

Cambridge **NATIONALS LEVEL 1/2**



CHILD DEVELOPMENT

**Unit R018 – HEALTH AND WELL-BEING FOR CHILD
DEVELOPMENT
DELIVERY GUIDE**

Version 1

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have sign posted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for this unit.

Assessment guidance can be found within the Unit document available from <http://www.ocr.org.uk/qualifications/cambridge-nationals-child-development-level-1-2/>.

The latest version of this Delivery Guide can be downloaded from the OCR website.

UNIT AIM

Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities. Responsibility for the well-being of a child starts before conception and this unit aims to provide learners with an overview of the roles and responsibilities of parenthood alongside an understanding of reproduction and pre-conceptual, antenatal and postnatal care.

By completing this unit, learners will develop an appreciation of the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses.

Learners studying for the Certificate will be able to apply knowledge and understanding gained in this unit to help develop their skills further during the completion of units R019 and R020.

Unit R018 Health and well-being for child development

| | |
|-----|---|
| LO1 | Understand reproduction and the roles and responsibilities of parenthood |
| LO2 | Understand antenatal care and preparation for birth |
| LO3 | Understand postnatal checks, postnatal provision and conditions for development |
| LO4 | Understand how to recognise, manage and prevent childhood illnesses |
| LO5 | Know about child safety |

To find out more about this qualification please go to: <http://www.ocr.org.uk/qualifications/cambridge-nationals-child-development-level-1-2/>

RELATED ACTIVITIES

The suggested activities in this delivery guide have also been related to other units/learning outcomes (LOs) in this qualification. This could help with delivery planning and enable learners to cover multiple parts of units.

| This unit (Unit R018) | Title of suggested activity | Other units/LOs | |
|-----------------------|---|--|---|
| LO1 | Roles and responsibilities of parenthood | Unit R019: Understand the equipment and nutritional needs of children from birth to five years | LO1 Understand the key factors when choosing equipment for babies from birth to 12 months |
| | | | LO2 Understand the key factors when choosing equipment for children from one to five years |
| | | | LO3 Know the nutritional guidelines and requirements for children from birth to five years |
| | | | LO4 Be able to investigate and develop feeding solutions for children from birth to five years |
| LO2 | Birth | Unit R020: Understand the development of a child from birth to five years | LO1 Understand the physical, intellectual and social developmental norms from birth to five years |
| LO3 | The new born baby | Unit R020: Understand the development of a child from birth to five years | LO1 Understand the physical, intellectual and social developmental norms from birth to five years |
| | Premature babies | Unit R020: Understand the development of a child from birth to five years | LO1 Understand the physical, intellectual and social developmental norms from birth to five years |
| | Conditions for development | Unit R020: Understand the development of a child from birth to five years | LO2 Understand the benefits of learning through play LO3 Be able to plan different play activities for a chosen developmental area with a child from birth to five years |
| | Promoting positive behaviour | Unit R020: Understand the development of a child from birth to five years | LO1 Understand the physical, intellectual and social developmental norms from birth to five years LO2 Understand the benefits of learning through play |
| LO4 | Diet related illness | Unit R019: Understand the equipment and nutritional needs of children from birth to five years | LO3 Know the nutritional guidelines and requirements for children from birth to five years |
| | | | LO4 Be able to investigate and develop feeding solutions for children from birth to five years |
| LO5 | Creating a safe home environment for children | Unit R019: Understand the equipment and nutritional needs of children from birth to five years | LO1 Understand the key factors when choosing equipment for babies from birth to 12 months LO2 Understand the key factors when choosing equipment for children from one to five years |
| | Safety Labelling | Unit R019: Understand the equipment and nutritional needs of children from birth to five years | LO1 Understand the key factors when choosing equipment for babies from birth to 12 months LO2 Understand the key factors when choosing equipment for children from one to five years |
| | | Unit R020: Understand the development of a child from birth to five years | LO3 Be able to plan different play activities for a chosen developmental area with a child from birth to five years |
| | Common childhood accidents | Unit R019: Understand the equipment and nutritional needs of children from birth to five years | LO1 Understand the key factors when choosing equipment for babies from birth to 12 months LO2 Understand the key factors when choosing equipment for children from one to five years |

