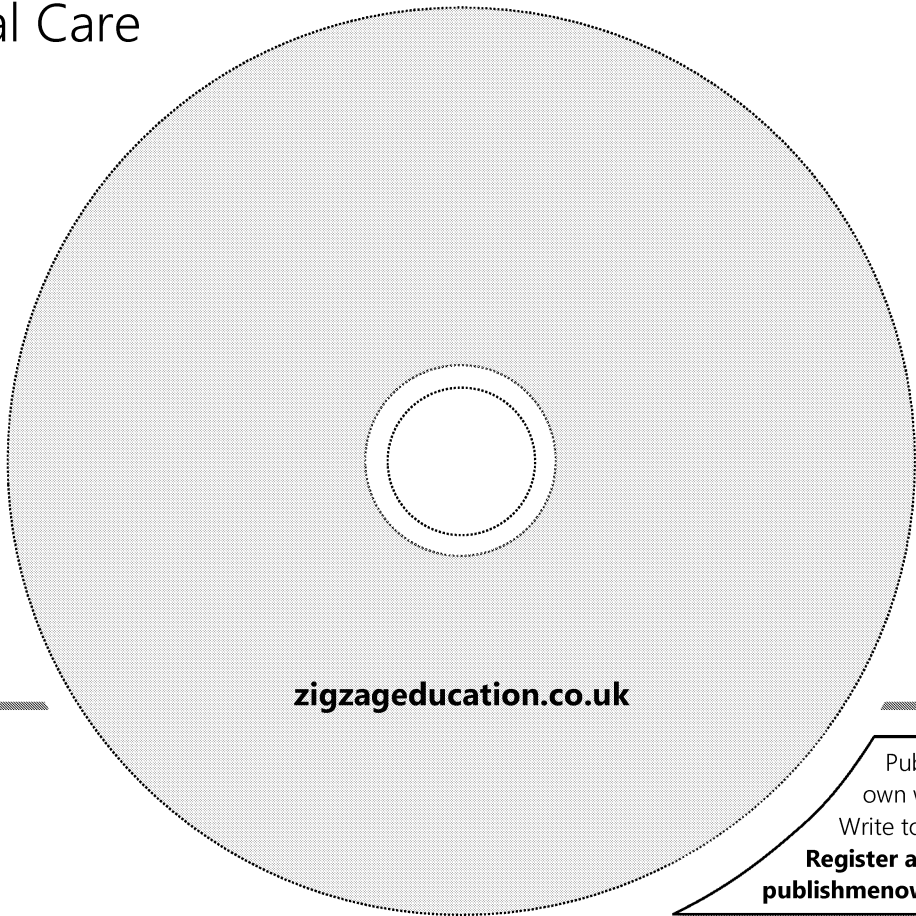




Keyword Activities for BTEC Nationals in Health and Social Care

Unit 7: Principles of Safe Practice in Health and Social Care

CZ2/
9502
POD
9502



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Crossword Solutions	11 pages

Summary of Topics

	Topic Title	Spec Reference
1	Duty of care and complaints procedures	A1/A2
2	Neglect and physical, psychological, sexual, and financial abuse	B1
3	Discriminatory and domestic abuse	B1
4	Signs of abuse and neglect	B1
5	Factors that contribute to vulnerability to abuse and neglect	B2
6	Responding to suspected abuse and neglect	B3
7	Reducing the likelihood of abuse and neglect	B4
8	Health and safety legislation and policies	C1
9	Influence of legislation and policies on health and social care practice	C2
10	Procedures to maintain health and safety and respond to accidents/emergencies	D1/D2
11	Health and safety responsibilities	D3

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 7. 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:

- Duty of care and complaints procedures

Learning Aim B:

- Neglect and physical, psychological, sexual, and financial abuse
- Discriminatory and domestic abuse
- Signs of abuse and neglect
- Factors that contribute to vulnerability to abuse and neglect
- Responding to suspected abuse and neglect
- Reducing the likelihood of abuse and neglect

Learning Aim C:

- Health and safety legislation and policies
- Influence of legislation and policies on health and social care practice

Learning Aim D:

- Procedures to maintain health and safety and respond to accidents/emergencies
- Health and safety responsibilities

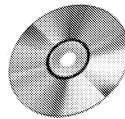
For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom, homework and revision. This variety enables you to take a different approach to different topics – such as using the **Crosswords** as homework for one topic, and the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



