

Northern Ireland

Social

Care

Council

Social Care

Activity Pack For Students

Activity - You'll Never Be Out of Work

Audience: Year 10/11/A-Level students – work experience

Purpose/Aim: To raise awareness of the range of job roles in social care and the number of vacancies

Time: 10 minutes

Resources: Job vacancy pages of the local newspapers, pens

Method:

Split listeners into small groups and provide each group with a newspaper. Ask them to circle all the social care related jobs (including administrative roles, kitchen roles etc.) Ask them to pick two or three of the adverts and read them out.

OR

Cut out the social care related jobs you find in the local paper and stick them onto a piece of card to demonstrate the amount of work and the variety of job roles available in the sector.

Activity - Individual Person Centred Care

Audience: Year 7–11 Students

Purpose/Aim: Icebreaker to highlight that everyone's different and this must be taken into consideration to be a good care worker

Time: 5 minutes

Resources: One piece of paper for each listener

Method: Provide listeners with a piece of scrap paper each. Ask everyone to close their eyes (or look up to the ceiling if uncomfortable with doing this – remember no cheating allowed!).

Provide them all with the same instructions of folding and tearing the paper – it can be as random as you like.

Ask the class to open their eyes and fold out their paper. All of them will be different demonstrating that everyone one of them is different. Highlight the importance of individualised care / person centred care and communicating to the individual's needs – not your own!

Activity - The Breakfast Menu

Audience: Year 10/11/A-Level students +

Purpose/Aim: Communications exercise, demonstrating how important communication is in social care.

Time: 10 minutes.

Resources: Care Ambassador Lunch menu, two chairs

Method: Ask for two volunteers. One volunteer is to act as the 'support worker/carer' and the other the 'person receiving a service'.

The 'person receiving a service' is to sit on their hands – they have been in a terrible accident leaving them paralysed from the neck down, unable to nod their head and they have suffered brain damage leaving them with a loss of vocal communication. However they can see, hear, understand instructions and make facial expressions.

With the above in mind the 'support worker/carer', using the breakfast menu, has to find out what they would like for lunch. The rest of the group can work as a team to help out the volunteers.

Does the 'support worker/carer' sort out a mode of effective communication BEFORE commencing?

Are they communicating to the person's needs?

Did they change their positioning? Summarise?

After the exercise, ask how that made both the 'support worker/carer' and the 'person receiving a service' feel and WHY?

Activity - Case Studies

Audience: A-Level students/adults

Purpose/Aim: To raise awareness of the needs of people who use services and look at how these needs could potentially be met (with a focus on person-centred care).

Time: 20 minutes

Resources: Print out the case studies below on separate sheets of paper

Method: Ask listeners to complete the case study sheets. This can be completed in groups or individually.

Case study 1 – Older people Mrs. A is in her 70s and has recently had a hip operation. She is due to be released in a week's time back home where she lives alone. What kind of help could Mrs. A need?

Case study 2 – Physical disabilities Mr. B is in his 20s and uses a wheelchair at all times. He has recently left university after completing his studies and is moving into a new flat which has been adapted for him. What kind of help could Mr. B need?

Case study 3 – Mental health Mrs. C has had a long history of mental health problems (she has schizophrenia), and has been supported by social services for many years. Recently her neighbours have complained to their housing officer that she is very noisy all through the night. What kind of help could Mrs. D need?

Activity - The "Guess Who" Game

Audience: A-Level students

Purpose/Aim: To raise awareness of the different job roles in adult social care

Time: This activity can be as long or as short as you like – it could be repeated two or three times if necessary, choosing different jobs each time.

Resources: Job role cards (separate cards with job titles written on), post-it notes, pens.

Method: Split the listeners into groups and divide the job role cards up between them.

Task 1: Ask each group to discuss their roles i.e.

Who does this person work for?

Who do they support?

Are they based in a care home?

After around 5 minutes ask one person from each group to say what their job roles were and what they think they do, where they work etc. YOU can correct them on the way (if needed).

Task 2: Listeners get into pairs and write a job role on a post-it note without letting their partner see what it is.

Each of the partners sticks the post-its on their forehead. They then take turns to guess what their job role is by asking their partner closed questions like i.e.

“Do I work with older people?”

“Am I based in a care home?”

and so on until they guess what job role they have stuck onto their forehead.

Activity - Care Experience Warm Up

Age Range: Adults, especially those in career transition

Time: 10-15 minutes

Aim: To help people understand the range of life experience that could be relevant experience on entering the social care sector. By working through a series of questions and getting people to sit down/put their hand down, you illustrate that everyone in the room has relevant experience to the care sector. You choose the questions so each question highlights a life experience that may be relevant if they are considering working in the social care sector.

Method: Get everyone in the room to stand up or put their hand up.

Then ask a series of questions that start with "Put your hand down if..." (You might have to get creative to get everyone 'out'!)

Example questions:

"Put your hand down if you've worked in the care sector before"

"Put your hand down if you are a parent"

"Put your hand down if you have ever cared for someone (parent, friend, neighbour etc)"

"Put your hand down if you've organised an outing for a group of friends"

"Put your hand down if you've done the shopping for a vulnerable neighbour"

"Put your hand down if you've helped run a local football/rugby/sports club"

"Put your hand down if you've helped run a brownie/scout/cub/guide unit"

"Put your hand down if you've managed your household budget"

"Put your hand down if you can drive a car"

"Put your hand down if you do the housework"

"Put your hand down if you can cook a meal"

Explain that all of these things are relevant experience that people in the care sector could be looking for.

If you have time once you've got everyone sitting down summarise how these things can show the skills/attitudes we need in social care (e.g. team work, organisational skills, sense of community etc).

Encourage people to include these activities when filling in job applications – but remind them to make it clear how it links to the job they are applying for.

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