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit

| Key term | Explanation |
|------------------------------|---|
| LO1 | |
| Pre-conception health | Consideration of health, fitness and lifestyle before trying for a baby, to improve chances of becoming pregnant and to give the baby a good start. |
| Genetic counselling | Expert health advice and guidance regarding the likelihood of an inherited disorder being passed on to a child by their parents. |
| Contraception | This is the deliberate prevention of pregnancy. |
| Conception | This occurs when the egg is fertilised by the sperm. |
| Implantation | This occurs when the fertilised egg becomes embedded in the wall of the uterus, about 6 days after conception. |
| Embryo | The fertilised egg divides to form a ball of cells called the embryo. |
| Foetus | From 8 weeks after fertilisation until birth the embryo is called a foetus. ('Foetus' is Latin for 'young one'). |
| Role model | Someone a child looks up to and whose behaviour they imitate. |
| LO2 | |
| Antenatal | The care given to a woman throughout her pregnancy. |
| Midwife | A nurse who is specially trained in pregnancy and birth. Looks after the mother and baby for 10 days after the birth. |
| Health Visitor | A community based nurse who works with mothers and children up to 5 years old. |
| Obstetrician | A doctor who specialises in the care of pregnant women; looks after complications in pregnancy. Will carry out caesarean section or forceps deliveries. |
| Paediatrician | A specialist doctor in the care of children up to 16 years. Will attend difficult births, in case the baby needs resuscitation. |
| LO3 | |
| APGAR score | Five vital signs used to assess the health of a new-born baby. Appearance, Pulse, Grimace, Activity, Respiration. |
| Vernix | This may be present at birth. It is a white, greasy substance that covers the baby's skin. |
| Lanugo | Found on the skin of babies who arrive early. It is a fine layer of hair that usually disappears before the birth. |
| Fontanelle | This is the soft spot found on top of the baby's head. |
| Reflexes | These are automatic actions that occur naturally without thinking. |
| Premature (pre-term) | A baby who is born before 37 weeks. |
| Post-natal | Post means 'after' and natal means 'birth'. So this term refers to the first few weeks after the birth. |
| LO4 | |
| Signs of illness | Changes that occur when a child is becoming ill, for example loss of appetite, becoming 'clingy', crying, lethargic. |
| Symptoms of illness | Conditions such as: vomiting, diarrhoea, high temperature, breathing difficulties, fitting, developing a rash, unresponsive. |
| Obesity | A state of being seriously overweight. |

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit


| Key term | Explanation |
|--------------------------|---|
| LO5 | |
| Safety strategies | Ways of reducing the risk or likelihood of danger. For example, having plug socket covers so children cannot poke things into the socket; fitting a stair gate; parents talking to a child about 'stranger danger'. |
| Hazard | This is something that could cause harm. For example, toys left on stairs are a trip hazard. |
| BSI safety mark | The item has been tested by the British Standards Institution and has been found to be safe. |
| CE symbol | A European symbol showing conformity with safety standards. Found on toys. |


MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome



| What is the misconception? | How can this be overcome? | Resources which could help |
|--|--|---|
| Learners not providing answers to examination questions that relate to the scenario they have been given. | Section A of the examination paper consists of questions that relate to scenarios. To gain higher marks learners need to relate their answers to the given scenario. Teachers could help learners to overcome this by using real life or invented scenarios often when teaching topics. This would help learners to put their knowledge into context and familiarise them with using scenario information to inform their responses. | Specimen exam paper and mark scheme. Past papers and mark schemes. Available from: http://www.ocr.org.uk/qualifications/cambridge-nationals-child-development-level-1-2/ |
| Learners not using correct terminology in their answers to examination questions. For example: Learners confusing terms such as 'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'. | Learners could be encouraged to create their own glossary of terms as they work through the unit. Have a 'word of the week' and use it every lesson. Create a set of terminology cards, randomly select learners who have to take one as they enter the room and then they have to provide a definition – or 'ask the audience' or 'phone a friend' (e.g. teacher) to help them. Using visual resources to highlight the information. For example: provide a series of labelled pictures showing the development of the embryo and foetus. | Teachers could create a set of definitions/terminology cards of key terms for each topic. Teachers could provide learners with a glossary booklet to fill in as they work through the unit. Examples of some of the main terms are in section one of this delivery guide. However, learners should be encouraged to keep a glossary of as much new terminology as possible to support their revision for the examination. |
| Learners not providing answers to examination questions that match the command verb. | Give learners opportunities to practice answering examination questions so that they become familiar with the different types of response required. For example set them a question that uses the command verb 'describe' and then the same question but using the command verb 'evaluate' or 'explain'. Discuss the differences in the type of response required. | Specimen exam paper and mark scheme. Past papers and mark schemes. Also refer to the OCR Report to Centres for each examination series. Available from: http://www.ocr.org.uk/qualifications/cambridge-nationals-child-development-level-1-2/ |
| Learners have poor exam technique. | Give learners opportunities to see a range of answers to exam questions. They could be given two versions of the same completed question, one done to a high standard and another weaker answer. These could be used as a starting point to discuss the features of a good quality answer. | Specimen exam paper and mark scheme. Past papers and mark schemes. Available from: http://www.ocr.org.uk/qualifications/cambridge-nationals-child-development-level-1-2/ |
| Learners run out of time when doing the examination. | This can easily happen if candidates have not had the opportunity to complete questions against the clock. Giving tests at the end of topics, or just one question to be completed within a certain time can be invaluable for learners to get used to organising their thoughts to produce a good, focused response to examination questions. Teachers could also go through past questions and demonstrate planning of answers to time constraints. These test questions could be marked by the teacher, or learners could be given a copy of the mark scheme and either peer-assess or self-assess their answers. | Specimen exam paper and mark scheme. Past papers and mark schemes. Available from: http://www.ocr.org.uk/qualifications/cambridge-nationals-child-development-level-1-2/ |
| Teachers teach each of the three units completely separately as if they were three standalone units. | Aspects of Unit 1 have relevance to content of Units 2 and 3. These links are indicated in section three of this delivery guide. Learners should be encouraged to see the content as interrelated. The theory learned in unit one can inform practice in learners' coursework and vice versa. | This Delivery Guide and specification should be used to develop a thorough understanding of what is expected. Also refer to the OCR Report to Centres for each examination series. Available from: http://www.ocr.org.uk/qualifications/cambridge-nationals-child-development-level-1-2/ |

SUGGESTED ACTIVITIES

| LO No: | 1 | | |
|---|---|-------------------|----------------------|
| LO Title: | Understand reproduction and the roles and responsibilities of parenthood | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| Factors affecting the decision to have children | <p>Learners could begin this topic by working in groups to discuss factors that would affect their own decision to have children. Each group could then share their findings with the class in order to develop common themes.</p> <p>A short clip from the Channel 4 series 'One Born Every Minute' such as Darren's story 'From Lad to Dad' could be used to illustrate the changes to lifestyle which result from starting a family. http://www.channel4.com/programmes/one-born-every-minute-the-dads/on-demand/60895-002</p> <p>Another suggestion would be to have a group debate about the factors which affect the decision to have children. A range of different scenarios could be provided by teachers, as a basis for learner's discussions. These scenarios could involve individuals at different ages, in different financial circumstances, in short or longer term relationships, with or without close family support etc.</p> <p>A homework task could be for learners to interview someone they know, about the factors that influenced the person's decision to have children.</p> | 1 hour | |
| Pre-conception health  | <p>Teachers could introduce the term 'pre-conception health' and explain its meaning. Learners could then be set a research task to find out how a woman who intends to become pregnant could ensure she is as fit and healthy as possible. A good place to start this research would be the NHS choices website, the link is below. http://www.nhs.uk/conditions/pregnancy-and-baby/pages/planning-pregnancy.aspx</p> <p>Alternatively many child development textbooks also have a section about pre-conception health, for example: OCR Child Development for GCSE, C. Meggitt, Hodder. Pages 18-19.</p> <p>Learners could then create a factsheet giving advice to prospective mothers covering the aspects of pre-conception health listed on the specification: diet, exercise, healthy weight, dangers of alcohol/smoking/recreational drugs and up-to-date immunisations.</p> | 2 hours | |
| Roles and responsibilities of parenthood | <p>Teachers could introduce and briefly discuss the terms 'roles' and 'responsibilities' of parenthood. Learners could then be given a spider diagram worksheet which consists of a central picture of parents holding a baby. There could be a series of boxes around the picture, each with a different heading taken from the list of roles and responsibilities on the specification. The class could be divided into groups with each group allocated one of the boxes to complete. Each group feeds back to the class sharing their examples of what parents could do to meet a baby's needs. All learners complete their remaining blank boxes using the examples that have been shared.</p> | 1-2 hours | Unit R019, LO1 - LO4 |

| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|---|--|-------------------|-----------------|
| Contraception | <p>Learners could brainstorm different methods of contraception. They could then be given a card match activity where they have to match 'method' cards with 'how it works' cards. Following this activity learners could discuss as a class, or in groups, advantages and disadvantages of the various methods of contraception and produce a table summarising the advantages and disadvantages for each method.</p> <p>Alternatively a health professional, such as a school nurse, could be invited in to deliver a session about methods of contraception. Prior to the visit the learners could devise a set of questions about methods of contraception and their effectiveness.</p> | 1-2 hours | |
| Structure and function of the male and female reproductive systems See Lesson Element The structure and function of the male and female reproductive systems | <p>This is a 'speed dating' activity to familiarise learners with the terminology and the functions of the male and female reproductive systems.</p> | 1 hour | |
| Conception | <p>Teachers could then show a clip of the fertilisation process, such as this one from the BBC Bitesize website: http://www.bbc.co.uk/education/clips/zsrg9j6 After watching the clip learners could write an illustrated description of ovulation, fertilisation and implantation.</p> <p>As an alternative to using the clip, many child development textbooks have a section about human reproduction, for example: Child Care and Development, P. Minett, Hodder. Pages 30-31.</p> | 1 hour | |
| Development of the embryo and foetus | <p>Learners could be set the task of organising a set of pictures (provided by the teacher) of the developing embryo, into chronological order. For a starter activity teachers could hand out to individual learners a series of pictures showing the developing embryo from conception to birth. Teachers then ask those learners to stand up and put themselves in order. The rest of the group could help to direct them into the correct order of development.</p> <p>Learners could then be provided with a smaller copy of the pictures to produce their own timeline of the main stages from conception to birth and annotate what is happening at each stage.</p> <p>A homework task for learners could be to research the signs and symptoms of pregnancy. The results of their research could be used as a starter at the beginning of the next lesson.</p> | 1 hour | |
| Consolidation  | <p>Learners' knowledge could be tested by using relevant questions from the specimen assessment material on the OCR website. These could be self-assessed, peer-assessed or marked by the teacher.</p> <p>http://www.ocr.org.uk/qualifications/cambridge-nationals-child-development-level-1-2/</p> | 1 hour | |

SUGGESTED ACTIVITIES

| LO No: | 2 | | |
|---|---|-------------------|-----------------|
| LO Title: | Understand antenatal care and preparation for birth | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| Health professionals providing support during pregnancy  | <p>Using textbooks and/or websites, learners could research the job roles of health professionals involved in the antenatal care. http://www.nhs.uk/careers/a-to-z/ or http://www.nhs.uk/conditions/pregnancy-and-baby/pages/antenatal-team-midwife-obstetrician-pregnant.aspx#close</p> <p>Textbooks: OCR Child Development for GCSE, C. Meggitt, Hodder. Page 53; Child Care and Development, P. Minett, Hodder. Page 57.</p> <p>Learners could consolidate their research by creating a reference sheet that identifies the different health professionals who support the pregnant mother and briefly explains the type of support that each health professional provides.</p> <p>Additionally, teachers could invite a midwife, or other health professional, into the classroom to talk about their role in supporting pregnant mothers. Also there are video clips of various health professionals describing their work, available on the NHS careers website.</p> | 1-2 hours | |
| Antenatal care  | <p>Teachers could introduce the topic of antenatal care and then set the learners a research and information gathering task using the NHS choices website.</p> <p>The NHS choices website gives excellent and detailed coverage of all aspects of antenatal care. It provides factual information, advice, video clips and case studies. Learners could be given a booklet to complete, which has a set of headings or questions to guide them. The headings or questions would highlight the key information that they need to find. Their starting points could be:</p> <p>Your antenatal care: http://www.nhs.uk/conditions/pregnancy-and-baby/pages/antenatal-midwife-care-pregnant.aspx#What</p> <p>Antenatal classes: http://www.nhs.uk/video/Pages/Antenatalclasses.aspx?</p> <p>Antenatal checks, tests and screening: http://www.nhs.uk/Conditions/pregnancy-and-baby/pages/antenatal-care-checks-tests.aspx#close http://www.nhs.uk/conditions/pregnancy-and-baby/pages/screening-amniocentesis-downs-syndrome.aspx#close</p> <p>Anomaly scan: http://www.channel4.com/programmes/one-born-every-minute/articles/all/baby-journey-weeks-17-21-fetal-anomaly-scan</p> <p>NITP blood test: http://www.rapid.nhs.uk/guides-to-nipd-nipt/nipt-for-down-syndrome/</p> <p>Alternatively, most child development textbooks have detailed sections about antenatal care. It might also be possible to invite an expectant mum to talk about her experience of antenatal care, or a midwife.</p> | 3 hours | |

