

## **Rational**

The Health and Social Care BTEC Level 1/2 Tech Award is a 2 year optional course which is offered at KS4 for Years 10-11. It is ideal for students who are interested in working with people. In addition it offers achievement at Level 1 for students who potentially may not be able to access a Level 2 qualification. The course offers a practical introduction to life and work in the health and social care sector. The qualification, which is 120 GLH, is the same size and level as one GCSE. Comparison GCSE grading; L1Pass = 2, L2M= 3 L2Pass = 4, L2Merit = 5.5 and finally L2 Distinction = 8.5

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. In 2019/20, the adult social care sector contributed approximately £41.2 billion a year to the UK economy. Social care employees such as care assistants and social workers work with individuals to support them to be as independent as possible in their own homes, in care homes or nursing homes. Healthcare employees, such as doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists, work with individuals to enhance their quality of life by improving their health. Approximately 3 million people are currently employed in the sector. In 2019, it was estimated that by 2035 approximately 2.17 million health and social care job vacancies will need to be filled.

## **Intent**

### **Component 3 Health and Wellbeing**

**Exam; January 30<sup>th</sup> 2023 and a resit opportunity May 23<sup>rd</sup> 2023**

This external component builds on knowledge, understanding and skills acquired and developed in Year 9 coursework assessed work as well as Year 10's Components 2, a synoptic unit to continue to broaden understand about good health and obstacles which are the course of bad health. Exploring services and the support that is available looks at improving the success of a health improvement plan developed by the student as an exam answer.

Learners will be given a case study and will assess an individual's health and wellbeing, drawing on their understanding of life events from specific parts of the spec for Component 1. They will design a health and wellbeing improvement plan that draws on their knowledge of services and care values from Component 2.

1	Literacy and Oracy	6	Careers
2	Numeracy	7	Enterprise
3	RSE **	8	Economic Understanding
4	SMSC /Citizenship*	9	Appreciation of Sports and the Arts
5	Digital Competency		

**The cross-curriculum reference for literacy, numeracy and other topics, as per key below**

1	Literacy and Oracy
2	Numeracy
3	RSE **
4	SMSC /Citizenship*
5	Digital Competency

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**Implement**

One teacher timetabled for 2 hours to follow the Scheme of Work on the following pages includes the plan of implementation and the resources for each lesson delivered, 2 hours per week. Resources are uploaded to the shared T-Drive for easy access for all and are indicated in the SoW as 'Highlighted'. T:\Health and Social Care\BTEC L2 Tech Award Y10 Y11\2022 new spec. The teacher will also possess hard copies of each resources, PowerPoints, activities and planned homework on a week by week basis. Students will have one hour in a class room with PC's in so they can practice and work on mock Person Set Assignments (PSA's)

**Impact**

Students will be increasing their knowledge in areas which will make them aware of how humans grow and the type of facts that impact on their needs. This then leads onto how needs are met and a look at physical and psychological needs for a healthy happy life. Each week students will be set meaningful relevant homework which will be a part of the tasks which form the component controlled assessment tasks, differentiated for Level 1 and Level 2 students. On specific lessons students will complete mock practice tasks at the end of topics and the two weeks before their actual assignment tasks, differentiated for Level 1 and Level 2 students. For the final exam unit students will be set homework tasks which are exam questions and have topic mock questions after a section of the spec is completed. There is a two week period set aside in February and April where mock exams will take place. This are indicated in the Scheme of Work too.

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Autumn Term 1	Spring Term 1	Summer Term 1
<p>Introduction and definition of health and wellbeing.</p> <p>Physical and lifestyle factors that can have positive or negative effects on health and wellbeing:</p> <ul style="list-style-type: none"> <li>• genetic inheritance</li> <li>• ill health (acute and chronic)</li> <li>• diet (balance, quality and amount)</li> <li>• amount of exercise</li> <li>• substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs</li> <li>• personal hygiene.</li> </ul> <p>Progress Test for Q1</p>	<ul style="list-style-type: none"> <li>○ The impact of life events relating to relationship changes and changes in life circumstances.</li> </ul> <p>B1 Physiological indicators Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.</p> <ul style="list-style-type: none"> <li>• Physiological indicators that are used to measure health: <ul style="list-style-type: none"> <li>○ pulse (resting and recovery rate after exercise)</li> <li>○ blood pressure</li> <li>○ peak flow</li> <li>○ body mass index (BMI).</li> </ul> </li> <li>• Using published guidance to interpret data relating to these physiological indicators.</li> <li>• The potential significance of abnormal readings: risks to physical health.</li> </ul>	<p>Revisiting topics with revision activities and past papers</p>
Autumn Term 2	Spring Term 2	Summer Term 3
<p>Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing:</p> <ul style="list-style-type: none"> <li>○ social interactions, e.g. supportive/unsupportive relationships, social integration/isolation</li> <li>○ stress, e.g. work-related</li> <li>○ willingness to seek help or access services, e.g. influenced by culture, gender, education.</li> </ul> <p>Economic factors that can have positive or negative effects on health and wellbeing:</p> <ul style="list-style-type: none"> <li>○ financial resources.</li> </ul> <p>Environmental factors that can have positive or negative effects</p> <ul style="list-style-type: none"> <li>○ environmental conditions, e.g. levels of pollution, noise</li> <li>○ housing, e.g. conditions, location.</li> </ul>	<p>Exam results in April Students who have been successful will have the opportunity to revise other subjects, preferably core.</p> <p>Revision – revisiting topics</p>	

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# Curriculum Mapping for BTEC Tech Award Level 1/2 Health & Social Care (2016) legacy old spec Y11's – Component 3 Health and Wellbeing