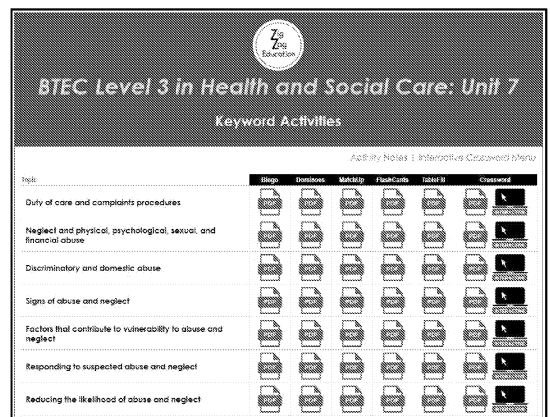
Providing easy access to the activities are two HTML menus:

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.

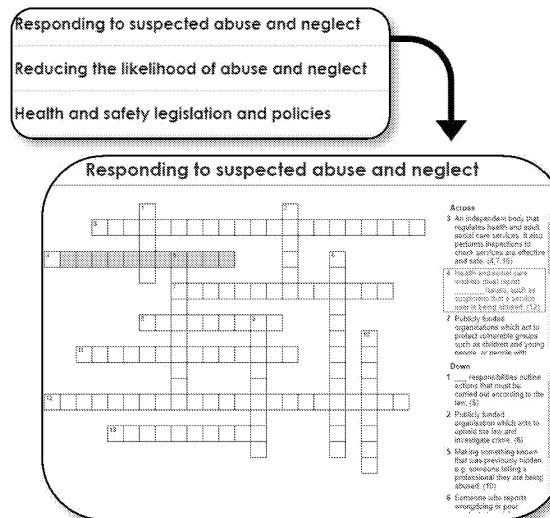
If you intend to give learners access to this menu, then be aware that it does include links to the solutions.



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

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.

