

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.

OCR Entry Level Certificate in Child Development R350: Short Task

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|---|---|--------------|---|--|
| Suggested teaching time | 7 hours | Topic | Discovering that you are pregnant can be daunting especially if you are young. Design and make a leaflet for a young pregnant teenager to highlight the key points on how to keep healthy. | |
| Topic outline | Suggested teaching and homework activities | | Suggested resources | Points to note |
| Introduction | <ul style="list-style-type: none"> General discussion – Highlight main aspects of topic. Using samples of leaflets highlighting good and bad points (what would appeal and encourage a young pregnant mum to read the leaflet.) Discuss layout, content, presentation, size, construction methods; Class discussion on what information should be included in the leaflet | | <ul style="list-style-type: none"> Internet Books Sample leaflets Interactive white board/projector | <ul style="list-style-type: none"> Centres should identify the extent of help provided to each candidate Searching on the internet Looking at sample leaflets/booklets Class work |
| Planning – mind map and resources table | <ul style="list-style-type: none"> Recap from previous week. Using the resources from the previous lesson “what should be included in the leaflet” State where the information can be obtained. Complete a resources table/chart which includes; resources identified and how these resources are to be used when students construct a leaflet Students should include/complete a clear plan of action | | <ul style="list-style-type: none"> Internet Text books Sample leaflets Proformas – mind maps/resources table Writing frames Key words Simple flow chart for plan of action | <ul style="list-style-type: none"> Entry level candidates may benefit from a writing frame with the headings already identified. (mind map/ resources chart) Key Words in a word bank Homework - Pupils to be encouraged to gain local information from: health visitor, health visitor/centre, school nurse  Students could interview teenager who is pregnant  |




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| Planning – Purpose, Materials, costs | <ul style="list-style-type: none"> Using the information from the previous lessons students will identify main points that need to be included in their draft leaflet, A rough draft layout may be constructed. | | <ul style="list-style-type: none"> Information and materials gained from previous suggested homework. Use of computer Writing frames Resources list/chart Key words | <ul style="list-style-type: none"> T.A. support |
| Carrying out - Pregnancy leaflet | <ul style="list-style-type: none"> Students use a range of methods to start to a draft of their planned leaflet Concurrently teacher demonstrates how pupils can present their record card informatively and attractively as possible Review draft layout and highlight improvements to be made | | <ul style="list-style-type: none"> Exemplar samples Hand written/drawn if computer/software unavailable/undesirable. - Design software – e.g. Clipart Writing frames | <ul style="list-style-type: none"> Detailed written evidence by teacher and/or teaching assistant should be included to support all work carried out in this section Clarification on the amount of support given must be identified |
| Carrying out – Pregnancy leaflet. | <ul style="list-style-type: none"> Using knowledge and understanding gained from previous lesson, students to construct their pregnancy leaflet using their planned resources correctly and safely. Teacher to support and encourage candidates on an individual basis | | <ul style="list-style-type: none"> Card, pictures of pregnant mothers, suitable clothing/foods/exercise/health Paper, coloured crayons, glue, felt tp, clip art, &/or art & design packages Chart/ tick box headed “Do’s and Don’ts”  | <ul style="list-style-type: none"> Candidates should refer back and use their plan of action/draft layout which they completed in previous lesson/ planning section of the task 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 |




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| Topic outline | Suggested teaching and homework activities | | Suggested resources | Points to note |
| | <ul style="list-style-type: none"> Teacher and students to identify good practice in the construction of the leaflet and areas where improvements can be made. Candidates to complete a final draft of their leaflet | | | |
| Carrying out – pregnancy leaflet | <ul style="list-style-type: none"> 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 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 | | <ul style="list-style-type: none"> As above Writing frame could be used. Heading –‘What have I found out?’ Contacts for help sheet | <ul style="list-style-type: none"> If changes are made candidates should highlight a reason why these changes were made 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  |




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| Topic outline | Suggested teaching and homework activities | | Suggested resources | Points to note |
| Class discussion – review of outcome Evaluation - Complete | <ul style="list-style-type: none"> Group discussion on the outcomes of the leaflets. Highlight quality outcomes and why they are successful. Identify other leaflets that illustrate weaknesses and the reasons Discuss the importance of evaluating - strengths and weaknesses suggesting ways to improve if the leaflet was made again Students to comment on their own leaflet | | <ul style="list-style-type: none"> Pregnancy leaflets of group Interactive White board Homework - Questionnaire could be constructed for young mothers to complete to find out their views and if the leaflet is successful Paper, pens, computer use Evaluation proformas Writing frames  | <ul style="list-style-type: none"> Good practice to be clearly identified and agreed upon. Weaknesses in content, construction and/or presentation to be highlighted Headings/ proforma's/writing frames may be useful Simple survey results could be used to support their views Teaching assistant could record verbal comments from candidate |



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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

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|-------------|---|
| 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. |