



2016 specification
first assessments in 2017

Keyword Activities for BTEC Nationals in Health and Social Care

Unit 6: Work Experience in Health and Social Care



**CZ1/
9501**

**POD
9501**

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Summary of Topics

	Topic Title	Spec Reference
1	Developing skills and attributes	A1
2	Expectations and options for employment	A2/A3
3	Developing a work experience plan	B1/B2
4	Carrying out work experience tasks	C1/C2
5	Reflecting on work experience	D1/D2

Teacher's Introduction

Overview

This resource has been produced to support teaching and learning of the BTEC Nationals in Health and Social Care specification, Unit 6. The learning content is covered by the following sets of keywords with matching descriptions, which cover all of the Learning Aims for the topic:

Learning Aim A:

- Developing skills and attributes
- Expectations and options for employment

Learning Aim B:

- Developing a work experience plan

Learning Aim C:

- Carrying out work experience tasks

Learning Aim D:

- Reflecting on work experience

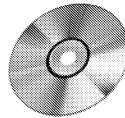
For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom, homework and revision. This variety enables you to take a different approach to different topics – such as using the **Crosswords** as homework for one topic, and the **Match-up** as a starter for another.

Alternatively, differentiate the activity for a given topic; for example, you might want to give your stronger students the **Crosswords** early on while you start weaker learners on the **Match-up** (where terms and definitions are both available). **Domino** and **Bingo** activities add an element of fun and reinforcement, as well as potential for pair and group work. Finally, the **Flash Cards** come into their own for revision and the **Table Fill** and **Write Your Own Glossary** allow students to test their understanding by correctly filling in keywords or definitions.

For more information about the different activities included, see overleaf →

Digital Format!

All of the activities are provided electronically on the accompanying CD. To use on a school network, the entire contents of the CD need to be copied and pasted into an accessible location.



Providing easy access to the activities are two HTML menus:

1. Access All Menu

Location: [index.html](#)

This menu, designed primarily for teacher use, includes links to everything provided on the CD – allowing you to easily select what you need when preparing your lessons.

If you intend to give learners access to this menu, then be aware that it does include links to the solutions.



2. Interactive Crossword Menu

Location: [interactive-crosswords/index.html](#)

This menu, which can be accessed via the *Access All* Menu, is included to allow learners access to just the interactive crosswords (without the answers).

Free Updates!

Register your email address to receive any future free updates* made to this resource or other Health and Social Care resources your school has purchased, and details of any promotions for your subject.

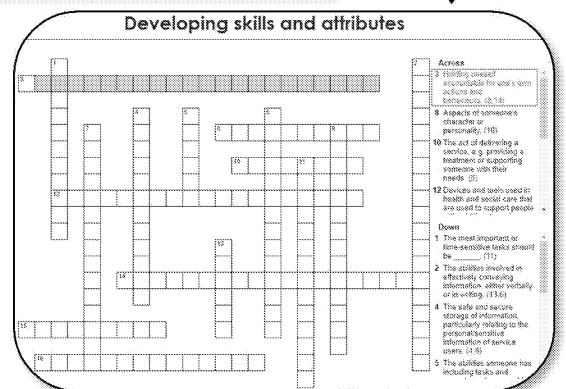
** resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers*

Go to zzed.uk/freeupdates

Developing skills and attributes

Expectations and options for employment

Developing a work experience plan



Activity Types

All activities are provided as PDF files, allowing for easy printing and sharing on your school's internal network or VLE. In addition, each of the single-page activities (*crosswords*, *match-up* and *table fill*), as well as the solutions, are provided on paper too.

The activities included in this resource are as follows:

Bingo

Each student is given a different bingo card containing a selection of words from the set. The teacher reads the definitions using the Keyword Answers and the student must match the definitions to the words on their card to complete rows, columns, and the full bingo card. The bingo activity is available for sets with 12 or more words.

✓ PDF

Crosswords

These traditional keyword activities are equally effective as lesson or homework activities – and are also an excellent way to ease students into their revision programme.

✓ PDF ✓ PAPER



In addition to the photocopiable worksheets and PDF, the crosswords are provided in interactive format on the accompanying CD-ROM. These are web-based (HTML5) and will run straight from your Internet browser.

Dominoes

This is essentially another match-up activity, but this one is designed to be used in a more active way to engage students. It is recommended that students work in pairs or small groups.

✓ PDF

Half of each card contains a keyword, and the other contains a description. To complete the activity, students must align all the cards in the correct order. There is a 'Start' and a 'Finish', meaning that if any cards are left outside of the chain, then students have gone wrong somewhere.

Match-up

Students match descriptions to their keywords by drawing lines between them. Because there are similar descriptions and keywords, students are likely to make the odd mistake while completing the activity, so it is recommended that they use a pencil to start with! By eliminating the keywords that they are familiar with, students can then think about and learn the ones that they are less confident with.