Learning aim A: Factors that affect health and wellbeing				
Learning aim A1: Factors affecting health and wellbeing				
Lesson No	Title/topic	Learning Intent; Skills and knowlegde	Implementing; overview of activities and resources, including cultural awareness and impact	Cross curriculum indicated
<b>Mon Sept 5<sup>th</sup> Friday Sept 9<sup>th</sup></b> <b>Week 1</b>	<b>Introduction</b> Component 3, A1, Factors affecting health and well-being	<b>Understand an overview of Component 3</b> Students Pairs to write down what they think the words 'health and well-being' mean. <b>Understand key terminologies</b> and literacy expectations as well as requirements of controlled assessment, literacy skills requirement and BTEC expectations <i>Chronic vs. acute disease in older adults</i> , available from: <a href="http://www.study.com/academy/lesson/chronic-vs-acute-disease-in-older-adults.html">www.study.com/academy/lesson/chronic-vs-acute-disease-in-older-adults.html</a>	Component 3 <b>Introductory information</b> for class books and PP, Programme of planned <b>content delivery week by week</b> . Expectations of <b>Case Study</b> individuals for <b>external assessment</b> . <b>Starters, Connectives and literacy level</b> expectations A3 Visual overview of External Assessment – planning ahead <b>Q&amp;A differentiated Level 1 and Level 2</b> <b>Hw</b> Key terminologies table to complete	<div>Key terms</div> <div>Revist job roles</div> <div>Calculation % marks/grades</div> <div>Hw Marked using school SPAG references</div>
<b>Mon Sept 12<sup>th</sup> Friday Sept 16<sup>th</sup></b> <b>Week 2</b>	Component 3, A1, Factors affecting health and well-being (p128-129)	<b>Definition of health and well-being</b> Teacher introduces Component 3. Explains that Component 1 covered needs (PIES). This component covers factors influencing our health and well-being. Students learn the definition of health and well-being; it is not just absence of disease but a holistic approach. <b>Knowledge</b> – Recall Year 9/10 learning	Students to identify physical aspects of health, social and emotional aspects of well-being on A3 paper. Teacher leads a class discussion sharing aspects identified and adds any missing. Teacher explains the factors affecting health and well-being. Students work individually to identify physical and lifestyle factors that have positive/negative effects on their own health and well-being. <b>Q&amp;A:</b> Students questioned about any other types of factor that can affect health and well-being <b>Hw;</b> Exam question – identify factors in case studies	<div>Written activity and exam answer</div>
<b>Mon Sept 19<sup>th</sup> Friday Sept 23<sup>rd</sup></b> <b>Week 3</b>	Component 3, A1, Factors affecting health and well-being <b>Physical and lifestyle factors</b> (p130-131)	<b>Genetic inheritance</b> Class discussion: Students consider what it might be like to inherit a condition such as cystic fibrosis or Down's syndrome. Show understanding of how this would affect PIES needs. Students are given the meaning of the word ' <b>predisposition</b> '. <i>(They are more likely to) a liability or tendency to suffer from a particular condition, hold a particular attitude, or act in a particular way.</i> <a href="http://www.gosh.nhs.uk/medical-information/charge-syndrome">http://www.gosh.nhs.uk/medical-information/charge-syndrome</a>	Pairs, students research real-life examples outlining the positive and negative effects on their health and well-being. Examples could include someone who has a genetic predisposition to heart disease and how adjusting their diet and exercise routine could improve their life chances. Students to do a presentation on their example, which they could share with the class. Working individually, students research Huntington's disease, noting how it affects health and well-being. <b>Q&amp;A</b> Students questioned about any other types of factor that can affect health and well-being <b>Hw:</b> Using the title 'What if ...?'	<div>Exam answer PEE technique</div> <div>Research and presentation</div> <div>Stats cancer</div>

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<b>Mon Sept 26<sup>th</sup> Friday Nov 30<sup>th</sup> Week 4</b>	Component 3, A1, Factors affecting health and well-being <b>Physical and lifestyle factors</b>  (p132-133)	<b>Ill health</b>  Video clip that clearly outlines the difference between 'acute' and 'chronic' illness, e.g. Betty's story  <a href="https://youtu.be/8xqJ7l7Kn5A">https://youtu.be/8xqJ7l7Kn5A</a>  Prepared list of illnesses with durations that can easily be classified into 'acute' and 'chronic'  <b>Skill</b> - Linking key terminologies to practice <b>knowledge</b> – Show understanding of Chronic vs Acute	Pairs, students discuss definitions for 'acute' and 'chronic'. Teacher encourages them to come up with some examples of each.  Teacher to provide students with a list of diseases including length of time suffered. Students identify which are acute and which are chronic. (They may already have identified some of these in the introductory activity.) Pairs to research one acute and one chronic condition and produce a table showing the short- and long-term effects of each on a person's PIES. If time allows research more of each.  <b>Q&amp;A and H/W:</b> Exam Question - impact of ill health	<div>Exam answer</div> <div>PEE technique</div> <div>Research</div> <div>Stats asthma and CHD</div> <div>Hw Marked using school SPAG references</div>
<b>Mon Oct 3<sup>rd</sup> Friday Nov 7<sup>th</sup> Week 5</b>	Component 3, A1, Factors affecting health and well-being <b>Physical and lifestyle factors</b>  (p134-135)	<b>Diet</b>  Students reflect on their own diets and write down what they have had to eat and drink since they got up this morning. Teacher could encourage some students to discuss whether what they have eaten was healthy.  <a href="http://www.bbc.co.uk/schools/gcsebitesize/science">www.bbc.co.uk/schools/gcsebitesize/science</a> <a href="http://www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx">http://www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx</a>  <b>Skill</b> – Reflect of own life choices – Diet <b>Knowledge</b> – Am I eating health or unhealthy diet?	Pairs to research/revise the components of a balanced diet and devise a concept map. They consider balance, quality and amount of food and drink that affects health and well-being. More able students may work without guidance. Teacher helps others who may need guidance on how to tackle the task. Students add their concept maps to a class display and peer-evaluate. Students are provided with images of different meals and asked to state whether they are healthy or unhealthy. They could identify food groups within each meal and suggest healthier alternatives.  <b>Q&amp;A and H/W:</b> Exam Q impact of poor diet	<div>Exam answer</div> <div>Research</div> <div>Eatwell plate</div> <div>Stats obesity stats in UK</div>

