</p> <ul style="list-style-type: none"> ▪ Make a mind map/concept map which covers in detail: <ul style="list-style-type: none"> ▪ What discriminatory behaviour can involve ▪ Examples of discriminatory behaviour in health care, social care and early years settings ▪ The three main ways to challenge discriminatory behaviour ▪ Answer the 'test yourself' questions on page 27
8/2/21	17-18		<p>Way 4: Providing information about complaints procedures: read pages 28-29</p> <ul style="list-style-type: none"> ▪ Create a mind map/concept map which describes: <ul style="list-style-type: none"> ▪ Why care settings provide information about complaints procedures ▪ When to complain, options when making a complaint, steps to take when making a complaint, procedures to follow when making a complaint ▪ What complaints procedures enable ▪ Complete the revision activity on page 29 ▪ Answer the 'test yourself' questions on page 29

Resources

Click on the links below to take you to the textbook chapter for this unit along with useful videos for each of the body systems to be covered during this term.



[R021: Revision Guide Chapter](#)

Who to contact

You can email **your class teacher** if you have any questions regarding the activities set.

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