

## SOCIETY, HEALTH AND DEVELOPMENT

### Unit 1: Introduction to the sectors within society, health and development



## Society, Health and Development

### Level 1 Unit 1: Introduction to the sectors within society, health and development

#### Sample scheme of work

<b>Total GLH</b>	30
<b>Aim/s or statement of purpose</b>	<p>To learn about the purpose and structure of the four sectors by:</p> <ul style="list-style-type: none"> <li>• knowing the purpose and structure of the sectors</li> <li>• knowing the range of services delivered by the sectors</li> <li>• understanding how to plan and carry out investigations into the work of the sectors</li> </ul>
<b>Notes</b>	<p>This unit is assessed through an external examination of 1 hour.</p> <p>Differentiation will take place through question and answer, peer or group work, through the level of support provided and extension activities undertaken.</p> <p>On completion of the learning outcomes, learners should prepare for the external assessment.</p> <p><b>Learning activities</b></p> <p>A selection of activities has been designed to support the learning outcomes of each unit. These may be adapted to suit the centre, the learners and the local context. In addition, it is expected that learners will have access to employers and work experience as appropriate.</p>

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Induction</b> (6 hours)</p> <p>It is recommended that all learners take part in this induction session at the start of the course. This will enable learners to meet as a group and begin to establish relationships. It will also provide insight into the unique way of learning on the Diploma.</p>	<p><b>Icebreaker</b></p> <p>Tutor passes a bowl of M&amp;Ms around the room and tells each learner to 'Take as much as you think you'll need'. No further instructions are given until the bowl has been passed around the group and returned to the tutor.</p> <p>Starting with the person to the left, the tutor asks each participant to tell the rest of the group one thing about himself or herself for each M&amp;M taken.</p> <p>As a twist to this, the tutor could assign each colour of M&amp;M a different meaning or category, eg red is a fact about their home life, green about their friends, brown about hopes/ambitions for the future, orange is a free choice, etc.</p> <p><b>Structure of the diploma</b></p> <p>Tutor outlines the structure of the diploma course, referring to:</p> <ul style="list-style-type: none"> <li>• principal learning</li> <li>• additional and specialist learning</li> <li>• functional skills</li> <li>• PLTS</li> <li>• the project.</li> </ul> <p><b>The four sectors</b></p> <p>Tutor distributes a 4x4 grid with the names of the four sectors – one per box. Learners work in pairs to write down as many organisations, services and professions that fit into each of the four sectors. Each pair to report back to the class.</p>	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
	<p><b>A-Z of the diploma</b></p> <p>Tutor distributes an A-Z list of letters with space for writing. Learners work in pairs (different pairs from the above activity) to try to identify as many words as possible that may come into the SHD diploma, eg a – alcohol, b – barrister, c – community.</p> <p><b>Case study</b></p> <p>Tutor provides group with a family case study. Learners work in small groups to identify the problems that the family is faced with, how these problems may have arisen and what support is needed now.</p>	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Aim:</b> to know the purpose and structure of the sectors (LO1)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• identify questions to ask about the sectors (AC1a)</li> <li>• state the purpose of each of the four sectors (AC1b)</li> <li>• identify the roles of key organisations within the sectors (AC1c)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Brainstorm what types of organisations are in the four sectors and what jobs exist in those organisations</li> <li>• Work in small groups to prepare a list of questions about a local organisation and its staff</li> <li>• Present their findings to the rest of the group as a wall display</li> <li>• Write an individual report, using ICT, about the work of a local third sector organisation</li> <li>• Consider what is meant by the term 'multi-agency working'</li> <li>• Examine a tutor-provided case study that illustrates this</li> <li>• Work in pairs to create examples of other case studies that show multi-agency work across the sectors</li> </ul> <p><b>Tutor:</b></p> <ul style="list-style-type: none"> <li>• Ensure that the organisations selected represent the four sectors</li> <li>• Use the specification notes for LO1 to guide learners about the kinds of questions to consider</li> <li>• Provide a handout on the four sectors, the organisations these will contain and the role of these organisations</li> <li>• Outline the difference between the statutory and the non-statutory sectors</li> <li>• Create a case study example that highlights multi-agency working</li> </ul>	

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<p><b>Aim:</b> to know the range of services delivered by the sectors (LO2)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>describe the range of services delivered in the sectors (AC2a)</li> <li>describe how organisations within and across the sectors work together to deliver services (AC2b)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>Consider what other services are provided by their own school and to whom</li> <li>Consider what other organisations are also involved</li> <li>Consider what roles there are in their school and what these people do</li> <li>Consider what is meant by a 'service' and learn the definition</li> <li>Individually research a local service provided by one of the four sectors (provided by tutor)</li> <li>Present the findings of their research to the rest of the class</li> <li>Take part in a discussion about how these local service providers may work together</li> </ul> <p><b>Tutor:</b></p> <ul style="list-style-type: none"> <li>Have examples from the learners' schools about the roles of key staff within them, flagging up multi-agency working</li> <li>Allocate each learner a different local service to research</li> <li>Lead a discussion on how these local service providers may work together</li> </ul>	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Aim:</b> to understand how to plan and carry out investigations into the work of the sectors (LO3)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• explain how to plan investigations (AC3a)</li> <li>• explain how to carry out investigations (AC3b)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Work in pairs to draw a flow chart of the steps to take when planning research</li> <li>• Discuss as a class the steps to take when planning research</li> <li>• Compare ideas with the tutor-provided overview</li> <li>• Work in groups to research the role of a member of staff within the school or college</li> <li>• Identify the roles of each learner</li> <li>• Identify the barriers each learner faces</li> <li>• Work with the tutor to fix the deadline they are working towards</li> <li>• Identify the support that they need</li> <li>• Conduct research into job role</li> <li>• Review the investigation using the checklist provided</li> <li>• Discuss as a group what went well and what did not go as well</li> <li>• Evaluate their work with another group</li> </ul> <p><b>Tutor:</b></p> <ul style="list-style-type: none"> <li>• Provide an overview for learners on the steps to take in planning research</li> <li>• Provide a checklist for learners to review their investigation</li> <li>• Monitor and guide learner planning as appropriate</li> </ul>	