

## Scheme of work – R034 Creative and therapeutic activities

### About this scheme of work

**Our redeveloped Cambridge National in Health and Social Care J835 is for first teaching from September 2022.**

This qualification provides lots of flexibility, allowing you to find the best route to suit your centre's needs. Our Curriculum planner shows you at a high level how you could teach the course over two or three years. Our schemes of work provide examples for how you could deliver each unit, integrating the knowledge and understanding learned in the externally assessed unit.

All schemes of work should provide an opportunity for integrating the knowledge and understanding learned from the externally assessed unit content alongside the NEA assessment content. This scheme of work provides one example for delivery of this unit. You may find that a different approach would work better in your centre. We have provided a blank template should you wish to create your own or adapt one of the approaches provided.

You've given us lots of feedback on what you need from a scheme of work, so we've made sure this resource features:

- a **unit-specific** and **lesson by lesson** approach
- **simple** and **editable** Word format – or you can use our [blank template](#) to create your own version
- links to our [curriculum planner's](#) first model which is one teacher teaching the qualification over two years, broken down into half terms
- each lesson's **key words**
- **ideas** for teaching and learning with useful **links**
- some 'warm up' teaching ideas if you're teaching over three years.



**Our redeveloped Cambridge Nationals can be tailored to suit your needs – so this scheme of work and the lesson ideas are only suggestions.**

## Units and guided learning hours

Here is a reminder of the units in the redeveloped Cambridge National in **Health and Social Care (J835)**

Unit	Unit title	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional?
<b>R032</b>	Principles of care in health and social care	48 GLH	Examination: 1 hour 15 minutes 70 marks	Mandatory
<b>R033</b>	Supporting individuals through life events	36 GLH	OCR-set assignment Internally marked and externally moderated by OCR. Approx. 10-12 hours 60 marks	Mandatory
<b>R034</b>	Creative and therapeutic activities	36 GLH	OCR-set assignment Centre-assessed and external moderated by OCR. Approx. 10-12 hours 60 marks	Optional
<b>R035</b>	Health promotion campaigns	36 GLH	OCR-set assignment Centre-assessed and external moderated by OCR. Approx. 10-12 hours 60 marks	Optional

## Assumptions

- You will adapt the SOW and lesson content to match your own timetabling arrangements and will choose how to spread the 36 GLH over the two years as best fits your needs. We have worked on the basis that the average lesson time is around 45 minutes; please adapt to your centre's needs.
- Students can access some resources outside of lessons for any online homework or extension tasks.
- You will refer to the [specification](#) as the key document for detailed insight into the qualification's content and assessment requirements.

Half-term 1						
Summary of what you will cover from the curriculum planner:		1.1 Types of therapies used in health and social care				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	1.1 Types of therapies used in health and social care	<p>You could begin this unit with an introduction to define therapies and invite students to share what they already know.</p> <p><b>In the first lesson you could:</b></p> <ul style="list-style-type: none"> <li>• Watch videos about different therapies.</li> <li>• Engage in whole group discussions with students about the benefits of the therapies they have seen.</li> <li>• You must explain the meaning of two different types of therapies.</li> <li>• You could give the students examples for each type.</li> <li>• Students could be encouraged to think of elderly relative and the activities they engage in and why?</li> <li>• Extension/homework students could arrange to speak to a relative about the activities they enjoy and why?</li> </ul>	Therapy Types Sensory Aromatherapy Massage reflexology Cognitive Hypnotherapy Speech and Language Reminiscence	Know about different therapies used in health and social care.	<a href="#">Creative Art and Craft Ideas - Bing video</a>  Short videos and links showing a range of therapeutic activities for children and adults.	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
2	1.1 Types of therapies used in health and social care	<p>Recap - students to share their learning for one therapy/activity from the previous session.</p> <ul style="list-style-type: none"> <li>What did they learn from a relative? What activities do they enjoy and why?</li> <li>Explain the meaning of two different types of therapies.</li> <li>Students undertake secondary research on a chosen activity/therapy and produce their own booklet, display or presentation (access to computers needed).</li> <li>You could collect and round up students' data and print them so that students can use them to help support their OCR-set assignment.</li> <li>Homework: Students to continue with their research and bring their findings to the next lesson.</li> </ul>	<p>Expressive Art therapy Express emotions Physical Yoga Massage Reiki Secondary Research</p>	Students will be able to identify and explain a range of therapies used in health and social care.		
3	1.1 Types of therapies used in health and social care	<p>Recap on previous lesson you could:</p> <ul style="list-style-type: none"> <li>Collate additional evidence that the students had collected from independent research.</li> <li>Confirm students understanding of the different types of therapies that are used in Health and Social Care.</li> </ul>	<p>Therapists Activities Coordinator P.I.E.S</p>	Students will be able to explain some therapies and their benefits to service users in health and social care.	<a href="#">Holistic Therapist   MyJobSearch.com</a>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> <li>• Arrange visiting therapists of Music, Art, Drama or Play.</li> <li>• Arrange a visit to speak with an Activity Coordinator in a Health and Social Care setting.</li> <li>• Students could sit in on an activity session within a Health and Social Care setting.</li> <li>• Q and A with a guest speaker on the benefits of their therapies on the individuals they work with.</li> <li>• Homework: Create a poster which shows the PIES benefits of taking part in activities in health and social care to become part of class display.</li> </ul>				
4	1.1 Types of therapies used in health and social care	<p>This lesson will continue to focus on the benefits of different therapies used in health and social care setting.</p> <p>You could:</p> <ul style="list-style-type: none"> <li>• Recap from previous lesson students reflect on their learning.</li> <li>• provide the students with different activities for them to have a go for example, jigsaw puzzles, cards, quizzes, or bingo.</li> </ul>	<p>Reflection P.I.E.S Adaptation Benefits Justification. Expression</p>	Students will be able to identify and explain the benefits different therapies offer service users and why they are used.		