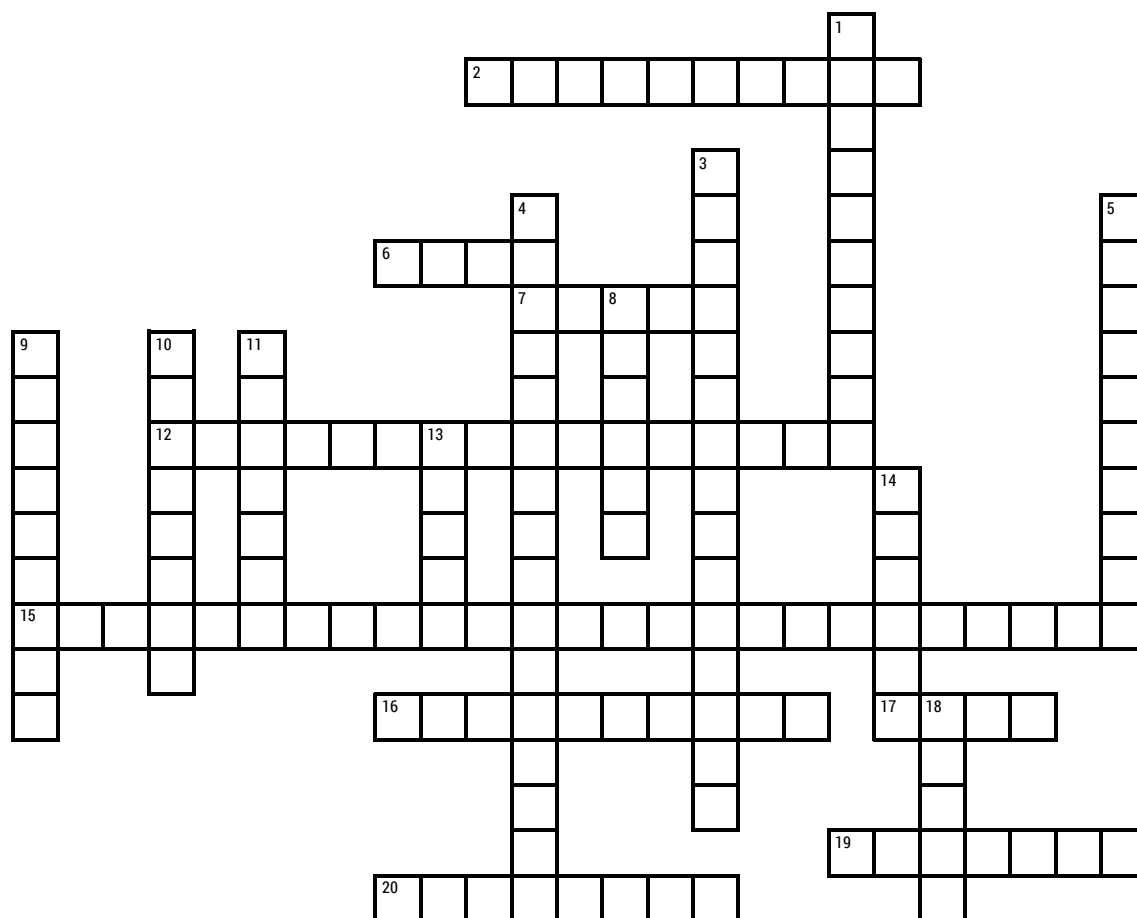
✓ PDF

Selected Activities and Completed Glossary Page

This sample shows one example of several activities.
The whole resource contains approximately 80 activities –
6 or 7 activities for each of the 11 topics.

The resource covers 180 key terms.

Duty of care and complaints procedures



Across

- 2 The responsibility to act in a way that promotes the health, well-being and safety of a patient or service user. (4,2,4)
- 6 ___ practice helps to reduce the risk of harm, and includes attending to matters such as infection control and safeguarding. (4)
- 7 Possible scenarios or events that are dangerous or could cause harm, and the likelihood of them occurring. (5)
- 12 The consequences of an action being followed through a system of law, e.g. in court. (5,11)
- 15 An examination of the circumstances leading to a negative comment. Feedback about the outcome should be provided. (13,2,10)
- 16 Health and social care staff have a legal _____ to protect service users from harm. (10)
- 17 Damage to a dimension of well-being, e.g. physical injury. (4)
- 19 Treat someone as an equal, with consideration for their wishes and feelings. (7)
- 20 The failure of a professional to provide adequate or safe care is known as ___ negligence. (8)

Down

- 1 Staff have a duty to follow the _____ of the organisation they work for. (10)
- 3 A state of not being content, e.g. with the way a service has been provided. Expectations have not been met. (15)
- 4 The specific ways in which health and/or social care is delivered. (7,9)
- 5 Comments or feedback highlighting issues or problems in the receipt of a service. (10)
- 8 The condition of being free from the risk of harm. (6)
- 9 The state of having your physical, emotional, intellectual and social needs met. (4-5)
- 10 Written documents that outline an organisation's procedures and values. Usually based around a particular topic, e.g. safeguarding. (8)
- 11 Examples of _____ include providing someone with insufficient nutrition or failing to attend to their personal care. (7)
- 13 Service users have the _____ to be protected from harm. (5)
- 14 A broad term relating to a state of good physical and mental well-being. (6)
- 18 Treat someone in a way that does not respect their rights or well-being. Can take many forms including physical, emotional and financial. (5)

Duty of care and complaints procedures

<i>Duty of care</i>	The responsibility to act in a way that promotes the health, well-being and safety of a patient or service user.
<i>Legal obligation</i>	The responsibility to undertaking certain tasks as required by law.
<i>Well-being</i>	The state of having your physical, emotional, intellectual and social needs met.
<i>Harm</i>	Damage to a dimension of well-being, e.g. physical injury.
<i>Rights</i>	Entitlements to particular freedoms or protections, that everyone is considered to have.
<i>Abuse</i>	Treat someone in a way that does not respect their rights or well-being. Can take many forms including physical, emotional and financial.
<i>Neglect</i>	Failure to attend to someone's needs.
<i>Health</i>	A broad term relating to a state of good physical and mental well-being.
<i>Safety</i>	The condition of being free from the risk of harm.
<i>Safe practice</i>	Working in a way that reduces the risk of harm.
<i>Risks</i>	Possible scenarios or events that are dangerous or could cause harm, and the likelihood of them occurring.
<i>Complaints</i>	Comments or feedback highlighting issues or problems in the receipt of a service.
<i>Policies</i>	Written documents that outline an organisation's procedures and values. Usually based around a particular topic, e.g. safeguarding.
<i>Procedures</i>	An organisation's formal set of instructions or guidelines on how to act or respond to particular scenarios.
<i>Dissatisfaction</i>	A state of not being content, e.g. with the way a service has been provided. Expectations have not been met.
<i>Investigation of complaints</i>	An examination of the circumstances leading to a negative comment. Feedback about the outcome should be provided.
<i>Respect</i>	Treat someone as an equal, with consideration for their wishes and feelings.
<i>Service provision</i>	The specific ways in which health and/or social care is delivered.
<i>Legal proceedings</i>	The consequences of an action being followed through a system of law, e.g. in court.
<i>Clinical negligence</i>	The failure of a professional to provide adequate or safe care, e.g. due to mistakes or oversights.

