

Cambridge TECHNICALS LEVEL 3

# ***HEALTH AND SOCIAL CARE***

Cambridge  
TECHNICALS  
2016

Unit 13 – Sexual health, reproduction and  
early development  
**DELIVERY GUIDE**

Version 1

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# INTRODUCTION

**This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.**

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

### Please note

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk). The latest version of this Delivery Guide can be downloaded from the OCR website.

## UNIT AIM

Health and wellbeing is not just relevant when you are an adult; it is just as relevant when you are a child and, as this unit demonstrates, health and wellbeing is of vital importance even before you are born. How can you be sexually healthy? What types of contraception are available? These kinds of questions are essential in contributing to an individual's overall health and wellbeing.

The health and wellbeing of an individual who is pregnant and the process of birth is impacted by many factors. How do you care for a newborn? What needs does a newborn have and how does this differ to a one-year-old?

All these questions will be considered in this unit. This unit will look at the development from conception to a one-year-old child. On successful completion you will have a sound understanding of the importance of sexual health and contraception. You will understand pre-natal health and the various stages of pregnancy and the factors that could have an impact.

This unit draws on learning from units 2, 7, 10, 15, 23 and 24 and can be applied to the concepts of development, behaviour, choice and safeguarding.

**Unit 13 Sexual health, reproduction and early development**

<b>L01</b>	Understand sexual health and contraception
<b>L02</b>	Understand the importance of pre-natal health and the process of conception
<b>L03</b>	Know the factors which could affect health in pregnancy and the success of the birth
<b>L04</b>	Understand the stages of pregnancy and birth and the post-natal care of the mother
<b>L05</b>	Understand the development and care of the baby in the first year of life

To find out more about this qualification please go to: <http://www.ocr.org.uk/qualifications/cambridge-technicals-health-and-social-care-level-3-certificate-extended-certificate-foundation-diploma-diploma-05830-05833-2016-suite>

**2016 Suite**

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

# RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Health and Social Care units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 13)	Title of suggested activity	Other units/LOs	
<b>LO1</b>	Consent CEOP	Unit 2 Equality, diversity and rights in health and social care	LO3 Understand current legislation and national initiatives
		Unit 7 Safeguarding	LO1 Understand types and signs of abuse LO2 Understand factors which may lead to abusive situations
	Sexual health part 1: STIs	Unit 5 Infection control	LO2 Know the chain of infection
		Unit 15 Promoting health and wellbeing	LO2 Understand the use of strategies and campaigns and the roles of professionals in promoting health and wellbeing
		Unit 24 Public health	LO1 Understand systems for the protection and promotion of public health LO2 Understand public health strategies
<b>LO2</b>	Promoting pre-conception health Pre-natal health – lifestyle factors	Unit 15 Promoting health and wellbeing	LO1 Understand the reasons for maintaining a healthy lifestyle
		Unit 24 Public health	LO1 Understand systems for the protection and promotion of public health
<b>LO3</b>	Factors affecting health of the foetus – lifestyle	Unit 10 Nutrition for health	LO2 Understand the function of nutrients
		Unit 15 Promoting health and wellbeing	LO2 Understand the use of strategies and campaigns and the roles of professionals in promoting health and wellbeing
	Ante-natal care	Unit 15 Promoting health and wellbeing	LO2 Understand the use of strategies and campaigns and the roles of professionals in promoting health and wellbeing
<b>LO4</b>	Types of post-natal support Provision of post-natal care	Unit 15 Promoting health and wellbeing	LO2 Understand the use of strategies and campaigns and the roles of professionals in promoting health and wellbeing
<b>LO5</b>	Introduction to child development Normative data	Unit 8 Creativity and activity for children and young people	LO2 Understand how creativity develops in children and young people
	Care and nutrition in the first year From bump to breastfeeding – what it is really like?	Unit 10 Nutrition for health	LO2 Understand the function of nutrients
	Role of the health visitor Early years services	Unit 15 Promoting health and wellbeing	LO2 Understand the use of strategies and campaigns and the roles of professionals in promoting health and wellbeing



