

Contents

Thank You for Choosing ZigZag Education.....	ii
Teacher Feedback Opportunity	iii
Terms and Conditions of Use	iv
Teacher’s Introduction.....	v
Activity Types	vi
Crosswords.....	13 pages
Match-up Activities	13 pages
Table-fill Activities.....	13 pages
Keyword Answers.....	13 pages
Crossword Solutions	13 pages

Summary of Topics

	Topic Title	Spec Reference
1	Diagnosing or determining additional needs	A1
2	Cognitive and learning needs	A2
3	Physical and health needs	A3
4	Social and emotional needs	A4
5	Definitions of disability	B1
6	Minimising environmental and social challenges	B2
7	Minimising personal challenges	B3
8	Attitudes of others	B4
9	Professionals, support, and adaptations for individuals with additional needs	C1/C2
10	Financial support for people with additional needs	C3
11	Statutory provision for children with additional needs	C4
12	Statutory provision for adults with additional needs	C5
13	Person-centred care for all individuals with special needs	C6

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 12. 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:

- Diagnosing or determining additional needs
- Cognitive and learning needs
- Physical and health needs
- Social and emotional needs

Learning Aim B:

- Definitions of disability
- Minimising environmental and social challenges
- Minimising personal challenges
- Attitudes of others

Learning Aim C:

- Professionals, support, and adaptations for individuals with additional needs
- Financial support for people with additional needs
- Statutory provision for children with additional needs
- Statutory provision for adults with additional needs
- Person-centred care for all individuals with special needs

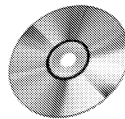
For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom, homework and revision. This variety enables you to take a different approach to different topics – such as using the **Crosswords** as homework for one topic, and the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



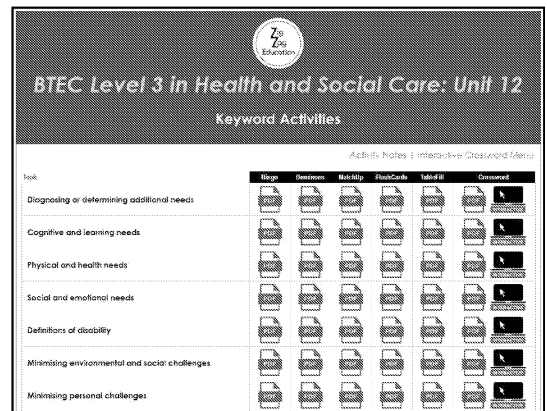
Providing easy access to the activities are two HTML menus:

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](#)

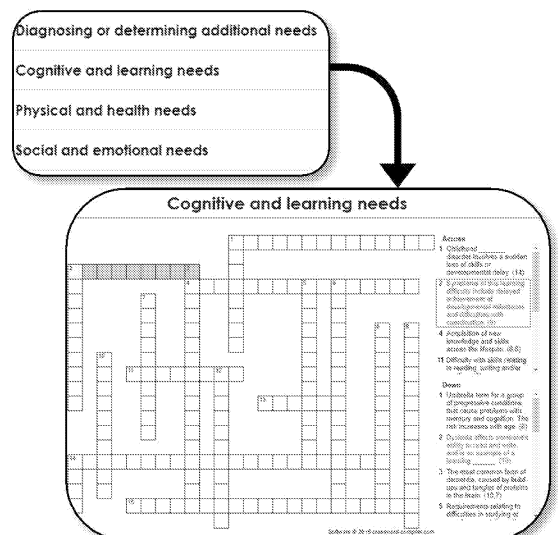
This menu, which can be accessed via the *Access All* Menu, is included to allow learners access to just the interactive crosswords (without the answers).

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 90 activities –
6 or 7 activities for each of the 13 topics.

The resource covers 204 key terms.

Diagnosing or determining additional needs

<i>Additional needs</i>	Added requirements that someone has due to illness or disability.
<i>Mild learning disability</i>	A level of intellectual impairment severity that causes minimal difficulties in the person's life. Person may be diagnosed with IQ of 50-70.
<i>Moderate learning disability</i>	A level of intellectual impairment severity that may cause some problems with communication and functioning. Person may be diagnosed with IQ of 35-50.
<i>Severe learning disability</i>	A level of intellectual impairment severity that results in minimal communication ability and extensive support to carry out daily living tasks. IQ is typically 20-35.
<i>Profound learning disability</i>	Extremely severe intellectual impairment that is usually also present alongside other complex health needs. IQ is typically below 20.
<i>Diagnostic procedure</i>	The way that a disability or illness is officially determined, e.g. via a physiological examination or genetic testing.
<i>IQ test</i>	A common assessment of someone's intellectual skills that may be used in diagnosing learning disabilities.
<i>Visual motor integration</i>	Another term for hand-eye coordination. Involved in tasks such as writing.
<i>Language tests</i>	Assessments of someone's ability to communicate.
<i>Global developmental delay</i>	A term used when a child takes longer to acquire a range of key abilities and skills such as speech and movement.
<i>Professional background</i>	The occupation that someone is qualified to do or has experience in.
<i>Qualification</i>	An official award granted to someone following studying or training that allows them to practice, e.g. a nursing degree.
<i>Parameters</i>	Numerical or measurable factors that are used to describe a diagnosed condition.
<i>Diagnosis</i>	An official determination that a specific illness or condition is present.
<i>Assessment</i>	Examining someone's needs, circumstances and preferences, e.g. in order to formulate a care plan.
<i>Causation</i>	The underlying reason that something has happened. For additional needs, examples include brain damage and genetic disorders.
<i>Severity</i>	The level of impairment or difficulty caused by the additional need.
<i>Stability</i>	How liable something is to change over time.
<i>Prognosis</i>	The long-term outlook for an illness or disability.

