

Cambridge TECHNICALS LEVEL 3

Cambridge  
TECHNICALS  
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# HEALTH AND SOCIAL CARE

Unit 8

Creativity and activity for children  
and young people

A/507/4424

Guided learning hours: 60

Version 5 – September 2017

## LEVEL 3

### UNIT 8: Creativity and activity for children and young people

A/507/4424

Guided learning hours: 60

**Essential resources required for this unit:** For LO5, learners are required to deliver an activity/creative activity to a group of children or young people, therefore will require access to an appropriate group of children or young people.

**This unit is internally assessed and externally moderated by OCR.**

#### UNIT AIM

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Creative experiences enable us to develop, by increasing our physical and perceptual skills. Being creative allows us to explore our world and our feelings. Creativity enables children and young people to develop problem solving and many other valuable skills. Learning and play are inherently linked, and creativity triggers children's imaginations.

In this unit you will learn how to encourage children and young people to be creative and look at the role of the practitioner in developing this skill. You will be able to support the development of creativity in children and young people by understanding the value of it and the ways in which it can be developed.

This unit draws on learning from units 1,2,3,4,11,12,15 and can be applied to the role of the worker in promoting positive behaviour in the workplace.

## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
<b>The Learner will:</b>	<b>Learners must be taught:</b>
1. Understand the importance of creativity for children and young people	<p>1.1 Definition of creativity, i.e.</p> <ul style="list-style-type: none"><li>• 'Big C' creativity is associated with innovation, novelty, excellence</li><li>• 'Little c' creativity is a process linked to everyday resourcefulness</li></ul> <p>1.2 Ways in which children express creativity, i.e.</p> <ul style="list-style-type: none"><li>• through imaginative play</li><li>• through symbolic representation</li></ul> <p>1.3 The importance of creativity for individuals, i.e.</p> <ul style="list-style-type: none"><li>• creative experiences allow people to develop physical and perceptual skills, i.e.<ul style="list-style-type: none"><li>○ develop their potential</li><li>○ improve their capacity for thought, action and communication</li><li>○ nurture their feelings and sensibilities</li><li>○ extend their physical and perceptual skills</li><li>○ explore their values</li><li>○ understand their own and others' cultures</li></ul></li></ul> <p>1.4 The importance of creativity for society, i.e.</p> <ul style="list-style-type: none"><li>• society needs people who can, i.e.<ul style="list-style-type: none"><li>○ deal with the unexpected and extend current knowledge to new situations</li><li>○ bring together previously unconnected information</li><li>○ use information in a new way</li><li>○ formulate new problems</li><li>○ deal with change</li><li>○ think flexibly</li><li>○ take risks and be innovative</li></ul></li></ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>1.5 Creativity should be inclusive, i.e.</p> <ul style="list-style-type: none"> <li>• it is not elitist</li> <li>• it makes the most of the talents of all children</li> <li>• it recognises all children have the ability to be creative</li> <li>• it promotes access for all (e.g. valuing culture, valuing ethnicity, valuing class, valuing gender, valuing additional needs)</li> <li>• it should differentiate (e.g. according to ability, according to stage of development, according to interest)</li> </ul> <p>1.6 How creativity supports children’s learning and development, i.e.</p> <ul style="list-style-type: none"> <li>• helps them to explore and understand their world</li> <li>• gives them opportunities to make new connections</li> <li>• allows them to communicate their feelings in non or pre-verbal ways (e.g. gestures, movement, dance)</li> <li>• increases their self-esteem</li> </ul>
<p>2. Understand how creativity develops in children and young people</p>	<p>2.1 When children are being creative, i.e.</p> <ul style="list-style-type: none"> <li>• when they explore and experiment</li> <li>• when they use language or play to make sense of the world</li> <li>• when they concentrate on a single task</li> <li>• when they do something new with the old and familiar</li> </ul> <p>2.2 To promote creativity, children need to, i.e.</p> <ul style="list-style-type: none"> <li>• be allowed to explore equipment material and ideas</li> <li>• use equipment material and ideas in their own way, without correction</li> <li>• use this mastery to make new connections</li> </ul> <p>2.3 The theory behind the importance of play, i.e.</p> <ul style="list-style-type: none"> <li>• Corrine Hutt and John Hutt, i.e. <ul style="list-style-type: none"> <li>○ Epistemic Play (e.g. exploratory play in which knowledge of things is acquired)</li> <li>○ Ludic Play (e.g. play that draws on past experiences and includes symbolic and fantasy play)</li> </ul> </li> </ul> <p>2.4 Importance of using developmental stages, i.e.