

# Sample Schemes of Work and Lesson Plans

# **Child Development**

OCR Entry Level Certificate in Child Development: R350

Short Task

This Support Material booklet is designed to accompany the OCR Entry Level Certificate in Child Development specification for teaching from September 2010.



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# Introduction

#### A Guided Tour through the Scheme of Work



= Innovative Teaching Idea This icon is used to highlight exceptionally innovative ideas.

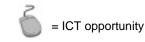


= ICT Opportunity This icon is used to illustrate when an activity could be taught using ICT facilities.



Suggested teaching time	7 hours	Торіс		pregnant can be daunting especially if you ager to highlight the key points on how to	
Topic outline		Suggested t activities	eaching and homework	Suggested resources	Points to note
Introduction		aspects of to highlighting would appea pregnant mu layout, conte construction	cussion – Highlight main opic. Using samples of leaflets good and bad points (what al and encourage a young um to read the leaflet.) Discuss ent, presentation, size, methods; Class discussion on ation should be included in the	<ul> <li>Internet</li> <li>Books</li> <li>Sample leaflets</li> <li>Interactive white board/projector</li> </ul>	<ul> <li>Centres should identify the extent of help provided to each candidate</li> <li>Searching on the internet</li> <li>Looking at sample leaflets/booklets</li> <li>Class work</li> </ul>
resources table resources from should be include should be include should be includes; how these resources trudents constru		ould include/complete a clear	<ul> <li>Internet</li> <li>Text books</li> <li>Sample leaflets</li> <li>Proformas – mind maps/resources table</li> <li>Writing frames</li> <li>Key words</li> <li>Simple flow chart for plan of action</li> </ul>	<ul> <li>Entry level candidates may benefit from a writing frame with the headings already identified. (mind map/ resources chart) Key Words in a word bank</li> <li>Homework - Pupils to be encouraged to gain local information from: health visitor, health visitor/centre, school nurse</li> <li>Students could interview teenager who is pregnant</li> </ul>	







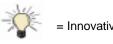
Suggested teaching time	7 hours	Торіс		pregnant can be daunting especially if you ager to highlight the key points on how to	
Topic outline		Suggested to activities	eaching and homework	Suggested resources	Points to note
Planning – Purpo costs	ose, Materials,	lessons stud that need to	ormation from the previous ents will identify main points be included in their draft leaflet, t layout may be constructed.	<ul> <li>Information and materials gained from previous suggested homework.</li> <li>Use of computer</li> <li>Writing frames</li> <li>Resources list/chart</li> <li>Key words</li> </ul>	T.A. support
Carrying out - P leaflet	regnancy	<ul> <li>a draft of the</li> <li>Concurrently pupils can pupils can pupils read pupils</li> <li>Review draft</li> </ul>	e a range of methods to start to ir planned leaflet teacher demonstrates how resent their record card and attractively as possible layout and highlight ts to be made	<ul> <li>Exemplar samples</li> <li>Hand written/drawn if computer/software unavailable/undesirable Design software – e.g. Clipart</li> <li>Writing frames</li> </ul>	<ul> <li>Detailed written evidence by teacher and/or teaching assistant should be included to support all work carried out in this section</li> <li>Clarification on the amount of support given must be identified</li> </ul>
leaflet. from their reso supp		from previou their pregnar resources co	edge and understanding gained s lesson, students to construct ncy leaflet using their planned prrectly and safely. Teacher to encourage candidates on an sis	<ul> <li>Card, pictures of pregnant mothers, suitable clothing/foods/exercise/health</li> <li>Paper, coloured crayons, glue, felt tp, clip art, &amp;/or art &amp; design packages</li> <li>Chart/ tick box headed "Do's and Don'ts</li> </ul>	<ul> <li>Candidates should refer back and use their plan of action/draft layout which they completed in previous lesson/ planning section of the task</li> <li>If candidates do not work independently for example where support is given though a Teaching Assistant this needs to be identified on the marking front cover sheet</li> </ul>

