

SOCIETY, HEALTH AND DEVELOPMENT

Unit 7: The importance of the work of the children and young people's workforce in society, health and development



Society, Health and Development

Level 2 Unit 7: The importance of the work of the children and young people's workforce in society, health and development

Sample scheme of work

Total GLH	30, of which 6 will be needed for the internal assessment
Aim/s or statement of purpose	<p>Learners will:</p> <ul style="list-style-type: none"> • know the role of the children and young people's workforce • understand the development and behaviour of children and young people • be able to devise activities to support the development of children and young people.
Notes	<p>This unit is assessed through a centre set and marked assignment, which will be subject to moderation. This internal assessment should take 6 of the 30 GLH.</p> <p>On completion of the learning outcomes learners should undertake the assessment appropriate for this unit. Within teaching and learning differentiation will take place through question and answer, pair or group work, through the level of support provided and extension activities undertaken.</p> <p>Learning activities</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. Some web links have been included, but it is recognised that learners may need direction when using them and that the websites may change significantly over time.</p>

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to know the role of the children and young people's workforce (LO1)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • describe the purpose and broad overall structure of the children and young people's workforce (AC1a) • describe how children and young people's development and well-being is supported by the children and young people's workforce (AC1b) 	<p>Learners:</p> <ul style="list-style-type: none"> • Work in pairs or small groups to create a wall map of services for children and young people in the local area. Each pair or group to take responsibility for an area of the map or a type of service. • Include a basic hierarchy of job roles for each service type • Investigate the range of services and people involved in provision at their school under the extended school agenda • In groups, research and present information on the different ways the sector supports the development of children and young people • Research key policies that guide the work of the sector to identify the main points, eg Every Child Matters www.everychildmatters.gov.uk and The Children's Plan 2007 www.dcsf.gov.uk/childrensplan <p>Tutors:</p> <ul style="list-style-type: none"> • Organise student pairs or groups • Allocate areas or type of service • Assist learners to produce job role information • Guide research on the ways the sector supports the development of children and young people 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to understand the development and behaviour of children and young people (LO2)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • explain the key stages in children and young people’s development (AC2a) • explain how development might differ from expected norms (AC2b) • explain how different experiences can enhance the learning and development of children and young people (AC2c) • evaluate how changes in the lives of children and young people may affect their behaviour and development (AC2d) 	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss in small groups the P.I.E.S. changes that occur during children’s and young people’s lives and the impact they have on development • Create a presentation of developmental change for children or young people of a given age range, ie early years: birth–8 years; later childhood: 8–11 years; adolescence: 12–18 years • Role play the impact that a given life experience may have on a child’s or young person’s development • Analyse fictitious case studies describing positive and negative impacts of life events on development and well-being. Case studies should include some that cause changes in development that differ from the expected norms. • Hold a class debate on ‘Risk taking is more important in childhood than safeguarding and protection’ <p>Tutors:</p> <ul style="list-style-type: none"> • Ensure learners have a sound understanding of P.I.E.S. • Organise plenary and feedback sessions after presentations • Organise role plays • Provide fictitious case studies • Allocate roles for class debate 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to be able to devise activities to support the development of children and young people (LO3)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • assess children and young people’s stages of development (AC3a) • generate ideas for activities to support the development of children and young people (AC3b) • organise time and resources needed for development plans (AC3c) 	<p>Learners:</p> <ul style="list-style-type: none"> • Create a list of questions to find out about the stage of development of a child or young person in terms of P.I.E.S. • Analyse case study information to find out about the stage of development of a child or young person • Carry out a benefit and risk assessment for a given developmental activity • Brainstorm ideas for a range of developmental activities for children or young people at different ages • Develop a mind map for the benefits, risks, time and resources appropriate to a given developmental activity <p>Tutors:</p> <ul style="list-style-type: none"> • If possible, organise visits to early years’ settings for learners to observe different activities • Assess questions produced by learners and offer feedback • Provide case study information • Assess benefit and risk assessments • Organise brainstorming and mind map sessions • Conduct plenary sessions 	<p>RL1</p> <p>CT1</p> <p>SM3</p>