</p> <ul style="list-style-type: none"> <li>• understanding when different experiences are appropriate</li> <li>• knowing where children may be heading next</li> <li>• developmental stages, i.e. <ul style="list-style-type: none"> <li>○ Early Years Foundation Stage</li> <li>○ National Curriculum</li> </ul> </li> </ul> <p>2.5 The links between creativity and areas of learning, i.e.</p> <ul style="list-style-type: none"> <li>• personal, social and emotional development</li> <li>• physical development</li> <li>• communication and language</li> <li>• literacy</li> <li>• mathematics</li> <li>• understanding the world</li> <li>• expressive arts and design</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>3 Understand the role of adults in promoting creativity for children and young people</p>	<p>3.1 Interventionist and non-interventionist roles</p> <p>3.2 Intervening sensitively, i.e.</p> <ul style="list-style-type: none"> <li>• create conditions to inspire creativity (e.g. provide a range of experiences, value all children’s representations, plan the physical environment)</li> <li>• develop creativity through our interactions (e.g. be empathetic, nurture curiosity, value process over product, recognise when to be silent, when to encourage, when to inspire, when to help)</li> </ul> <p>3.3 The use of space and time, i.e.</p> <ul style="list-style-type: none"> <li>• creating the right environment to maximise creativity</li> <li>• ensuring sufficient time</li> </ul> <p>3.4 The cycle of planning, implementing, observing, recording, assessing, i.e.</p> <ul style="list-style-type: none"> <li>• base planning on observation of children’s needs and interests</li> <li>• relate planning to children’s previous experiences</li> <li>• involve children in planning</li> <li>• introduce experiences to excite curiosity</li> <li>• organise materials/adults/children to allow time for exploration and play</li> <li>• support child-initiated activities</li> <li>• consider how to respond to children’s ideas and reactions</li> <li>• consider what children want to do or know next</li> </ul>
<p>4 Be able to design and plan an activity/creative activity for use with a group of children or young people</p>	<p>4.1 Select and agree a suitable activity/creative activity i.e.</p> <ul style="list-style-type: none"> <li>• group or individual</li> <li>• preferences of children or young people</li> <li>• ability of children or young people (e.g. fine motor skills)</li> <li>• own ability (e.g. may not want to consider cooking if you lack cooking skills yourself)</li> <li>• suitable to the children or young people’s needs</li> <li>• ‘one-off’ or ongoing programme</li> <li>• health and safety considerations, i.e. <ul style="list-style-type: none"> <li>○ equipment</li> <li>○ location</li> <li>○ human resources</li> <li>○ material resources</li> <li>○ hazard identification</li> <li>○ risk minimisation</li> <li>○ emergencies</li> <li>○ legislation</li> </ul> </li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>4.2 How to plan the activity/creative activity, i.e.</p> <ul style="list-style-type: none"> <li>• set aim, objectives, targets, timescales</li> <li>• plan and organise resources for the activity/creative activity</li> <li>• how to do the activity (e.g. clear instructions)</li> <li>• set criteria for measuring the success of the activity</li> <li>• cost of the activity/creative activity</li> <li>• consider health and safety requirements applicable to the activity</li> <li>• consider legal and organisational requirements</li> <li>• agree roles and responsibilities</li> <li>• consider possible barriers to participation</li> </ul>
<p>5 Be able to deliver and evaluate an activity/creative activity to a group of children or young people</p>	<p>5.1 Encourage children to participate, i.e.</p> <ul style="list-style-type: none"> <li>• disengaged children</li> <li>• new activity</li> </ul> <p>5.2 Monitor children's level of engagement, i.e.</p> <ul style="list-style-type: none"> <li>• observe</li> <li>• ask questions</li> <li>• adapt where appropriate</li> </ul> <p>5.3 Obtain feedback, i.e.</p> <ul style="list-style-type: none"> <li>• from children or young people</li> <li>• from others involved (e.g. adults)</li> <li>• during activity</li> <li>• after activity</li> </ul> <p>5.4 Evaluate the success of the activity/creative activity, i.e.</p> <ul style="list-style-type: none"> <li>• achievement of aim, objectives, targets</li> <li>• own performance</li> <li>• benefits to the children or young people</li> <li>• relationship with the children or young people</li> <li>• how active support was provided</li> <li>• costs compared to alternative programmes</li> </ul> <p>5.5 Identify possible improvements (e.g. better relationships, more time for activity, needs of individual not met, activity at wrong level, too little preparation, insufficient resources, too little support)</p>

## GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand the importance of creativity for children and young people	P1: * Explain the importance of creativity for children and young people	M1: Analyse the importance of using developmental stages and the link between creativity and learning	D1: Evaluate how theory of play underpins the promotion and importance of creativity
2. Understand how creativity develops in children and young people	P2: Describe examples of when a child is being creative P3: Explain what children need to be creative		
3. Understand the role of adults in promoting creativity for children and young people	P4:* Explain the role that adults take when promoting creativity in children or young people	M2: Assess the role adults should take in the cycle of planning, implementing, observing, recording and assessing creativity	
4. Be able to design and plan an activity/creative activity for use with a group of children or young people	P5: * Plan an activity/creative activity that is appropriate for a group of children or young people in health and social care settings P6*: Explain health and safety considerations for a chosen activity/ creative activity		
5. Be able to deliver and evaluate an activity/creative activity to a group of children or young people	P7: * Deliver a planned activity that is appropriate for a group of children or young people in health and social care settings	M3: Evaluate the effectiveness of the activity and identify areas of weakness and suggest improvements	

## SYNOPTIC LEARNING AND ASSESSMENT

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It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

## ASSESSMENT GUIDANCE

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### **LO1: Understand the importance of creativity for children and young people**

Learners must consider why creativity is important to children and young people. For this LO learners will benefit from drawing upon their learning from Unit 22 Psychology for Health and social care, Unit 15 Promoting health and well-being.

### **LO2: Understand how creativity develops in children and young people**

Learners must be able to recognise signs of creativity in children and what is needed for children to be creative. This can be done by observing children or young people and commenting on their activities. For M1 and D1, learners must be able to associate key developmental stages and recognise how theories of play underpin the promotion and importance of creativity. For this LO learners will benefit from drawing upon their learning from Unit 22 Psychology for health and social care.

### **LO3: Understand the role of adults in promoting creativity for children and young people**

Learners must understand how adults can encourage and facilitate creativity and activity and when they should and shouldn't intervene. For M2, learners could observe the interaction between a child/children or young person/people and an adult/adults over a period of time to be able to assess the role of adults. For this LO learners will benefit from drawing on learning from mandatory Unit 1 Building positive relationships in health and social care, Unit 11 Career planning for health and social care, Unit 12 Promote positive behaviour.

### **LO4: Be able to design and plan an activity/creative activity for use with a group of children or young people**

Learners must be aware of a child's/children's or young person's/people's stage of development, abilities, etc. to be able to plan appropriate, safe activities. For this LO learners will benefit from drawing upon their learning from Unit 3 Health, safety and security in health and social care, Unit 2 Equality, diversity and rights in health and social care, Unit 4 anatomy and physiology for health and social care, Unit 5 Infection Control.

### **LO5: Be able to deliver and evaluate an activity/creative activity to a group of children or young people**

Learners should actively engage with a child/children or young person/people to deliver an activity or creative activity. For M3, learners must carry out an evaluation of the effectiveness of the activity or creative activity. For this LO learners will benefit from drawing on learning from mandatory Unit 1 Building positive relationships in health and social care.

**Feedback to learners:** you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

To find out more

**[ocr.org.uk/healthandsocialcare](http://ocr.org.uk/healthandsocialcare)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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