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> <li>You could ask students to produce a painting that captures their emotions/feelings.</li> <li>Provide playdough/clay where students could explore releasing emotions through these materials.</li> <li>Students reflect on how they felt when they were doing the activity, and how might it benefit somebody in a Health or Social Care setting.</li> <li>Students consider and explain why they may need to adapt the activity for somebody that has a hearing loss, dementia, or mild learning difficulty.</li> <li>Summarise – you could give the students case studies of individuals with specific needs and task them to consider the most suitable therapeutic activity for them with justification.</li> </ul>				
5-6	1.1 Types of therapies used in health and social care	<p>In this lesson the students will continue to develop their understanding of different therapies and their benefits to users of health and social care setting.</p> <p>You could:</p> <ul style="list-style-type: none"> <li>Arrange holistic therapists to speak to students practice simple hand massage on each other. Students</li> </ul>	<p>Holistic Renaissance Dementia Multi-sensory Life stages Mental Health</p>	Students will be able to compare the benefits of different therapies.	<p><a href="http://goodtherapy.org">Reminiscence Therapy (goodtherapy.org)</a></p> <p><a href="http://scie.org.uk">Older people and quality of life: better life in residential care (scie.org.uk)</a></p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>reflect and discuss how this might benefit people in health and social care settings.</p> <ul style="list-style-type: none"> <li>• Arrange a visit to a setting where there is a multi-sensory room. Students consider how this room would benefit people of different ages and needs.</li> <li>• Students research different artefacts that could be used in a reminiscence activity, such as shaving brush, ration cards, old pictures/postcards of the area they lived, old coins.</li> <li>• Facilitate a discussion where students will explore the benefits of reminiscence for people with dementia or in their later stage of adulthood.</li> <li>• Homework: Students could continue their independent research reviewing different activities for people with Dementia, Alzheimer's or in their later stage of adulthood.</li> </ul>			Benefits of Play Therapy for Children with Autism.	

Half-term 2						
Summary of what you will cover from the curriculum planner:		<b>1.1 Types of therapies used in health and social care</b> <b>2.1 Types of creative activities and their benefits</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	1.1 Types of therapies used in health and social care.	Study/refresher session. <ul style="list-style-type: none"> <li>Students to consolidate learning and ensure their understanding.</li> <li>You could introduce them to Task 4 of the OCR-set assignment for the unit.</li> </ul> Facilitate QA from the students in relation to the OCR-set assignment tasks.	Consolidate Facilitate	Students will be able to consolidate their learning and make the connection between their knowledge and the OCR-set assignment requirements.		
2	2.1 Types of creative activities and their benefits	Introduce this topic area. In this lesson you could: <ul style="list-style-type: none"> <li>Students to share examples of games they enjoyed when they were a young child? Discuss why they enjoyed that game?</li> <li>Identity and mind map different types of activities which could be carried out in nursery or school.</li> <li>Define creative – mind map activities that would fit into this category.</li> <li>Explore why activities are creative?</li> <li>Plan practical sessions where students can engage in different types of activities</li> </ul>	Memories Enjoyment Childhood P.I.E.S Similarities Differences	Students will be able to reflect on their own childhood play experiences.	<a href="#">Creative Art for Children - Bing video</a> <a href="#">Chapter 6: cleaning the environment - GOV.UK (www.gov.uk)</a> <a href="#">Baby Play idea for Under Twos Treasure Baskets - YouTube</a> <a href="#">Heuristic play for babies - YouTube</a> <a href="#">10 Simple Sensory Activities for Babies   DIY Baby Entertainment - YouTube</a> <a href="#">Action Songs For Kids   Nursery Rhymes With Actions   Baby Rhymes</a>	



Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>such as drawing, board games, sewing, junk modelling.</p> <ul style="list-style-type: none"> <li>Feedback to peers on the potential holistic (PIES) benefits from the activity.</li> <li>If time allow students could try and number of activities and compare the similarities/differences of the activities. Could be adapted for homework.</li> </ul>			<a href="#">  Toddler Poems - YouTube</a> <a href="#">Important Milestones: Your Baby by Six Months   CDC</a>	
3	2.1 Types of creative activities and their benefits	<p>Recap on previous lesson – Holistic Benefits, Types of activities.</p> <ul style="list-style-type: none"> <li>Students share their learning for one activity from the previous session.</li> <li>Mind map on white board one new activity chosen by you focus on the benefits.</li> <li>Invite guest speakers such a playworker/activity coordinator or visit a care setting) focus on the importance of activities in settings or watch one of the video clips of children engaged in different types of play and creative activities.</li> <li>Students create posters showing the PIES benefits of creative activities for children and adults.</li> </ul> <p>Homework: students continue working on posters. Bring to class next lesson to create display.</p>	Benefits: Physical Intellectual Emotional Social / moral Creative Definition		<a href="#">How To Make PLAYDOUGH: Easy, Quick, No-Cook Recipe! - YouTube</a> <a href="#">Quality Learning Provision in the EYFS - YouTube</a> <a href="#">Oscar and Luciano at the Water Table - YouTube</a> <a href="#">Real Conversations During a Pretend Lunch - YouTube</a> <a href="#">Ian Playing With Trains - YouTube</a> <a href="#">Draco and Friends Playing with Legos - YouTube</a>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
					<a href="#">Samantha and Sara Building Towers and Castles - YouTube</a> <a href="#">Jadyn Writing and Drawing - YouTube</a> <a href="#">Mark-Making   PACEY</a> <a href="#">Katie Painting at the Easel - YouTube</a> <a href="#">The Playdough Table - YouTube</a> <a href="#">Joy and Johna Working on a Puzzle - YouTube</a> <a href="#">Ladybirds nursery outdoor virtual tour - YouTube</a>	
4	2.1 Types of creative activities and their benefits	Recap from the previous session – consolidate learning. <ul style="list-style-type: none"> <li>Show film clips of children and adults involved in different activities – record how the activity promotes: independence, concentration, involvement, imagination, creativity.</li> <li>Independent research – secondary data search activities used in Health and Social Care and their benefits (link to PIES):</li> <li>Gardening</li> <li>Interaction with animals</li> </ul>	Independence Engagement Involvement Learning Imagination Creativity.  Guidance Involvement Benefits Secondary research Therapy animals	Students will be able to identify and explain why activities benefits children's PIES development.	Microsoft Word - e-booklet ( <a href="http://lianalowenstein.com">lianalowenstein.com</a> )  Therapeutic activities for children, adolescents, and adults.  Could us video links from previous two lessons.	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> <li>• Photography</li> <li>• Sewing</li> <li>• Singing</li> <li>• Exercise</li> <li>• Brain training games e.g., puzzles</li> <li>• Alternatively visit a settings to observe activities taking place.</li> </ul>				
5	2.1 Types of creative activities and their benefits	Recap previous session and introduce aims of this session. <ul style="list-style-type: none"> <li>• Students produce a booklet for new care assistants on how armchair exercise, bingo, crafts, gardening or other activity will benefit the service users who attend the day centre.</li> </ul>		Students will understand the benefits of a range of activities for health and social care service users and children.		
6-7	2.1 Types of creative activities and their benefits	Learners to start work on OCR-set assignment. Students may need to access to laptops and printers.		Student will be able to recap on their learning and how this will support them with the task for the OCR-set assignment.	<a href="#">Nursery World   Nursery World</a> <a href="#">Honey Pot Nursery</a> <a href="#">Wavertree - YouTube</a>	