SUGGESTED ACTIVITIES

| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|-----------------------------|---|-------------------|-----------------|
| Birth | <p>Teachers could deliver a presentation to explain the choices available for delivery, the stages of labour, methods of delivery and types of pain relief.</p> <p>Alternatively, learners could be put into groups, each group could be allocated a different topic about which they have to create and deliver a presentation for the rest of the class. Learners should be prepared to answer questions based on the information they have provided.</p> <p>To put the theory into context clips could be used, e.g. http://www.nhs.uk/Video/Pages/Givingbirthathome.aspx http://www.channel4.com/programmes/one-born-every-minute has many useful short clips, including multiple and premature births. (Clips/programmes need to be selected carefully as some have a guidance rating of 16 years).</p> | 2-3 hours | Unit R020, LO1 |
| Consolidation | <p>Learners could create a series of mind-maps which include key terms and topics covered by LO2. This will assist with their revision of the LO2 content.</p> | 2 hours | |





SUGGESTED ACTIVITIES




| LO No: | 3 | | |
|-----------------------------------|---|-------------------|---------------------|
| LO Title: | Understand post-natal checks, provision and conditions for development | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| The new born baby | <p>Teachers could introduce the topic of checking the new born baby, starting with an explanation of the Apgar score. This is assessed at one minute and five minutes after birth. Learners should know the vital signs that the letters APGAR stand for. Details of this can be found at the link below: http://www.babycentre.co.uk/a3074/apgar-score</p> <p>Learners could be given a list of the routine physical checks, (listed on the specification) that are carried out. They could then use textbooks or websites to find out how and why the checks are done. Learners could then produce a poster about the characteristics of a new born baby, including vernix, lanugo, and the reflex actions.</p> <p>Useful sources of information are: http://www.nhs.uk/Conditions/pregnancy-and-baby/Pages/newborn-physical-exam.aspx https://www.nct.org.uk/parenting/postnatal-checks-babies http://www.nhs.uk/chq/Pages/2386.aspx?CategoryID=62&SubCategoryID=63</p> | 2 hours | Unit R020, LO1 |
| Premature babies | <p>The teacher could give a definition of what is meant by a 'premature' baby. Learners could then be given 15-20 minutes to research (textbook or internet) the specific needs of a premature baby. This could be done in groups or individually.</p> | 1 hour | Unit R020, LO1 |
| Postnatal provision | <p>Learners could be placed into four groups. Group one could focus on ways that family and friends could support a new mother and her baby. Group two could focus on the advice and support available from the GP, Midwife and health visitor. Group three could focus on the postnatal check six weeks after the birth and group four could focus on the 6-8 week review by the health visitor or doctor.</p> <p>Each group could create a short presentation and an information sheet for new mothers about postnatal provision, to be shared with the class. http://www.nhs.uk/conditions/pregnancy-and-baby/pages/postnatal-check.aspx#close</p> | 2-3 hours | |
| Conditions for development | <p>An example of providing excellent conditions for development can be seen in the following short clip about a new father called AI. Learners could watch the clip, or any other suitable clip, and list all of the positive conditions for development that they see. They could be encouraged to explain the importance of the parental behaviours and environmental conditions they have observed. http://www.channel4.com/programmes/one-born-every-minute-the-dads/on-demand/60895-002</p> <p>AI - Baby Bonding</p> <p>Learners could then be given a copy of a table with the conditions for development (taken from the specification) listed in the first column and a second column for them to fill in with reasons for the importance of each of those conditions.</p> | 1 hour | Unit R020, LO2, LO3 |