Diagnosing or determining additional needs *(Table Fill)*

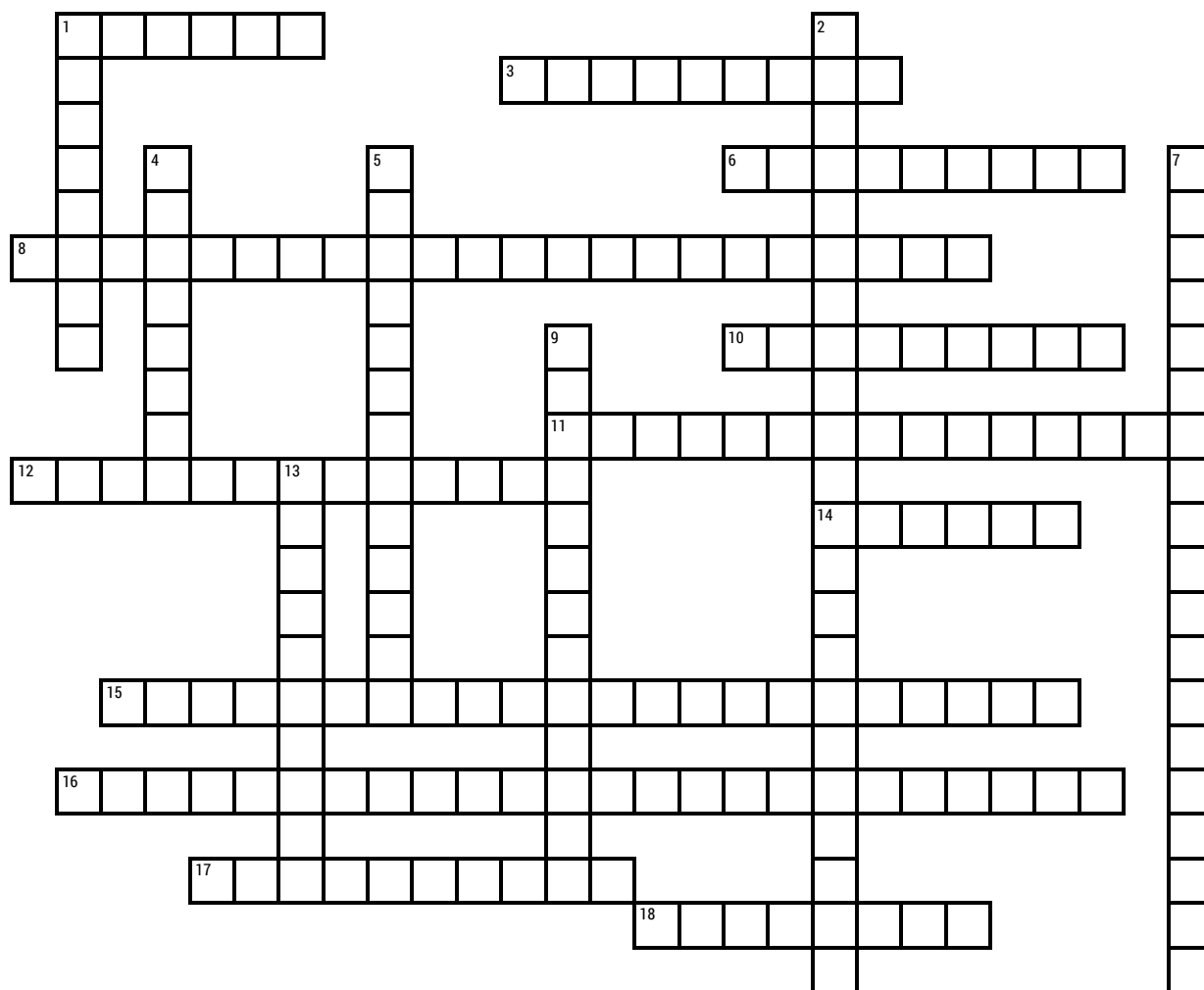
Added requirements that someone has due to illness or disability.	
A level of intellectual impairment severity that causes minimal difficulties in the person's life. Person may be diagnosed with IQ of 50-70.	
A level of intellectual impairment severity that may cause some problems with communication and functioning. Person may be diagnosed with IQ of 35-50.	
A level of intellectual impairment severity that results in minimal communication ability and extensive support to carry out daily living tasks. IQ is typically 20-35.	
Extremely severe intellectual impairment that is usually also present alongside other complex health needs. IQ is typically below 20.	
The way that a disability or illness is officially determined, e.g. via a physiological examination or genetic testing.	
A common assessment of someone's intellectual skills that may be used in diagnosing learning disabilities.	
Another term for hand-eye coordination. Involved in tasks such as writing.	
Assessments of someone's ability to communicate.	
A term used when a child takes longer to acquire a range of key abilities and skills such as speech and movement.	
The occupation that someone is qualified to do or has experience in.	
An official award granted to someone following studying or training that allows them to practice, e.g. a nursing degree.	
Numerical or measurable factors that are used to describe a diagnosed condition.	
An official determination that a specific illness or condition is present.	
Examining someone's needs, circumstances and preferences, e.g. in order to formulate a care plan.	
The underlying reason that something has happened. For additional needs, examples include brain damage and genetic disorders.	
The level of impairment or difficulty caused by the additional need.	
How liable something is to change over time.	
The long-term outlook for an illness or disability.	