✓ PDF ✓ PAPER

Flash Cards

These are a helpful revision tool. To make the cards, fold the page in half, then cut each card and stick together so the keyword is on one side and the definition on the other. In addition, students could use these to play a game of pairs. Cut each card in two and place face down on the table. Students will then take it in turns to turn over two cards with the aim of matching up a keyword to its definition. Matched-up cards are removed and the game is finished when all the cards have been matched.

✓ PDF

Table Fill

Nothing fancy – students simply write the keyword which is being described, without any other help. Because this activity tests the students' own knowledge, it is best used as a homework activity at the end of each topic or during revision. This then acts as a check that students have grasped the key terminology for each topic. Alternatively, it could be given to students at the beginning of the topic, to see what they already know.

✓ PDF ✓ PAPER

Write Your Own Glossary

Like the Table Fill, this activity can be used to test pupils before learning a topic, or as a revision tool after learning a topic. Students are given a list of the keywords and need to produce their own definitions. Using Table Fill and Write Your Own Glossary, lessons can be differentiated for all levels of learner.

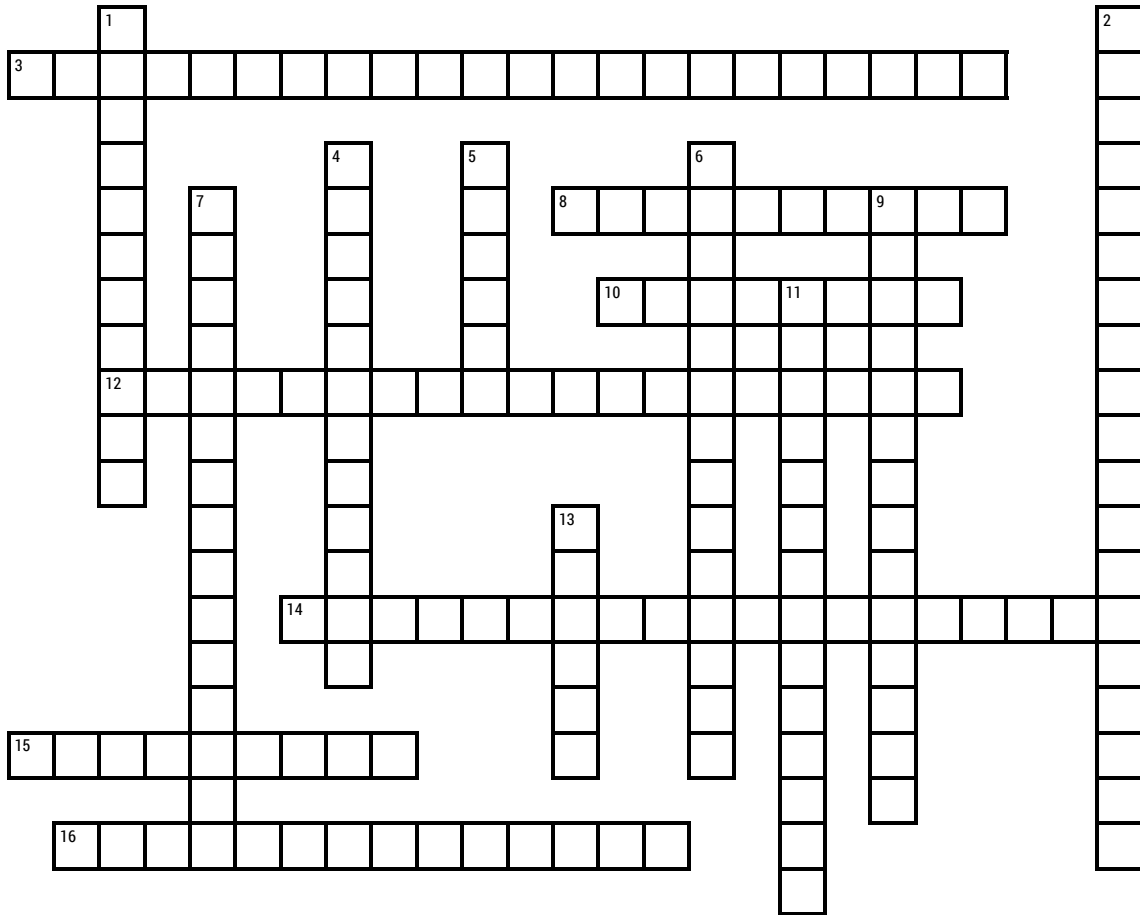
✓ PDF

Selected Activities and Completed Glossary Page

This sample shows one example of several activities.
The whole resource contains approximately 40 activities –
6 or 7 activities for each of the 5 topics.

The resource covers 74 key terms.