SUGGESTED ACTIVITIES

| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|--|--|-------------------|-----------------|
| <p>Promoting positive behaviour</p>  | <p>This topic could begin with a discussion about methods of promoting positive behaviour. Learners could discuss their views on, for example, smacking children, use of the 'naughty step', 'children should be given rewards not punishment', encouragement and praise.</p> <p>Alternatively, the poem 'Children Learn What They Live', by Dorothy Law Nolte, could be read out and used as stimulus for discussion. Link is below.</p> <p>http://www.empowermentresources.com/info2/childrenlearn.html</p> <p>Learners, working in pairs, could then be given the role of an 'agony aunt' working for a parenting website. Each pair could be given a card with a problem sent in by parents to the fictional website. Learners have to provide advice and strategies for the parents who are having difficulties promoting acceptable patterns of behaviour with their children. Their ideas could then be shared and discussed with the rest of the class.</p> <p>Useful websites for learners to research ideas on how to deal with the problems:</p> <p>http://www.netdoctor.co.uk/childrens-health/how-to-discipline-your-child.htm</p> <p>http://www.jofrost.com/naughty-step-technique/</p> <p>http://www.kidsbehaviour.co.uk/</p> <p>http://www.netdoctor.co.uk/parenting/baby-and-toddler/a9244/baby-sleep-guide/ (bedtime routines article).</p> <p>Textbooks:</p> <p>Child Care and Development, P. Minett, Hodder. Pages 179-183</p> <p>OCR Child Development for GCSE, C. Meggitt, Hodder. Pages 244-251.</p> | 2-3 hours | Unit R020, LO1 |
| <p>Consolidation</p>  | <p>Learners could be put into groups, each group to generate 10 questions and 10 answers on an allocated topic from LO3. The questions could be used as an assessment exercise for the class to ensure they understand the information learned.</p> | 2 hours | |

SUGGESTED ACTIVITIES



| LO No: | 4 | | |
|--|---|-------------------|-----------------|
| LO Title: | Understand how to recognise, manage and prevent childhood illnesses | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| Acquiring immunity  | <p>Teachers could introduce this topic by giving learners a copy of a childhood immunisation programme and vaccination programme.</p> <p>Teachers could explain definitions of the terms 'immunisation' and 'vaccine'. Learners could create a 'how vaccines work' flowchart. They could be provided with a sheet of statements in boxes explaining how vaccines work. They could then cut out the statements and stick them on to a flow chart sheet in the correct order. The flowchart sheet could have simple diagrams to show what is happening at each stage to help learners work out the correct order.</p> <p>Teachers could now move on to explain the difference between acquired immunity through immunisations and baby's natural immunity from their mother through the placenta and breastfeeding and by the child's own experience of infection. Learners could consolidate their knowledge by writing about the benefits of childhood vaccination.</p> | 1 hour | |
| Childhood ailments and diseases See Lesson Element Childhood illnesses  | <p>Teachers introduce the topic by asking the learners to recall any childhood illnesses they can remember having such as chicken pox, mumps etc. The difference between a 'sign' and a 'symptom' should be discussed and definitions noted in their workbooklet.</p> <p>Learners play a matching game of childhood illnesses with their signs and symptoms. They then complete the chart filling in the two columns, 'name of illness' and 'signs and symptoms' to record the information for reference when revising.</p> <p>Teachers then introduce a series of case studies of sick children. Learners could work in pairs or groups to decide whether each child just needs home care, needs to be seen by a GP or requires emergency treatment. Each pair or group could feedback and discuss their decisions with the rest of the class and reach a consensus which is noted in their workbooklet.</p> | 1 hour | |
| Caring for a sick child  | <p>The teacher could provide a list of guidelines for the care of a sick child, this information could be in the form of a presentation or a handout. Teachers could lead a whole class discussion of the reasons for the guidelines. Then learners could be given an A3 sheet printed with four boxes. The boxes should each have a different heading:</p> <ul style="list-style-type: none"> • physical needs • social needs • emotional needs • intellectual needs. <p>Teachers should ensure learners know the differences between the four aspects of need and then, through class discussion, the boxes should be completed with explanations of how a sick child's needs could be met.</p> <p>Information on this topic can be found in: OCR Child Development for GCSE, C. Meggitt, Hodder. Pages 206-211</p> | 1 hour | |