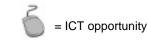






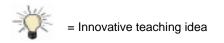
Suggested teaching time	7 hours	Торіс		pregnant can be daunting especially if you ager to highlight the key points on how to	
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
		practice in the areas where	d students to identify good ne construction of the leaflet and e improvements can be made. to complete a final draft of their		
Carrying out – pi leaflet	regnancy	<ul> <li>Teacher to give pupils the opportunity to make any final changes/improvements or refinements on any aspect of their leaflet with the resources and ICT available before final completion depending upon time available</li> <li>Teacher to explain that students must include some form of evidence to show that they have completed their leaflet. This can be brief and may include information and resources used. Also any drafts, mock ups and their use can be included together with any photos</li> </ul>		<ul> <li>As above</li> <li>Writing frame could be used.</li> <li>Heading –'What have I found out?'</li> <li>Contacts for help sheet</li> </ul>	<ul> <li>If changes are made candidates should highlight a reason why these changes were made</li> <li>Evidence must be produced by the students to show that they have completed their planned outcome. For example; If they undertook a leaflet it is not acceptable to have just the outcome. Written evidence must be provided to show that what has been planned has actually been constructed/made. Annotation by teacher/teaching assistant will suffice. Photos can also be included</li> </ul>

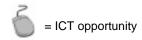






Suggested 7 hours	Торіс		pregnant can be daunting especially if you hager to highlight the key points on how to	
Topic outline	Suggested t activities	eaching and homework	Suggested resources	Points to note
Class discussion – review of outcome Evaluation - Complete	<ul><li>leaflets. Hig they are suc that illustrate</li><li>Discuss the strengths ar to improve ill</li></ul>	ssion on the outcomes of the hlight quality outcomes and why ccessful. Identify other leaflets e weaknesses and the reasons importance of evaluating - ind weaknesses suggesting ways the leaflet was made again comment on their own leaflet	<ul> <li>Pregnancy leaflets of group</li> <li>Interactive White board</li> <li>Homework - Questionnaire could be constructed for young mothers to complete to find out their views and if the leaflet is successful</li> <li>Paper, pens, computer use</li> <li>Evaluation proformas</li> <li>Writing frames</li> </ul>	<ul> <li>Good practice to be clearly identified and agreed upon. Weaknesses in content, construction and/or presentation to be highlighted</li> <li>Headings/ proforma's/writing frames may be useful</li> <li>Simple survey results could be used to support their views</li> <li>Teaching assistant could record verbal comments from candidate</li> </ul>







#### Discovering you are pregnant can be daunting especially if you are young.

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

Lesson Title – Identify resources and construct a simple plan of action with a view to using this when designing a leaflet for a young girl who has discovered that she is pregnant.

#### Learning Objectives for the Lesson

Objective 1	Students will be able to identify the different types of leaflets
Objective 2	Students will be able to identify 'what should be included in a leaflet'
Objective 3	Students will be able to identify the main resources needed to complete a leaflet

#### Recap of Previous Experience and Prior Knowledge

• Recap previous lesson about the good and bad aspects of the sample of leaflets looked at. Remind students about the layout, presentation, fonts and use of colour.

#### Content

Time	Content
10 minutes	Recap on previous lesson to access prior knowledge. Snappy question and answer session. Discussion on 'What makes a good leaflet'?
20 minutes	Student activity: Construct a chart or use a writing frame and complete a resources list. A word bank could be used with pupils selecting the resources they would need for their leaflet. (Referenced to the task title.)
20 minutes	Student activity: Use a flow chart/writing frame to complete a simple but clear plan of action. Teacher/ teaching assistant to support on an individual needs basis.

#### Consolidation

Time	Content
10 minutes	Plenary: Class discussion on what makes a good plan. Each student to identify how they can follow their plan easily. Teacher questions students to find out what help they would need to carry out their plan. This should be related specifically to the task.
	The content of the plenary will be individualised to the centre and the range of ability within the group.