# KEY TERMS

## Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
<b>Amniotic sac</b>	A 'bag' filled with amniotic (mainly water) fluid that provides a cushion for the developing foetus.
<b>Ante-natal</b>	Ante = before and natal = birth. Ante-natal care is care provided throughout a pregnancy.
<b>Breech position</b>	When the baby is 'bottom down' rather than head down in the uterus before birth.
<b>Centile chart</b>	Used to plot the growth measurements (height and weight) and head circumference of babies and children. This compares their growth to the standard norms to track their physical growth.
<b>Conception</b>	Occurs when the egg is fertilised by the sperm.
<b>Consent</b>	Permission for something to happen or agreement to do something.
<b>Contraception</b>	Methods of deliberately preventing pregnancy.
<b>Developmental norms</b>	Recognised stages in patterns of development.
<b>Ectopic pregnancy</b>	Where the foetus develops outside the womb, usually in a fallopian tube.
<b>Embryo</b>	The fertilised egg divides and tissues become organised post-gastrulation to form the embryo.
<b>Fallopian tube</b>	There are two, one each side of the uterus. They connect the ovaries to the uterus.
<b>Fine motor skills</b>	Refers to the small muscles used in precise movements involving hand-eye co-ordination. Sometimes referred to as manipulative skills.
<b>Gross motor skills</b>	Use and development of the large muscle groups.
<b>GUM clinic</b>	A clinic specialising in genito-urinary medicine.
<b>HIV/AIDS</b>	A virus that attacks the immune system and weakens the body's ability to fight infections and disease.
<b>Holistic development</b>	Means the whole child, seeing that all of the different aspects of development interrelate to make each child a unique individual.
<b>HSV</b>	Herpes simplex virus.
<b>Intellectual development</b>	Development of the mind, such as learning to talk, understanding, imagination, listening, asking questions.
<b>In vitro fertilisation (IVF)</b>	An assisted conception treatment. Fertilisation happens outside the woman's body in a laboratory – 'in vitro' means 'in glass'. The resulting embryo is then implanted into the woman's womb.
<b>Neural tube defect</b>	A condition that develops when the baby's spinal cord and spinal column do not form properly in the womb.
<b>Ovaries</b>	These produce female hormones and produce ova also known as eggs.
<b>Physical development</b>	The way in which the body increases in skill and complexity.
<b>Physical growth</b>	This refers to an increase in the body's size.
<b>Post-natal</b>	Refers to the period after a woman has given birth, the first few weeks. 'Post' means after and 'natal' means birth.
<b>Post-natal depression</b>	A mental condition that some mothers develop after giving birth. It is a serious mental disorder that requires help and support.

**Explanations of the key terms used within this unit, in the context of this unit**

<b>Key term</b>	<b>Explanation</b>
<b>Pre-conception health</b>	Consideration of health, fitness and lifestyle before trying to conceive a baby, to improve chances of becoming pregnant, and to give the baby a good start.
<b>Premature labour</b>	When labour starts before the 37th week of pregnancy.
<b>Reflexes</b>	These are the newborn baby's involuntary movements.
<b>Social development</b>	Refers to the growth of a child's relationships with others.
<b>SRE</b>	Sex and relationship education.
<b>Stillbirth</b>	A baby that is not born alive after 24 weeks. It can be linked to placenta complications.
<b>STIs</b>	Sexually transmitted infections.
<b>Umbilical cord</b>	This connects the baby to the placenta.



# MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
<b>Confusing growth and development</b>	Learners need to know and understand the difference between 'growth' and 'development', but also to recognise that a child's growth and development are interrelated. They need to appreciate that it is important for child care and health practitioners to monitor a child's growth, for example with centile charts, as lack of growth can be an indication of potential developmental problems, especially in head circumference.	<p>Explanation of developmental assessment in Chapter 17 of: Meggitt, C. (2006) <i>Child Development: An illustrated guide</i>. Heinemann</p> <p>Definitions of terms: Nolan, Y. (2009) <i>Illustrated Dictionary Health and Social Care</i>. Heinemann.</p> <p>Explanation of growth and development in Chapter 28 of: Minett, P. (2010) <i>Child Care and Development</i>. Hodder.</p>
<b>Milestones of development occur at very specific ages</b>	In all areas of development there are stages that follow a recognised, regular, pattern but the age at which each stage occurs will vary. Tutors need to ensure that learners understand that norms and milestones reflect general patterns of development and every child is a unique individual.	<p>There is an excellent explanation of holistic child development on page 1 of: Meggitt, C. (2006) <i>Child Development: An illustrated guide</i>. Heinemann</p>