SUGGESTED ACTIVITIES




| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|---|--|-------------------|---------------------|
| Preparing a child for a stay in hospital | <p>Teachers could show the following short clip of a nurse's advice to parents: http://www.netdoctor.co.uk/childrens-health/videos/index.shtml?videoid=1205639068001&tabid=217</p> <p>Place learners into groups. Teachers could give each group a different picture from those listed:</p> <ul style="list-style-type: none"> • a picture of a children's hospital ward • a child wearing a doctors white coat and stethoscope • book/dvd about going to hospital • hospital themed toys • parent/child together packing case ready for hospital. • child and parent sitting down and talking. <p>Each group to discuss how the strategy would help to prepare a child for a stay in hospital and then each group feedback to the whole class.</p> <p>Useful pictures, and also information to help inform learner discussions, can be found on the following websites:</p> <p>http://www.nhs.uk/conditions/pregnancy-and-baby/pages/going-to-hospital.aspx#close http://www.gosh.nhs.uk/parents-and-visitors/advice-when-you-stay/preparing-treatment http://www.netdoctor.co.uk/health_advice/facts/childrenhospital.htm http://www.amazon.co.uk/s/ref=nb_sb_noss?url=search-alias%3Dtoys&field-keywords=hospital+toys&rh=n%3A468292%2Ck%3Ahospital+toys http://www.elc.co.uk/dressing-up/5540.default.sc.html http://www.amazon.co.uk/s/ref=nb_sb_noss_1?url=search-alias%3Dstripbooks&field-keywords=children+going+to+hospital</p> | 2 hours | |
| Diet related illnesses | <p>Teachers could introduce this topic with this article: http://www.netdoctor.co.uk/parenting/baby-and-toddler/advice/a25994/how-to-know-how-sick-your-child-is/</p> <p>Teachers could show learners examples from Government campaigns concerning children's diet and health such as the 'change4life' website or leaflets.</p> <p>Following the teacher input learners could research information so that they can identify the health risks for children of obesity, deficiency diseases and lack of exercise.</p> <p>Learners could be set the task of writing a magazine article for parents. The article should provide advice, guidance and strategies to help parents encourage their child to maintain a healthy weight and lifestyle.</p> <p>http://www.bbc.co.uk/programmes/b00pg4xj http://www.nhs.uk/livewell/childhealth6-15/pages/child-health-measurement-programme-very-overweight-advice.aspx http://www.nhs.uk/change4life/Pages/change-for-life.aspx</p> | 2-3 hours | Unit R019, LO3, LO4 |
| Consolidation | <p>Learners could be given an end of 'learning objective' test that may comprise of some of the specimen assessment material taken from the OCR website. Alternatively a test could be compiled from textbook questions found at the end of the relevant chapters, for example from: Child Care and Development, P. Minett, Hodder. OCR Child Development for GCSE, C. Meggitt, Hodder.</p> | 1 hour | |