Diagnosing or determining additional needs *(Match Up)*

1	A common assessment of someone's intellectual skills that may be used in diagnosing learning disabilities.
2	A level of intellectual impairment severity that causes minimal difficulties in the person's life. Person may be diagnosed with IQ of 50-70.
3	A level of intellectual impairment severity that may cause some problems with communication and functioning. Person may be diagnosed with IQ of 35-50.
4	A level of intellectual impairment severity that results in minimal communication ability and extensive support to carry out daily living tasks. IQ is typically 20-35.
5	A term used when a child takes longer to acquire a range of key abilities and skills such as speech and movement.
6	Added requirements that someone has due to illness or disability.
7	An official award granted to someone following studying or training that allows them to practice, e.g. a nursing degree.
8	An official determination that a specific illness or condition is present.
9	Another term for hand-eye coordination. Involved in tasks such as writing.
10	Assessments of someone's ability to communicate.
11	Examining someone's needs, circumstances and preferences, e.g. in order to formulate a care plan.
12	Extremely severe intellectual impairment that is usually also present alongside other complex health needs. IQ is typically below 20.
13	How liable something is to change over time.
14	Numerical or measurable factors that are used to describe a diagnosed condition.
15	The level of impairment or difficulty caused by the additional need.
16	The long-term outlook for an illness or disability.
17	The occupation that someone is qualified to do or has experience in.
18	The underlying reason that something has happened. For additional needs, examples include brain damage and genetic disorders.
19	The way that a disability or illness is officially determined, e.g. via a physiological examination or genetic testing.

Additional needs	
Mild learning disability	
Moderate learning disability	
Severe learning disability	
Profound learning disability	
Diagnostic procedure	
IQ test	
Visual motor integration	
Language tests	
Global developmental delay	
Professional background	
Qualification	
Parameters	
Diagnosis	
Assessment	
Causation	
Severity	
Stability	
Prognosis	

Diagnosing or determining additional needs



Across

- 1 If the symptoms of a condition do not change over time, the condition is said to be _____. (6)
- 3 An official determination that a specific illness or condition is present. (9)
- 6 The underlying reason that something has happened. For additional needs, examples include brain damage and genetic disorders. (9)
- 8 A level of intellectual impairment severity that causes minimal difficulties in the person's life. Person may be diagnosed with IQ of 50-70. (4,8,10)
- 10 The long-term outlook for an illness or disability. (9)
- 11 Added requirements that someone has due to illness or disability. (10,5)
- 12 Global _____ delay may be a feature of conditions such as Down's syndrome and foetal alcohol syndrome. (13)
- 14 A common assessment of someone's intellectual skills that may be used in diagnosing learning disabilities. (2,4)
- 15 The occupation that someone is qualified to do or has experience in. (12,10)
- 16 A level of intellectual impairment severity that results in minimal communication ability and extensive support to carry out daily living tasks. IQ is typically 20-35. (6,8,10)
- 17 Examining someone's needs, circumstances and preferences, e.g. in order to formulate a care plan. (10)
- 18 A _____ learning disability results in extremely severe intellectual impairment. (8)

Down

- 1 The level of impairment or difficulty caused by the additional need. (8)
- 2 Another term for hand-eye coordination. Involved in tasks such as writing. (6,5,11)
- 4 An IQ of 35-50 may be used to diagnose a _____ learning disability. (8)
- 5 Assessments of someone's ability to communicate. (8,5)
- 7 The way that a disability or illness is officially determined, e.g. via a physiological examination or genetic testing. (10,9)
- 9 Many healthcare professionals cannot practice without the appropriate _____, e.g. a postgraduate certificate. (13)
- 13 Examples of _____ which describe diagnosed conditions are severity and stability over time. (10)

Diagnosing or determining additional needs

1 S T A B L E															2 V																		
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