<b>Mon Oct 10<sup>th</sup> Friday Nov 14<sup>th</sup></b>	Component 3, A1, Factors affecting health and well-being	<b>Exercise</b>  Students discuss in small groups, an older person they know answering these questions: How mobile are they? What exercise do they have? How does their mobility affect them?	Teacher allocates a different life stage from Component 1 (combining infants and early childhood) to each of five groups. Students discuss the negative and positive effects on health and well-being of getting enough exercise for that life stage. Students produce a poster designed to promote the positive aspects of getting enough exercise and warning of	<div>Group task and poster</div> <div>Stats CHD</div>
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<b>Week 6</b>	<b>Physical and lifestyle factors</b>  (p136-137)	Students individually research recommended amounts of exercise and draw a mind map of the benefits of getting enough exercise.  <a href="http://www.bbc.co.uk/news/health-18880989">www.bbc.co.uk/news/health-18880989</a> – a video clip by the BBC on the dangers of an inactive lifestyle.	any risks. They could, if preferred, simply produce a script for the podcast.  <b>Q&amp;A, Peer evaluation,</b> <b>Hw</b> exam question positive and negative of exercise	<b>Hw Marked using school SPAG references</b>
<b>Mon Oct 17th Friday Nov 21st Week 7</b>	Component 3, A1, Factors affecting health and well-being <b>Physical and lifestyle factors</b>  (p138-139)	<b>Substance use</b> Group discussion – students discuss the causes and consequences of misuse of addictive substances such as alcohol, nicotine, illegal drugs and prescription drugs for people their age. <a href="http://www.adfam.org.uk">www.adfam.org.uk</a> 'Drug addiction', Adfam – provides information about family drug support  <b>Knowledge</b> – Identify consequences of misuse of addictive substances <b>Skill</b> – Understand dangers related to misuse of addictive substances	Students divide into four mixed-ability groups. Each group is allocated one topic from 'alcohol', 'nicotine', 'illegal drugs' and 'misuse of prescribed drugs' for them to produce a single page fact sheet giving the positive and negative short- and long-term effects on health and well-being of using their allocated substance. Students should look at all aspects that may be affected – physical, emotional, mental, social and financial.  Each student takes a copy of their finished fact sheet to make notes on.  <b>Hw:</b> Students draw a Venn diagram of long-term common effects on misuse of substances.	<b>Fact sheets</b> <b>Stats drug deaths %</b>

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	Title/topic	Learning Intent; Skills and knowlegde	Implementing; overview of activities and resources, including cultural awareness and impact	Cross curriculum indicated
<b>Mon Oct 31<sup>st</sup> Fri Nov 4<sup>th</sup> Week 8</b>	Component 3, A1, Factors affecting health and well-being <b>Physical and lifestyle factors</b> (p140-141)	<b>Personal hygiene</b> Students watch short video clips about personal hygiene relevant to their age group. The video: 'Some of your bits ain't nice' <a href="http://www.youtube.com/watch?v=6SXzauoMSM0">www.youtube.com/watch?v=6SXzauoMSM0</a> – it is dated but relevant The video: 'Teenagers are stinky' <a href="http://www.youtube.com/watch?v=RXvzogNcKW0">www.youtube.com/watch?v=RXvzogNcKW0</a> The video: 'Health and hygiene problems that teenagers face when growing up' <a href="http://www.youtube.com/watch?v=A9cHY6jrLes">www.youtube.com/watch?v=A9cHY6jrLes</a>  <b>Skill;</b> Literacy – key terminologies <b>Knowledge</b> – Understand importance of hygiene	Students label a diagram showing the areas of the body that are important in personal hygiene. They add notes about how often each area needs attention.  Students make their own video (or write a script) on the effects of poor personal hygiene on a person's health and well-being to include any changes with age and how those affect PIES.  <b>Q&amp;A &amp; Discussion:</b> Show and discuss some of the students' work <b>Hw:</b> Definitions of virus, bacteria and fungi, research 2 for each	<div>Write script</div> <div>Paired video</div> <div>Hw Marked using school SPAG references</div>
<b>Mon Nov 7<sup>th</sup> Fri Nov 11<sup>th</sup> Week 9</b>	Component 3, A1, Factors affecting health and well-being <b>Social, emotional and cultural factors</b> (p142-143)	<b>Social interactions</b> Discuss the effects that peer pressure or cultural influences can have on an individual's health and lifestyle. Students are to come up with at least two examples and feed back to the class.  <b>Skill</b> – Work in groups / Independent working <b>Knowledge</b> – Show understanding of supportive/unsupportive relationships	Students work in small groups to identify different types of relationships. Students work individually to identify the positive effects of a <b>supportive relationship</b> and the negative effects of an <b>unsupportive relationship</b> , including social integration/isolation  <b>Hw: p143 Q2</b> Identify the positive effects of a supportive relationship and the negative effects of an unsupportive relationship, including social integration/isolation	<div>Exam answer</div> <div>Cultural influences</div>