Duty of care and complaints procedures (Table Fill)

The responsibility to act in a way that promotes the health, well-being and safety of a patient or service user.	
The responsibility to undertaking certain tasks as required by law.	
The state of having your physical, emotional, intellectual and social needs met.	
Damage to a dimension of well-being, e.g. physical injury.	
Entitlements to particular freedoms or protections, that everyone is considered to have.	
Treat someone in a way that does not respect their rights or well-being. Can take many forms including physical, emotional and financial.	
Failure to attend to someone's needs.	
A broad term relating to a state of good physical and mental well-being.	
The condition of being free from the risk of harm.	
Working in a way that reduces the risk of harm.	
Possible scenarios or events that are dangerous or could cause harm, and the likelihood of them occurring.	
Comments or feedback highlighting issues or problems in the receipt of a service.	
Written documents that outline an organisation's procedures and values. Usually based around a particular topic, e.g. safeguarding.	
An organisation's formal set of instructions or guidelines on how to act or respond to particular scenarios.	
A state of not being content, e.g. with the way a service has been provided. Expectations have not been met.	
An examination of the circumstances leading to a negative comment. Feedback about the outcome should be provided.	
Treat someone as an equal, with consideration for their wishes and feelings.	
The specific ways in which health and/or social care is delivered.	
The consequences of an action being followed through a system of law, e.g. in court.	
The failure of a professional to provide adequate or safe care, e.g. due to mistakes or oversights.	

Duty of care and complaints procedures (Match Up)

1	A broad term relating to a state of good physical and mental well-being.
2	A state of not being content, e.g. with the way a service has been provided. Expectations have not been met.
3	An examination of the circumstances leading to a negative comment. Feedback about the outcome should be provided.
4	An organisation's formal set of instructions or guidelines on how to act or respond to particular scenarios.
5	Comments or feedback highlighting issues or problems in the receipt of a service.
6	Damage to a dimension of well-being, e.g. physical injury.
7	Entitlements to particular freedoms or protections, that everyone is considered to have.
8	Failure to attend to someone's needs.
9	Possible scenarios or events that are dangerous or could cause harm, and the likelihood of them occurring.
10	The condition of being free from the risk of harm.
11	The consequences of an action being followed through a system of law, e.g. in court.
12	The failure of a professional to provide adequate or safe care, e.g. due to mistakes or oversights.
13	The responsibility to act in a way that promotes the health, well-being and safety of a patient or service user.
14	The responsibility to undertaking certain tasks as required by law.
15	The specific ways in which health and/or social care is delivered.
16	The state of having your physical, emotional, intellectual and social needs met.
17	Treat someone as an equal, with consideration for their wishes and feelings.
18	Treat someone in a way that does not respect their rights or well-being. Can take many forms including physical, emotional and financial.
19	Working in a way that reduces the risk of harm.
20	Written documents that outline an organisation's procedures and values. Usually based around a particular topic, e.g. safeguarding.

<i>Duty of care</i>	
<i>Legal obligation</i>	
<i>Well-being</i>	
<i>Harm</i>	
<i>Rights</i>	
<i>Abuse</i>	
<i>Neglect</i>	
<i>Health</i>	
<i>Safety</i>	
<i>Safe practice</i>	
<i>Risks</i>	
<i>Complaints</i>	
<i>Policies</i>	
<i>Procedures</i>	
<i>Dissatisfaction</i>	
<i>Investigation of complaints</i>	
<i>Respect</i>	
<i>Service provision</i>	
<i>Legal proceedings</i>	
<i>Clinical negligence</i>	