SUGGESTED ACTIVITIES

| LO No: | 5 | | |
|--|--|-------------------|---------------------|
| LO Title: | Know about child safety | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| <p>Creating a safe home environment for children</p> <p>See Lesson Element Safety in the home</p>  | <p>Learners are put into groups. Each group should be given a card showing a collection of pictures based on one area of the home. They could discuss the safety issues raised by the picture and note down examples of good safety practice and any examples of unsafe features.</p> <p>Each group is then to give a short presentation explaining their findings. The other learners should note key points for each area of the home in their own booklet.</p> <p>Working individually, learners' research (websites and textbooks) and make recommendations to improve safety in all parts of the home. This may include, for example, safety features, equipment or supervision.</p> <p>The following websites have useful information about home safety products:</p> <p>http://www.mothercare.com/home-safety/buyersguide-ms-safety-sub1.default.pg.html?q=cooker%20gaurd</p> <p>http://www.safetots.co.uk/Safety-Essentials/c1/index.html</p> <p>http://www.rospa.com/home-safety/</p> | 1-2 hours | Unit R019, LO1, LO2 |
| <p>Garden and road safety</p>  | <p>Learners could brainstorm dangers in the garden and discuss possible ways parents could minimise the risks. An information leaflet for parents could be produced by learners to inform parents about safety in the garden for under 5's. This could cover risks such as ponds, poisonous plants, weed killer, gardening equipment and trampolines, for example. Garden safety information can be readily found in child development textbooks and also on safety websites, examples are shown below:</p> <p>http://www.rospa.com/leisure-safety/water/advice/pond-garden-water/</p> <p>http://www.rospa.com/leisure-safety/advice/trampoline/</p> <p>http://www.rospa.com/rospaweb/docs/advice-services/home-safety/uk/garden-checklist.pdf</p> <p>For road safety teachers could download the 'What's on the road?' home link sheet for parents from the 'Think! Children' website, the link to this sheet is below:</p> <p>http://think.direct.gov.uk/education/early-years-and-primary/docs/hls_whats_on_the_road.pdf</p> <p>and also the 'Green Cross Code':</p> <p>http://think.direct.gov.uk/education/early-years-and-primary/parents/7-to-11s/the-green-cross-code/</p> <p>Learners could then discuss how the suggested activities and questions on the sheet, and the Green Cross Code instructions, could be used by parents to educate their children about road safety.</p> <p>Other road safety resources and information can be found at:</p> <p>http://www.brake.org.uk/educators/21-facts-a-resources/resources/1276-road-safety-resources-for-educators?gclid=CluRmpe8xMYCFWoJwwod9CMIYA</p> | 2-3 hours | |

SUGGESTED ACTIVITIES

| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|---|---|-------------------|---|
| Safety labelling | Learners could be asked to find and give the meaning of the following safety labels: <ul style="list-style-type: none"> • Kite Mark • BSI safety mark • Lion Mark • age advice symbol • CE symbol • children’s nightwear labelling. Textbooks or the following link will provide this information. http://www.btha.co.uk/toy-safety/symbols/ Examples of items, such as toys or nightwear, with the labels could be brought into the classroom and shown to the learners. Labelling information could be recorded in a table with the following three headings: Symbol, Meaning and Examples of items. The table could be presented as a fact/information sheet or a poster, or could be produced as a card sort activity. | 1 hour | Unit R019, LO1, LO2 Unit R020, LO3 |
| Common childhood accidents  | Learners could be given a list of common childhood accidents (taken from the specification) and produce a handbook for parents. The handbook should provide parents with advice on how to reduce the risk of accidents from occurring. http://www.rospa.com/home-safety/advice/general/preventing-accidents-in-the-home/ | 2 hours | Unit R019, LO1, LO2 |
| Social safety | The teacher could lead a discussion of what is meant by ‘social safety’. Examples could be discussed such as ‘stranger danger’ and ‘the underwear rule’ and how young children can be helped to understand who is a ‘stranger’ and who they can trust. Websites such as the NSPCC have video clips which could be used to illustrate discussions. Case studies are also available on this website, though content for use in the classroom should be chosen sensitively. There are examples of guides for parents which can be useful for encouraging learners to consider how parents can talk about this topic with their children. It could be possible to invite a speaker from the NSPCC to talk about their work. http://www.ncpc.org/topics/by-audience/law-enforcement/teaching-children/activities-and-lesson-plans/strangers-grades-k-1 http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/ | 2 hours | |
| Internet safety  | Learners could brainstorm possible dangers of the internet for young children and then research safety strategies that could be used by parents. To consolidate their knowledge learners could produce advice about internet safety for parents of young children. Learners could present their advice in a number of ways, for example a poster, fact sheet or leaflet. Useful websites for information about children’s internet safety include: https://www.thinkuknow.co.uk/parents/Primary/ http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/ | 2 hours | |
| Consolidation  | Learners could be given a mock examination covering all of the learning objectives. Learners would then be able to identify their areas of strength and weakness. This would enable targeted preparation for the real examination paper. | 1 hour 15 minutes | |



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