Developing skills and attributes



Across

- 3** Holding oneself accountable for one's own actions and behaviours. (8,14)
- 8** Aspects of someone's character or personality. (10)
- 10** The act of delivering a service, e.g. providing a treatment or supporting someone with their needs. (8)
- 12** Devices and tools used in health and social care that are used to support people with additional needs, e.g. hoists. (10,9)
- 14** The abilities involved in effectively understanding, communicating, and working with other people. (13,6)
- 15** People who are ____ feel positively about themselves and their position in the world. (9)
- 16** The abilities involved in working with others collaboratively, such as conflict management and effective communication. (8,6)

Down

- 1** The most important or time-sensitive tasks should be _____. (11)
- 2** The abilities involved in effectively conveying information, either verbally or in writing. (13,6)
- 4** The safe and secure storage of information, particularly relating to the personal/sensitive information of service users. (4,8)
- 5** The abilities someone has, including tasks and procedures they are able to perform. (6)
- 6** Examples of ____ skills include scheduling and prioritising. (14)
- 7** Medical ____ involves the values and behaviours and the relationships upheld that provide trust to the clients. (15)
- 9** The ability to carry out specialist tasks, or tasks that require training in order to become competent. (9,5)
- 11** Organisation of one's schedule in order to use time most effectively. (4,10)
- 13** The underlying rationale which explains how and why certain actions are carried out, or certain services are delivered. (6)

Developing skills and attributes

<i>Skills</i>	The abilities someone has, including tasks and procedures they are able to perform.
<i>Attributes</i>	Aspects of someone's character or personality.
<i>Professionalism</i>	Behaving in a way that demonstrates competence and good character.
<i>Confidence</i>	A feeling of optimism and positivity about oneself, one's abilities, and one's position in the world.
<i>Personal responsibility</i>	Holding oneself accountable for one's own actions and behaviours.
<i>Communication skills</i>	The abilities involved in effectively conveying information, either verbally or in writing.
<i>Interpersonal skills</i>	The abilities involved in effectively understanding, communicating, and working with other people.
<i>Organisational skills</i>	The abilities involved in managing one's demands and priorities to ensure that tasks are completed on time and increase productivity.
<i>Time management</i>	Organisation of one's schedule in order to use time most effectively.
<i>Prioritisation</i>	Organising tasks so that the most important or time-sensitive task is tackled first.
<i>Technical skill</i>	The ability to carry out specialist tasks, or tasks that require training in order to become competent.
<i>Data handling</i>	The safe and secure storage of information, particularly relating to the personal/sensitive information of service users.
<i>Teamwork skills</i>	The abilities involved in working with others collaboratively, such as conflict management and effective communication.
<i>Specialist equipment</i>	Devices and tools used in health and social care that are used to support people with additional needs, e.g. hoists.
<i>Theory</i>	The underlying rationale which explains how and why certain actions are carried out, or certain services are delivered.
<i>Practice</i>	The act of delivering a service, e.g. providing a treatment or supporting someone with their needs.

Developing skills and attributes *(Table Fill)*

The abilities someone has, including tasks and procedures they are able to perform.	
Aspects of someone's character or personality.	
Behaving in a way that demonstrates competence and good character.	
A feeling of optimism and positivity about oneself, one's abilities, and one's position in the world.	
Holding oneself accountable for one's own actions and behaviours.	
The abilities involved in effectively conveying information, either verbally or in writing.	
The abilities involved in effectively understanding, communicating, and working with other people.	
The abilities involved in managing one's demands and priorities to ensure that tasks are completed on time and increase productivity.	
Organisation of one's schedule in order to use time most effectively.	
Organising tasks so that the most important or time-sensitive task is tackled first.	
The ability to carry out specialist tasks, or tasks that require training in order to become competent.	
The safe and secure storage of information, particularly relating to the personal/sensitive information of service users.	
The abilities involved in working with others collaboratively, such as conflict management and effective communication.	
Devices and tools used in health and social care that are used to support people with additional needs, e.g. hoists.	
The underlying rationale which explains how and why certain actions are carried out, or certain services are delivered.	
The act of delivering a service, e.g. providing a treatment or supporting someone with their needs.	

Developing skills and attributes *(Match Up)*

1	A feeling of optimism and positivity about oneself, one's abilities, and one's position in the world.
2	Aspects of someone's character or personality.
3	Behaving in a way that demonstrates competence and good character.
4	Devices and tools used in health and social care that are used to support people with additional needs, e.g. hoists.
5	Holding oneself accountable for one's own actions and behaviours.
6	Organisation of one's schedule in order to use time most effectively.
7	Organising tasks so that the most important or time-sensitive task is tackled first.
8	The abilities involved in effectively conveying information, either verbally or in writing.
9	The abilities involved in effectively understanding, communicating, and working with other people.
10	The abilities involved in managing one's demands and priorities to ensure that tasks are completed on time and increase productivity.
11	The abilities involved in working with others collaboratively, such as conflict management and effective communication.
12	The abilities someone has, including tasks and procedures they are able to perform.
13	The ability to carry out specialist tasks, or tasks that require training in order to become competent.
14	The act of delivering a service, e.g. providing a treatment or supporting someone with their needs.
15	The safe and secure storage of information, particularly relating to the personal/sensitive information of service users.
16	The underlying rationale which explains how and why certain actions are carried out, or certain services are delivered.

Skills	
Attributes	
Professionalism	
Confidence	
Personal responsibility	
Communication skills	
Interpersonal skills	
Organisational skills	
Time management	
Prioritisation	
Technical skill	
Data handling	
Teamwork skills	
Specialist equipment	
Theory	
Practice	

Developing skills and attributes