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	Tie/topic	Learning Intent; Skills and knowlegde	Implementing; overview of activities and resources, including cultural awareness and impact	Cross curriculum indicated
<b>Mon Nov 14<sup>th</sup> Fri Nov 18<sup>th</sup> Week 10</b>	Component 3, A1, Factors affecting health and well-being  <b>Social, emotional and cultural factors</b>  (p144-145)	<b>Stress</b>  Class discussion to draw out work-related factors that cause stress (manual/non-manual, job satisfaction, career success, mental stimulation, support, work/life balance and level of conflict).  Impact on health <a href="https://www.youtube.com/watch?v=TZIIKXcolo">https://www.youtube.com/watch?v=TZIIKXcolo</a>	<b>Introductory activity:</b> Students work in small groups to identify causes of stress in their own lives. Teacher discusses with them what could cause stress in adults.  <b>Activity: p145 Q1</b> Working in small groups: students are each given a different job role and asked to identify how the stress of that particular job may affect a person's health and well-being.  <b>Activity: Q2</b> Independent working In a teacher-led recap, students note the factor(s) they found hardest to apply to the effects on health and well-being.  <b>Hw;</b> Exam question; Pro's and Con's of group sociaising as a factor	<div>Class discussion and notes</div> <div>Job roles</div> <div>Stats highblood pressure medication costs</div> <div>Hw Marked using school SPAG references</div>
		<b>Skill –</b> Work in small groups <b>Knowledge–</b> Application in relating to job roles		
<b>Mon Nov 21<sup>st</sup> Fri Nov 25<sup>th</sup> Week 11</b>	Component 3, A1, Factors affecting health and well-being  <b>Social, emotional and cultural factors</b>  (p146-147)	<b>Willingness to seek help or access services</b> Group discussion - influences and reasons that may make a person unwilling to seek help or access a service.  Teacher leads a sensitive discussion about how culture or gender may influence accessing help.	Students discuss the <b>positive</b> and <b>negative</b> effects that willingness to accept help may have on the person's health and well-being.  Students are given a case study on how a person's <b>culture</b> may affect willingness to seek help and access services. Students answer questions related to the case study, teacher to draw out the main teaching points of the lesson.  <b>Q&amp;A &amp; Discussion:</b> Personal beliefs and preferences <b>Hw:</b> Exam question – Research support for mental wellbeing in Lincolnshire and apply to case study	<div>Group discussion</div> <div>Culture acceptance of mental ill health</div> <div>Stats suicide by gender</div>
		<b>Skill:</b> Be able to iscuss your opinions ethically within class discussion <b>Knowledge:</b> Understand people have their own beliefs and preferences		

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Lesson No	Title/topic	Learning Intent; Skills and knowlegde	Implementing; overview of activities and resources, including cultural awareness and impact	Cross curriculum indicated
<b>Mon Nov 28<sup>th</sup></b> <b>Fri Dec 2<sup>nd</sup></b> <b>Week 12</b>	Component 3, A1, Factors affecting health and well-being <b>Economic factors</b> (p148-149)	<b>Financial resources</b> Group/Class discussion on the different sources of a person's financial resources: Wealth Social Class Material possessions Income <b>Skill</b> - Present findings to class <b>Knowledge</b> – Understand what having adequate financial resources means to individuals <i>(Ref: Component 1, A2, 'Factors affecting growth and development' – 'Economic factors'</i> <i>Component 1, B1, 'Different types of life event'</i> <i>Component 2, A2, 'Barriers to accessing services' – 'Financial barriers')</i>	<b>Activity:</b> Students work in small groups to compile a table on what having adequate financial resources allows an adult to do, along with the short- and long-term effects that may have on the adult's health and well-being, showing the possible effects of not having sufficient financial resources on a person's health and well-being.  Students in their groups present their findings to the rest of the class. <b>Q&amp;A:</b> Student led  <b>Hw: Q2:</b> Check my learning p149 and exam question – sources of support	<div>Exam answer</div> <div>Low socio-economic familes stats</div> <div>Benefits and pensions</div> <div>Hw Marked using school SPAG references</div>
<b>Mon Dec 5<sup>th</sup></b> <b>Fri Dec 9<sup>th</sup></b> <b>Week 13</b>	Component 3, A1, Factors affecting health and well-being <b>Environmental Factors</b> (p150-151)	<b>Environmental conditions</b> Small groups - Students note down in diagram form (no words) as many environmental conditions that can affect health and well-being as they can think of. (A3 sheets) <a href="http://www.youtube.com/watch?v=MoGCU8q7zFo">www.youtube.com/watch?v=MoGCU8q7zFo</a> – a video clip on pollution. <b>Skill</b> - Present findings to class <b>Knowledge</b> – Understand what having adequate financial resources means	Students share their ideas in a class discussion.  Teacher draws out the main environmental conditions (levels of pollution and noise).  Students in their small groups prevent findings to the rest of the class. <b>Hw:</b> How environmental conditions affect health and well-being.	<div>Peer discussion</div> <div>Exam answer</div> <div>Stats level of pollution in the UK locations</div>

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<p><b>Mon Dec 12<sup>th</sup> Fri Dec 15<sup>th</sup> Week 14</b></p>	<p>Component 3, A1, Factors affecting health and well- being  <b>Environmental Factors</b>  (p150-152)</p>	<p><b>Housing</b> Students discuss how two types of homes might affect someone's PIES.  <b>Skill</b> - Present posters to class <b>Knowledge</b> – Show understanding of differences: Rural/Urban</p>	<p>Students complete a table showing how living in their ideal home would positively affect their health and well- being. (See table 3.4)  Students Pairs to produce a poster based on the positive and negative effects on health and well-being of living in the country rather than the town  <b>Hw:</b> Why some people prefer to live in the middle of a town or city in terms of the effects on their health and well-being.</p>	<p><b>Complete table and poster</b>  <b>Hw Marked using school SPAG references</b></p>
<p><b>Mon Jan 9<sup>th</sup> Friday Jan 13<sup>th</sup> Week 15</b></p>	<p>Component 3, A1, Factors affecting health and well- being  <b>Impact of Life Events</b>  (p154-157)</p>	<p><b>Relationship changes and changes in life circumstances</b> Thought shower the different examples of relationship changes. Examples include entering into relationships, marriage/ partnership, divorce, parenthood and bereavement.  <b>Skill</b> – Be able to use Holmes-Rahe Scale <b>Knowledge</b> – Understand how Holmes-Rahe Scale (adolescence) has impacted their own health and well-being</p>	<p>Students are allocated <b>one type of relationship change</b>: Students make notes and write a profile on a television soap character who has undergone the relationship change, choosing their own writing style. <b>They must</b> predict and make notes about the positive and negative effects of the relationship change on the health and well- being of their person. Recap by listing <b>life events</b> relating to changes in life circumstances. Students in small groups, discuss changes in their life circumstances and how these affected their health and well-being. <i>Teacher states that students do not have to share their experiences.</i> Students to use the <b>Holmes-Rahe Scale</b> (Adolescence) to score how various events impacted their health and well-being. Students do not have to disclose personal information. <b>Class discussion:</b> Main effects of change in life circumstances on the individual's health and well-being.  <b>Q&amp;A:</b> Student findings, what can we add?</p>	<p><b>Group discussion , notes and exam question structure</b> <b>Holmes – Rahe scale</b>  <b>Hw:</b> Students complete a table showing positive and negative effects on health and well-being in each PIES area listed.</p>