### Half-term 3

Half-term 3						
<b>Summary of what you will cover from the curriculum planner:</b>		<b>2.1 Types of activities and their benefits</b> <b>3.1 Factors that affect the selection of a creative activity</b> <b>3.2 How to Plan a creative activity</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resource	How does this link to other units?
1	2.1 Types of activities and their benefits.	<ul style="list-style-type: none"> <li>Activity: Students in pairs attempt to make a sandwich, fold clothes or tie shoelaces or a tie with their preference hand in a sling. The other student provides verbal encouragement but does not do the activity for them. Students swap roles.</li> <li>Students describe/explain how it felt doing that activity.</li> <li>Students given following key terms and definitions: empathy and empowerment. Ask them to share if they felt empowered during the activity? Did their partner show empathy?</li> <li>How could the activity be adapted? What support could be given? Any specific resources needed.</li> </ul>	Abilities Gender Purpose Benefits Safety Empowerment Disempowered Empathise/meaning	Students will be able to explain the benefits of this activity and how to support an individual who may struggle with an activity due to an impairment.	<a href="#">Virtual Tour of Little Giggles Edgeley, Stockport - YouTube</a>  <a href="#">Early Years - Busby, Carolside and Netherlee Nursery by Moving Films for East Renfrewshire Council - YouTube</a>	R032
2	3.1 Factors that affect the selection of a creative activity	Factors that need to be considered when planning an activity. <ul style="list-style-type: none"> <li>Split students into groups each with a few factors – students mind map considerations that should be given</li> </ul>	Abilities – PIES Gender Needs Consequences Planning	Students will be able to summarise the main factors that need to be	<a href="#">Outings Risk Assessments - Keeping Children</a>	R032

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resource	How does this link to other units?
		<p>to the factors below when planning activities:</p> <ul style="list-style-type: none"> <li>○ Age</li> <li>○ Development</li> <li>○ Needs</li> <li>○ Gender</li> <li>○ Culture</li> <li>○ Ratios</li> <li>○ Health and safety</li> <li>○ Barriers</li> <li>○ Resources</li> <li>○ Environment</li> <li>○ Abilities</li> </ul> <ul style="list-style-type: none"> <li>● Groups come together as a whole and feedback what considerations they felt should be given to the factors.</li> <li>● Discuss as a class the consequence of not considering them.</li> <li>● Allocate students in pairs an c activity and a case study i.e.:               <ul style="list-style-type: none"> <li>○ Play dough activity with 2-year-old.</li> <li>○ Baking activity with teenager with learning difficulty.</li> <li>○ Planting seeds in post with person aged 80 who is hard of hearing.</li> </ul> </li> </ul>	Factors	<p>considered when planning activities.</p> <p>Students will be able to explain how to support different groups or individuals during activities.</p>	<p><a href="http://Childcare.co.uk">Safe - Childcare.co.uk</a></p> <p><a href="http://HSE.gov.uk">HSE: Information about health and safety at work</a></p> <p><a href="http://hsa.ie">Hazards - Health and Safety Authority (hsa.ie)</a></p> <p>The difference between risks and hazards.</p> <p><a href="https://www.youtube.com/watch?v=...">Nursery safety is no accident - YouTube</a></p> <p><a href="https://www.bing.com/videos/search?q=TOP+4+Brain+Exercises+for+COORDINATION+video&amp;FORM=VBRP">TOP 4 Brain Exercises for COORDINATION - Bing video</a></p> <p><a href="https://www.bing.com/videos/search?q=Sensory+Pouches+for+Dementia+Care+video&amp;FORM=VBRP">Sensory Pouches for Dementia Care - Bing video</a></p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resource	How does this link to other units?
		<ul style="list-style-type: none"> <li>○ Reminiscence activity with 65-year-old with dementia.</li> <li>• Identify how they will support the identified needs of the child/individual during the activity.</li> <li>• Homework: Independent research – factors that need to be considered when planning and indoor and outdoor activity.</li> </ul>				
3	3.2 How to Plan a creative activity	<p>Introduce lesson and topic area.</p> <ul style="list-style-type: none"> <li>• Independent research – the importance of planning.</li> <li>• Students collate their findings and share with the group. Key findings recorded by you on whiteboard/flip chart. Identify common themes emerging from the student's research results.</li> <li>• Rank in order of importance from most to least importance considerations.</li> <li>• Provide students with an exemplar activity plan where they will discuss the importance of each factor recorded.</li> <li>• Reflect of the dangers of poor planning.</li> </ul>	<p>Independent Research Themes Emerging. Rank/scale Timescale Health and Safety Resources Justification</p>	Students will be able to explain the most important factors for consideration when planning activities.	<a href="#">TOP 4 Brain Exercises for COORDINATION - Bing video</a>  <a href="#">Sensory Pouches for Dementia Care - Bing video</a>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resource	How does this link to other units?
		<ul style="list-style-type: none"> <li>Explore the benefits of effective planning.</li> </ul> <p>Provide students with a selection of activities and a plan template – they need to complete the template for on activity.</p>				
4	3.2 How to Plan a creative activity.	<p>Recap from previous lesson asking students to spend time in small groups sharing their plans.</p> <ul style="list-style-type: none"> <li>Students could peer review each other's plans and suggest amendments with justification.</li> <li>Introduce a discussion on how to develop children's/service users' safety whilst allowing them to engage in the activity.</li> <li>Give students a scenario: cooking, sewing, painting, or gardening. Ask them to risk assess this activity to ensure it is safe for a group of children or adults.</li> <li>Share risk assessments and compare – discuss similarities or differences such as level of:               <ul style="list-style-type: none"> <li>Supervision</li> <li>Ratio</li> <li>resources</li> </ul> </li> </ul>	Risk Assess Amendments Justification Engagement	Students will be able to complete and justify a risk assessment for a given activity.	<a href="#">Involvement and inclusion promoting dignity in care   SCIE</a>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resource	How does this link to other units?
		<ul style="list-style-type: none"> <li>Discuss the skills professionals need to support children/adults'               <ul style="list-style-type: none"> <li>engagement</li> <li>enjoyment</li> <li>make friends</li> <li>socially interact</li> <li>not lose interest/become bored</li> </ul> </li> </ul> <p>Collate ideas.</p> <ul style="list-style-type: none"> <li>Invite professionals in to discuss their role in planning activities. – Q and A session.</li> </ul>				
5 and 6	TA3 Plan a creative activity for individuals or groups in Health and Social Care or Early Years Setting.	Students to work on and complete tasks for the OCR-set assignment – and have access to the necessary ILT and text resources they require.			<a href="#">Creative play &amp; activities: pre-schoolers   Raising Children Network</a>	R032



Half-term 4						
Summary of what you will cover from the curriculum planner:		<b>4.1 Skills/personal qualities required to encourage participation</b> <b>4.2 Deliver a creative activity with a group or individual</b> <b>4.3 Evaluation</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	4.1 Skills/personal qualities required to encourage participation	<p>Introduce the lesson by exploring the topic with students.</p> <p>You could:</p> <ul style="list-style-type: none"> <li>Lead a discussion about adult involvement in activities and the skills needed as a professional. Collate ideas.</li> </ul> <p>Discussion on the ways professionals support inclusion.</p> <ul style="list-style-type: none"> <li>development of relationships,</li> <li>use of preferred methods of communication,</li> <li>encouragement of participation,</li> <li>encouragement of new experiences</li> </ul> <ul style="list-style-type: none"> <li>Provide students with example activity plan. Students discuss ways to extend children's/adults enjoyment, learning and thinking.</li> </ul> <ul style="list-style-type: none"> <li>Extension – students discuss how skilled professionals can extend/support/scaffold the activity</li> </ul>	<b>Inclusion</b> <b>Scaffolding</b> <b>Participation</b> <b>Exemplar</b> <b>Aims/objective</b> <b>Justify</b>	<p>Students will be able to describe the ways that adults support individuals/groups engagement in activities.</p> <p>Students will be able to describe the importance of planning activities to ensure their success.</p>	<p><a href="https://skillsforcare.org.uk">Standard 5 (skillsforcare.org.uk)</a></p> <p><a href="#">Importance of training and CPD   PACEY   PACEY</a></p> <p>Continuous Professional Development (CPD) is a combination of approaches, ideas and techniques which aids understanding about the working environment.</p> <p><a href="#">Work in Adult Social Care: Explore roles and find a job in your local area (everydayisdifferent.com)</a></p> <p>Explore different job roles in health and social care and the skills needed.</p>	R032