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Learning aim B: Interpreting health indicators				
Learning aim B1: Physiological indicators				
Lesson No	Title/topic	Learning Intent; Skills and knowlegde	Implementing; overview of activities and resources, including cultural awareness and impact	Cross curriculum indicated
<b>Mon Jan 16<sup>th</sup> Friday 20<sup>th</sup> Jan Week 16</b>	[Component 3, B1, Physiological indicators] (p160-161)	<b>Health indicators:</b> Identify ways to tell whether someone is well or not and how each can be assessed. Equipment for measuring aspects of health, such as: <ul style="list-style-type: none"> <li>• height measure</li> <li>• bathroom scales (placed as privately as possible so that others cannot see an individual's weight)</li> <li>• blood pressure monitors</li> <li>• body fat measures</li> <li>• peak flow meters with disposable mouth pieces</li> <li>• thermometers</li> <li>• pulse readers or stop watches</li> </ul> <b>Skill:</b> Know how to use Equipment for measuring aspects of health <b>Knowledge:</b> Show understanding of consequences of measurement readings.	<b>Introduction to Mrs Green Case Study</b>  Students work individually to complete a table showing indicators of health, whether or not they can be measured and, if so, how. Students are shown how to use equipment for measuring health, how to calculate a BMI; height weight Measurements of health (Figure 3.11 p160) Students can measure their own pulse rate, height, weight, blood pressure, peak flow, temperature and assess their own lifestyle choices. They will need this health profile in future lessons. <b>Guest Speaker:</b> School nurse to the class to answer questions from students and show them how to measure various aspects of health <b>Q&amp;A:</b> Reflect on how different health professionals assess a person's health when collapsed in the street (on the spot, emergency department, in hospital and back at home). <b>Hw:</b> Analyse case study, highlight factors and impact	<b>Hw Marked using school SPAG references</b>
				<b>Questions to school nurse, record BMI</b>
				<b>Job roles involved in health indicators</b>
				<b>Height and weight measurement</b>

**Curriculum Mapping for BTEC Tech Award Level 1/2 Health & Social Care (2016) legacy old spec Y11's – Component 3 Health and Wellbeing**

Lesson No	Title/topic	Learning Intent; Skills and knowlegde	Implementing; overview of activities and resources, including cultural awareness and impact	Cross curriculum indicated
<b>Mon Jan 23<sup>rd</sup></b> <b>Friday Jan 27<sup>th</sup></b> <b>Week 17</b>	[Component 3, B1, Physiological indicators] (p162-163)	<p><b>Resting pulse rate and recovery after exercise</b>                      Students reflect on their pulse rate and what they feel happens to it when they exercise, such as in PE. In pairs, they discuss what this may tell them about their level of fitness.</p> <p>A website on how to check the pulse, e.g. <a href="http://www.nhs.uk">www.nhs.uk</a> (search for: <i>How do I check my pulse?</i>)</p> <p><b>Skill:</b> Use Equipment to check own pulse rate.  <b>Knowledge:</b> Show understanding of readings before, during and after exercise</p>	<p><b>Blood pressure monitors and Graph paper</b>                      Students check their own resting pulse rate, then do some exercise, such as star jumps or running on the spot for 2 minutes and measure their new pulse rate immediately afterwards. Students take and record it every minute until it returns to normal and add to their health profile how many minutes it took.                      Students draw a graph of pulse rate (y axis) against time (x axis) to show own recovery after exercise.                      Students compare their graphs with each other. They could also check a standard example provided by the teacher.  <b>Hw:</b> Check my learning p163 and exam question</p>	<p><b>Hw Marked using school SPAG references</b></p> <p><b>Recording pulse and graph</b></p> <p><b>Resting pulse rate graph</b></p>
<b>Monday Jan 30<sup>th</sup></b> <b>Friday 3<sup>rd</sup> Feb</b> <b>Week 18</b>	[Component 3, B1, Physiological indicators] (p164-165)	<p><b>Blood pressure</b>                      Students find out what their own blood pressure reading means (which they took in an earlier lesson) by analysing the results against the diagram.</p> <p>Video clip by the British Heart Foundation titled 'How to measure your own blood pressure', e.g. <a href="http://www.youtube.com/watch?v=GSNZVaW1Wg4">www.youtube.com/watch?v=GSNZVaW1Wg4</a></p> <p><b>Skill:</b> Be able to take own Blood Pressure  <b>Knowledge:</b> Understand their blood pressure reading</p>	<p><b>Blood pressure monitors</b>                      Students watch a video clip on how to measure blood pressure.                      Teacher shows students blood pressure monitors (which they will have seen in a previous lesson). They could explain how the monitors work.                      Relate to information for <b>Mrs Green</b>                      Activity p165  <b>Q&amp;A:</b>                      Students listen to a range of blood pressure measurements. They say what they think these measurements mean for the person's health. (Long-term effects)  <b>Hw:</b> Health indicators compared to norms exam question</p>	<p><b>Recording blood pressure, application to case study</b></p> <p><b>Blood pressure reading diastolic systolic</b></p>

1	Literacy and Oracy	6	Careers
2	Numeracy	7	Enterprise
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5	Digital Competency		

**Curriculum Mapping for BTEC Tech Award Level 1/2 Health & Social Care (2016) legacy old spec Y11's – Component 3 Health and Wellbeing**

Lesson No	Title/topic	Learning Intent; Skills and knowlegde	Implementing; overview of activities and resources, including cultural awareness and impact	Cross curriculum indicated
<b>Mon Feb 6<sup>th</sup> - Fri 10<sup>th</sup> Week 19</b>	[Component 3, B1, Physiological indicators] (p166-167)	<p><b>Peak flow</b></p> <p>Students compare their peak flow reading on their with a chart showing peak flow for males and females at different ages. They reflect on what it suggests about their health.</p> <p>Two video clips on how to use a peak flow meter, e.g. Asthma UK <i>How to use a peak flow meter</i> <a href="http://www.youtube.com/watch?v=DxBDfqPmaZU">www.youtube.com/watch?v=DxBDfqPmaZU</a> or Builth Surgery <i>How to use a peak flow meter</i> <a href="http://www.youtube.com/watch?v=oHRTiYtvuow">www.youtube.com/watch?v=oHRTiYtvuow</a></p> <p>Any chart showing peak flow reading against age for those aged 15 to 70 years of age.</p> <p><b>Skill;</b> Use a Peak Flow meter</p> <p><b>Knowledge</b> – Understand why we use a Peak Flow Meter</p>	<p>Students watch a video clip on how to use a peak flow meter.</p> <p>Students study examples of peak flow charts while teacher demonstrates how to read them.</p> <p>Teacher leads a class discussion on what peak flow shows and why it is important.</p> <p>Students sensitively study their own and each other's peak flow data. Some students may prefer to give fictitious examples rather than share their own data.</p> <p>Teacher leads a discussion of the answers to the case study <b>Mrs Green</b> and data interpretation exercise.</p> <p><b>Q&amp;A:</b> Check my learning p167</p> <p><b>Hw:</b> Students will take home a Peak Flow meter and monitor their own peak flow over a 1 week period</p>	<p><b>Hw Marked using school SPAG references</b></p> <p><b>Class discussion and case study</b></p> <p><b>Peak flow chart</b></p> <p><b>Peak flow graph analysis, compared to norms</b></p>
<b>Mon Feb 20<sup>th</sup> Fri Feb 24<sup>th</sup> Week 20</b>	[Component 3, B1, Physiological indicators] (p168-169)	<p><b>Body mass index (BMI)</b></p> <p>Students discuss in small groups why they think children are having their height and weight measured in Reception class and Year 6 in primary schools as part of the National Child Management Programme and what they think of this.</p> <p>A short video clip on BMI, e.g. NHS Choices <i>Understanding BMI results in adults</i> <a href="http://www.nhs.uk/video/pages/understanding-bmi-results.aspx">www.nhs.uk/video/pages/understanding-bmi-results.aspx</a></p> <p><b>Skill</b> – Work out BMI</p> <p><b>Knowledge</b> – Understand why we use a BMI</p>	<p>Students learn about increasing childhood obesity.</p> <p>Students watch a video clip on how to interpret BMI data for adults.</p> <p>Teacher introduces how to calculate BMI mathematically (necessary for assessment task). Students then try to interpret the BMI reading from a chart.</p> <p>Students work out their own BMI mathematically, check it online and add it to their own health profile.</p> <p>Students with a range of heights/weights work individually to calculate BMIs and plot on a graph people who are underweight, overweight or within normal range. <b>Check Mrs Green's BMI</b></p>	<p><b>Class discussion and case study</b></p> <p><b>BMI calculator</b></p> <p><b>BMI calculations</b></p>

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**Curriculum Mapping for BTEC Tech Award Level 1/2 Health & Social Care (2016) legacy old spec Y11's – Component 3 Health and Wellbeing**

Lesson No	Title/topic	Learning Intent; Skills and knowlegde	Hw: Exam question case study and physical indicators <b>Implementing; overview of activities and resources, including cultural awareness and impact</b>	Cross curriculum indicated
<b>Monday Feb 27<sup>th</sup> Fri Mar 3<sup>rd</sup> Week 21</b>	[Component 3, B1, Physiological indicators]  (p170-171)	<b>Using published guidelines to interpret health indicators</b>  Students discuss in small groups whether they, or anyone they know, have looked up their symptoms on the internet when they have not felt well. How did it make them feel?  <b>Skill;</b> Be able to relate outcomes to Mrs Green <b>Knowledge:</b> Understand the importance of interpreting health indicators	Students access published guidelines are used such as blood pressure to interpret guidelines and suggest health ranges. Students to analyse information for their assessment they must understand data in graphs and charts. Teacher gives examples of how to analyse.  Students work individually to research limitations of BMI, alternative waist-to-hip ratio and body fat composition, blood test results with factors such as family history. Students reminded to always use guidelines in the assessment materials because other guidelines vary. <b>Q&amp;A:</b> Activity p171  <b>Hw:</b> Check my learning p171	<b>Hw Marked using school SPAG references</b>  <b>Analyse information</b> <b>Research gov.uk</b> <b>BMI calculations</b>
<b>Monday Mar 6<sup>th</sup> Fri Mar 10<sup>th</sup> Week 22</b>	[Component 3, B1, Physiological indicators]  (p172-173)	<b>Risks to physical health of abnormal readings</b>  Students Pairs to reflect on why it is important to take part in health monitoring, and to have their health indicators measured and analysed by a health practitioner.	In groups, students research or revise the risks to physical health indicted by an abnormal reading. Each group produces and presents to the whole class a 2-minute presentation of a health promotion to highlight the risks, accompanied by a fact sheet for each member of the class.	<b>Analyse case studies</b> <b>Abnormal reading compared to norms</b>
<b>Week 23</b>	<b>Mock Progress Test</b>  <b>Part A</b>	<b>Progress testing – Practice Assessment</b>		