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
					<a href="#">Quality Interactions Early Years - YouTube</a>	
2	4.2 Deliver a creative activity with a group or individual	<p>Recap from previous learning check understanding.</p> <ul style="list-style-type: none"> <li>• Introduce the topic area.</li> <li>• Students given case studies and discuss appropriate activities according to PIES needs, then: <ul style="list-style-type: none"> <li>○ Justify the choice of activity.</li> <li>○ What are the aims of the activity?</li> <li>○ What will it cover/include?</li> <li>○ Any preparation required</li> <li>○ Resources needed</li> <li>○ How will they engage and settle participants?</li> </ul> </li> </ul> <p>Students create a mini presentation that captures all the factors that they will need to consider when planning their activity:</p> <ul style="list-style-type: none"> <li>• potential benefit</li> <li>• age</li> <li>• intellectual ability</li> <li>• physical ability</li> <li>• communication skills</li> <li>• risks/health and safety</li> <li>• culture</li> <li>• gender</li> </ul> <p>Extension - consider how to plan an activity for a mixed-ability group in a care home or a nursery? Students explain the factors they would consider with their peers and you.</p>		Students will be able to consider how to adapt to meet the needs of those engaged in it.		R032

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> <li>Homework: Students could create a risk assessment provided by you for their chosen activity.</li> </ul>				
3	4.3 Evaluation	<ul style="list-style-type: none"> <li>Introduce students to different methods for collecting feedback:</li> <li>explore the information that could be obtained when using the different methods of feedback:               <ul style="list-style-type: none"> <li>asking questions getting feedback from participants</li> <li>witness testimony</li> <li>observation reports</li> <li>questionnaires</li> <li>self-reflection</li> </ul> </li> <li>Discuss the advantages/disadvantages of these methods.</li> </ul>	Self-reflection. Evaluation Advantages Disadvantages Critique	Students will understand the importance of reflection. They would have considered a range of methods that they could use.		
4, 5 and 6	TA1 – TA4	Students to complete tasks for the OCR-set assignment independently.				

Half-term 5						
<b>Summary of what you will cover from the curriculum planner:</b>		<b>Students will be working on the production and improvements for tasks 1, 2, 3 and 4.</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	T1 - TA4	Activity: Students all standing, tables pushed out of the way. Move freely around the class and tell another student what their activity is about, students who is listening writes a positive comment on a post it note saying what they specifically like about the activity and why and sticks it onto the student. Then they swap. Students keep circulating gathering and giving feedback until they have gathered a number of post-it notes. Independently they review feedback, write it up and use this as part of the evaluation of their activity.  Q&A with teacher about the tasks.		Students will be able to complete the OCR-set assignment independently		
2,3 and 4	T1 – TA4	Students write up tasks for the OCR-set assignment.				

## Teaching over three years

Topic area	Warm up / introductory activities	Length of time activity may take
TA1 Therapies and their benefits 1.1 Types of therapies used in health and social care	<p>The students could start to become familiar with the different types of therapeutic activities that are available in health and social care.</p> <p>Students could design a leaflet highlighting the key features and benefits of a range of therapies used in Health and Social Care.</p>	6-7 hours with additional time for designing their leaflets.
TA2 Creative activities and their benefits 2.1 Types of creative activities and their benefits	<p>Students could visit a nursery where they can observe a range of activities that are taking place. Alternatively, they could watch film clips of children playing.</p> <p>They could create posters showing a range of different activities that are used in early years settings. They could highlight the benefits of each of the activities for children's development.</p>	6-7 hours with additional time for visits and to create their posters.
TA3 Plan a creative activity for individuals or groups in a health care, social care or early years setting 3.1 Factors that affect the selection of a creative activity	<p>Students could engage in a range of activities that may be used in health and social care or childcare settings.</p> <p>You could invite speakers from these settings to discuss the activities they plan. Q and A session.</p> <p>Students could take part in an activity such as cooking, artwork or armchair exercise. They could reflect on the benefits of these activities and how they could be adapted for service users with a range of physical, intellectual needs.</p> <p>Students could research the benefits of activities used in health and social care or child care settings.</p>	9- 10 allowing for visits, speakers, practical sessions engaged in activities and independent research.

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