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		<b>Skill;</b> Literacy – extended writing <b>Knowledge</b> – Demonstrate your understanding of Learning Aim A – Factors Affecting health and wellbeing		
Learning aim B: Interpreting health indicators				
Learning aim B2: Lifestyle indicators				
	Title/topic	Learning Intent; Skills and knowlegde	Implementing; overview of activities and resources, including cultural awareness and impact	Cross curriculum indicated
Monday Mar 20 <sup>th</sup> Friday Mar 24 <sup>th</sup> Week 24	[Component 3, B2, Lifestyle indicators]  (p174-175)	<b>Interpreting lifestyle data</b>  Students recap in pairs on all factors covered earlier in this component that can have a negative effect on health and well-being, therefore posing a risk to physical health.  <b>Skill:</b> Work as a group <b>Knowledge:</b> Find out about up-to-date data and risks to health	Teacher explains what lifestyle indicators and lifestyle data mean. Students learn the importance of using up-to-date data (statistics) from a UK website. Students work in groups, each group allocated a factor such as diet or illegal drugs. Groups find up-to-date data for their factor and risks to health. Groups feed back to the rest of the group Students learn that their assessment materials include a case study of an individual and they will be expected to identify potential risks to health due to the person's lifestyle. <b>(Mrs Green)</b> <b>Q&amp;A:</b> Teacher leads a thought shower to share data available on lifestyle choices that pose a risk to physical health. <b>Hw:</b> Check my learning p175 Exam question	<b>Hw Marked using school SPAG references</b>  <b>Analyse case studies</b> <b>Abnormal reading compared to norms</b>
Mon Mar 27 <sup>th</sup> Fri April Week 25	[Component 3, B2, Lifestyle indicators]  (p176-177)	<b>Interpreting lifestyle data on smoking</b>  In small groups, students discuss whether a pregnant woman has the right to smoke.  Up-to-date fact sheets on smoking, including statistics: <a href="http://ash.org.uk/category/information-and-resources/fact-sheets-and">http://ash.org.uk/category/information-and-resources/fact-sheets-and</a> <a href="http://content.digital.nhs.uk/media/18659/Smoking-fact-sheet/pdf/HSCIC_Stoptober_infographic_A3_0915a.pdf">http://content.digital.nhs.uk/media/18659/Smoking-fact-sheet/pdf/HSCIC_Stoptober_infographic_A3_0915a.pdf</a> (search for: <i>Statistics on smoking</i> )	Students work in small groups to prepare a presentation, in a form of their choosing, using the most relevant data to highlight the risks to physical health of smoking. The presentations must include facts and figures about risks to physical health. Students show their presentations to the rest of the class, who take notes. <b>Discussion</b> about the data that made the most impact and what students have learned about lifestyle data based on smoking. <b>Hw:</b> Check my learning p177 and exam question	<b>Analyse case studies</b> <b>Rates of smoking 2002 compared to 2022</b> <b>Cost of smoking 20 a day</b>

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**Curriculum Mapping for BTEC Tech Award Level 1/2 Health & Social Care (2016) legacy old spec Y11's – Component 3 Health and Wellbeing**

Lesson No	Title/topic	Learning Intent; Skills and knowledge	Implementing; overview of activities and resources, including cultural awareness and impact	Cross curriculum indicated
<b>Mon Mar 27<sup>th</sup></b> <b>Fri April Week 26</b>	[Component 3, B2, Lifestyle indicators]  (p178-179)	<b>Interpreting lifestyle data on alcohol</b>  Group discussion - example of someone their age who drinks alcohol. They consider what that person's positive and negative experiences might be and reflect on how alcohol may be affecting this person's physical health. <i>Adult drinking habits in Great Britain: 2014</i> , e.g. <a href="http://www.ons.gov.uk">www.ons.gov.uk</a>  Health effects of binge drinking, e.g. <a href="http://www.drinkaware.co.uk/alcohol-facts/drinking-habits-and-behaviours">www.drinkaware.co.uk/alcohol-facts/drinking-habits-and-behaviours</a> (search for: 'Drinkaware alcohol')  <b>Skill:</b> Research skills  <b>Knowledge:</b> Be able to relate research findings to case study <b>Mrs Green</b>	Students work individually to research information and statistics related to alcohol, drinking habits and health risks.  Students then discuss their ideas in groups and linking their findings to <b>Mrs Green</b> case study to reduce her alcohol consumption to at least the UK Government's latest recommended safe limits.  <b>Hw:</b> Interpreting Data, BMI, peak flow, blood pressure, resting heart rate	<div>Hw Marked using school SPAG references</div> <div>Analyse case studies</div> <div>Research</div> <div>Alcohol units calculations</div>
<b>Tue Apr 18<sup>th</sup></b> <b>Fri Apr 21<sup>st</sup></b> <b>Week 27</b>	[Component 3, B2, Lifestyle indicators]  (p180-181)	<b>Interpreting lifestyle data on inactivity</b>  Discuss how much exercise a week they and their family take. They also talk about possible consequences of activity/inactivity.  UK video clips on the dangers of inactivity, e.g. the BBC's 'Sedentary lifestyle can kill' <a href="http://www.bbc.co.uk/news/health-18880989">www.bbc.co.uk/news/health-18880989</a>  Physical activity levels, e.g. <a href="http://www.gov.uk/government/publications/uk-physical-activity-guidelines">www.gov.uk/government/publications/uk-physical-activity-guidelines</a>  <b>Skill:</b> Use key terminology  <b>Knowledge:</b> Be able to interpret lifestyle data on inactivity	Students watch a video clip about the possible effects of inactivity. Some videos may have older data than in the lesson, so students could discuss whether things are now worse or better.  Physical activity and health – facts and figures, e.g. <a href="http://www.sustrans.org.uk/policy-evidence/the-impact-of-our-work/related-academic-research-and-statistics/physical-activity">www.sustrans.org.uk/policy-evidence/the-impact-of-our-work/related-academic-research-and-statistics/physical-activity</a>  Case study <b>Mrs Green</b> on inactivity Case study activity – Flora: p181 <b>Hw:</b> Check my learning p181	<div>Analyse case studies</div> <div>Research gov.co.uk Videos</div> <div>Exercise minutes compared to gov recommendations</div>

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**Curriculum Mapping for BTEC Tech Award Level 1/2 Health & Social Care (2016) legacy old spec Y11's – Component 3 Health and Wellbeing**

Lesson No	Title/topic	Learning Intent; Skills and knowlegde	Implementing; overview of activities and resources, including cultural awareness and impact	Cross curriculum indicated
	<b>Learning aim B: assessment practice</b> Preparation for assessment [Component 3, B1 and B2, Interpreting health indicators] End of learning aim	<p>Teacher advises students on the practical techniques for the assessment, e.g. how to write a longer answer to a question; making sure they read questions thoroughly and answering as requested (e.g. only giving two reasons if asked and not three).</p> <p>Students complete a practice assessment activity, referring to their own notes from previous sessions. The activity is to assess case study data on the current physical health and risks to future physical health, of someone who may need to be admitted into a care home. The data to be considered should include BMI and blood pressure, as well as current lifestyle details.</p> <p><b>Skill;</b> Literacy – extended writing  <b>Knowledge</b> – Demonstrate your understanding of Learning Aim B: Physiological and lifestyle indicators</p>		

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**Curriculum Mapping for BTEC Tech Award Level 1/2 Health & Social Care (2016) legacy old spec Y11's – Component 3 Health and Wellbeing**

Lesson No	Title/topic	Learning Intent; Skills and knowlegde	Implementing; overview of activities and resources, including cultural awareness	Impact; Assessment and planned revisiting of intent
	[Component 3, C2, Obstacles to implementing plans]  (p196-197)	<p><b>Time constraints</b></p> <p>Students reflect individually on what commitments they have that might sometimes stop them having enough time for looking after their own physical needs.</p> <p><b>Skill;</b> Memory recall</p> <p><b>Knowledge</b> – Discover how time constraints can affect lifestyle choices</p>	<p>In pairs, students pick someone they know or a television character who is busy with work and family commitments where their lifestyle may have risks to their physical health.</p> <p>Students write a case study on their person/character. One of each pair hot seats the character while the other interviews them for a one-to-one chat show to find how time constraints are obstacles for making lifestyle changes to improve their health and well-being.</p> <p>Students show their interviews to the class.</p> <p>After each interview, students suggest ways of overcoming the time constraint obstacles for the person/character and make notes.</p> <p><b>Q&amp;A:</b> Extended questioning</p> <p><b>Hw:</b> Exam question relate to <b>Mrs Green</b></p>	
	[Component 3, C2, Obstacles to implementing plans]  (p198-199)	<p><b>Availability of resources</b></p> <p>In small groups, students discuss how availability of resources can be an obstacle to sticking to a health and well-being improvement plan.</p> <p><b>Skill;</b> Group work - Presentations</p> <p><b>Knowledge</b> – Discover how availability of resources can be an obstacle</p>	<p>Students work in small groups to research and make notes on possible local sources of financial and physical resources that would help a person stick to a health and well-being improvement plan.</p> <p>In the same groups, students produce a presentation on availability of resources in their local area to help a person stick to a health and well-being improvement plan based on a risk to physical health of their choice. Each group delivers its presentation to other members of the class.</p> <p><b>Q&amp;A:</b> Peer questioning</p> <p><b>Hw:</b> Check my learning p199</p>	

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	<p>[Component 3, C2, Obstacles to implementing plans]</p> <p>(p200-201)</p>	<p><b>Unachievable targets</b></p> <p>In small groups, students discuss how it makes them feel if they are given a big task to complete in a short amount of time.</p> <p><b>Skill;</b> Literacy – extended writing</p> <p><b>Knowledge</b> – Demonstrate your understanding of how meeting targets can be encouraging</p>	<p>Students work individually to identify the health risks and write targets for <b>Mrs Green</b> case study.</p> <p>Students swap their answers with a partner and, without conferring, state whether each target is achievable or non-achievable and why.</p> <p>Students swap their sheets back and read what their partner has written. They then discuss with their partner whether they agree with them and why.</p> <p><b>Discussion with Q&amp;A:</b> Mrs Green's unachievable targets</p> <p><b>Hw;</b> Exam question – how to write achievable targets having analysed case studies</p>	
	<p>[Component 3, C2, Obstacles to implementing plans]</p> <p>(p202-203)</p>	<p><b>Lack of support</b></p> <p>In pairs, students reflect on times when they have felt unsupported by either family members or friends. How did it make them feel?</p> <p><b>Skill;</b> Creative writing</p> <p><b>Knowledge</b> – Demonstrate your understanding of why we all need support sometimes</p>	<p>Students work individually to research sources of support that can help when a person wants to reduce risks to physical health. They complete a table showing different sources of help for each risk, including friends, family and alternative local sources. (<b>informal, formal</b>)</p> <p>Class discussion of the answers.</p> <p>Students work individually to complete a short piece of <b>creative writing</b> in a style of their choice to sum up the effect it could have on someone when family and friends do not support them.</p> <p>Students volunteer to read or show their piece to the class.</p> <p><b>Q&amp;A:</b> Teacher asks students for strategies to overcome lack of support.</p>	

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## Essential content for Learning Aim's A, B and C

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