# SUGGESTED ACTIVITIES


LO No:	1		
LO Title:	Understand sexual health and contraception		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Consent</b>	<p>The world of sex and relationships can be a difficult one for teenagers to navigate. To hear in their own words where the challenges lie, the BBC brought together 24 teenagers, 12 of each sex, to watch a drama set at a house party and debate whether rape had been committed.  <a href="http://www.bbc.co.uk/news/magazine-34470205">http://www.bbc.co.uk/news/magazine-34470205</a>  <b>Warning: This article contains explicit sexual detail.</b></p> <p>Tutors could sensitively lead a class discussion of the issues raised by the video clip.</p> <p>Learners should also be introduced to the Sexual Offences Act 2003.            Details of the act can be found in the Unit 13 chapter of:            Ferreiro Peteiro, M., Adams, J., Riley, M., Wedlake, P. and Rogers, S. (2016) <i>Cambridge Technicals Level 3 Health and Social Care</i>. Hodder Education            Description: Information about the law applying to consent. Also covers the rest of the content in this unit.</p> <p>Alternatively a useful fact sheet covering all of these issues is produced by the Family Planning Association and could be used as a starting point for discussion:            Organisation: Family Planning Association            Resource Title: The law on sex            Web Link: <a href="http://www.fpa.org.uk/factsheets/law-on-sex">http://www.fpa.org.uk/factsheets/law-on-sex</a>            Description: Fact sheet about issues relating to sexual consent and the law relating to sexual consent.</p>	2 hours	Unit 7 LO1, LO2 Unit 2 LO3
<b>Personal safety</b>	<p>Learners could be asked how well they think they can look after themselves on a night out. For example, ways of ensuring that they get home safely could be discussed.</p> <p>Using the link below for additional information learners could, in groups, write a personal safety quiz for use with their friends:  <a href="http://www.personalsafetyadvice.co.uk/simple-rules-for-getting-home-safely.html">http://www.personalsafetyadvice.co.uk/simple-rules-for-getting-home-safely.html</a></p>	2 hours	
<b>CEOP</b>	<p>Tutors could provide learners with the following links for CEOP, the Child Exploitation and Online Protection Centre:  <a href="https://ceop.police.uk/">https://ceop.police.uk/</a>  <a href="https://www.thinkuknow.co.uk/parents/">https://www.thinkuknow.co.uk/parents/</a></p> <p>Learners could be given the task of researching how the organisation works to protect children, young adults and vulnerable groups from grooming and other online dangers.</p>	1 hour	Unit 2 LO3 Unit 7 LO1, LO2


Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Sexual health part 1: STIs</b> <div data-bbox="414 1197 499 1380">   </div>	<p>Learners could brainstorm the names of any STIs they know.</p> <p>They could then be given a card match activity where they have to match 'STI' cards with 'How it affects you' cards.</p> <p>This will involve researching the STIs. Suggested sources of information are listed below.</p> <p>Following this activity, learners could produce a table summarising information about each STI and its effects on health and wellbeing.</p> <p>Alternatively, a health professional, such as a school or college nurse or someone from the Family Planning Association, could be invited in to deliver a session about STIs.</p> <p>Useful sources of information are:</p> <p>Ferreiro Peteiro, M., Adams, J., Riley, M., Wedlake, P. and Rogers, S. (2016) <i>Cambridge Technicals Level 3 Health and Social Care</i>. Hodder Education</p> <p>Description: Information about types of sexually transmitted infections and how they affect health and wellbeing. Includes symptoms, diagnosis and treatment.</p> <p>Organisation: NHS</p> <p>Resource Title: Sexually transmitted infections (STIs)</p> <p>Web Link: <a href="http://www.nhs.uk/conditions/Sexually-transmitted-infections/Pages/Introduction.aspx">http://www.nhs.uk/conditions/Sexually-transmitted-infections/Pages/Introduction.aspx</a></p> <p>Description: Authoritative and comprehensive information about sexually transmitted infections. Provides links to other organisations and further information.</p> <p>Organisation: BUPA</p> <p>Resource Title: Sexually transmitted infections (STIs)</p> <p>Web Link: <a href="http://www.bupa.co.uk/health-information/directory/s/sexually-transmitted-diseases">http://www.bupa.co.uk/health-information/directory/s/sexually-transmitted-diseases</a></p> <p>Description: Provides information about symptoms, diagnosis, causes and treatments of sexually transmitted infections.</p> <p>Organisation: Family Planning Association</p> <p>Resource Title: Sexually transmitted infections (STIs) help</p> <p>Web Link: <a href="http://www.fpa.org.uk/help-and-advice/sexually-transmitted-infections-stis-help">http://www.fpa.org.uk/help-and-advice/sexually-transmitted-infections-stis-help</a></p> <p>Description: Comprehensive information about sexually transmitted infections.</p>	1–2 hours	Unit 5 LO2 Unit 15 LO2 Unit 24 LO1, LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Sexual health part 2: medical checks</b>	<p>Tutors could deliver a slide presentation covering the medical checks listed on the specification. The presentation could include the key facts and also incorporate clips to demonstrate how the checks are carried out, such as:</p> <ul style="list-style-type: none"> <li>• smear tests</li> <li>• self-examination (male and female)</li> <li>• tests for STIs (GUM clinic).</li> </ul> <p>The following are useful clips:</p> <p>Organisation: NHS Resource Title: Your Guide to Cervical Screening Web Link: <a href="http://www.nhs.uk/video/Pages/your-guide-to-cervical-screening.aspx">http://www.nhs.uk/video/Pages/your-guide-to-cervical-screening.aspx</a> Description: A short film (made by Jo's Cervical Cancer Trust) giving information about smear tests: what the test is for and what happens during the test. It also has information on the human papilloma virus (HPV), which is the main cause of cervical cancer and cervical abnormalities.</p> <p>Organisation: ITV (Lorraine) Resource Title: How to check your breasts for signs of cancer Web Link: <a href="http://www.itv.com/lorraine/health/dr-hilary-saved-my-life-how-to-check-your-breasts">http://www.itv.com/lorraine/health/dr-hilary-saved-my-life-how-to-check-your-breasts</a> Description: In the video Dr Hilary Jones, with the help of Hannah, a model, carries out a live breast examination to demonstrate exactly how we should be checking ourselves and what we should be looking out for.</p> <p><b>Contains images of female nudity.</b></p> <p>Organisation: Orchid Cancer Charity Resource Title: Testicle Self Check Web Link: <a href="http://www.yourprivates.org.uk/">http://www.yourprivates.org.uk/</a> Description: Explicit clip demonstrating how to carry out a testicular self-check.</p> <p><b>Contains images of male nudity.</b></p> <p>Organisation: NHS Resource Title: What services do sexual health clinics (GUM clinics) provide? Web Link: <a href="http://www.nhs.uk/chq/Pages/972.aspx">http://www.nhs.uk/chq/Pages/972.aspx</a> Description: A detailed outline of the services provided by an NHS GUM clinic. Links provided for further information on STI testing.</p>	1 hour	



# SUGGESTED ACTIVITIES

<b>LO No:</b>	<b>2</b>		
<b>LO Title:</b>	<b>Understand the importance of pre-natal health and the process of conception</b>		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>Factors affecting conception</b>	<p>Tutors could prepare sets of A4 pictures showing young women doing a range of activities, some healthy and beneficial, others not so good for someone planning a pregnancy. Pictures could show, for example:</p> <ul style="list-style-type: none"> <li>• eating – a range of healthy and unhealthy meals</li> <li>• drinking – alcohol, fizzy drinks, fruit juice, water</li> <li>• relaxing – watching TV, using a tablet, going for a walk, swimming</li> <li>• smoking.</li> </ul> <p>Tutors could divide learners into groups and ask them to sort the pictures into two piles: activities beneficial for someone planning a pregnancy and activities that would not be recommended.</p> <p>Tutors could then introduce the term 'pre-conception health' and explain its meaning. The impact on conception of the unhealthy lifestyle choices shown in the pictures could then be discussed.</p>	1 hour	
<b>Promoting pre-conception health</b>  	<p>If possible a practice nurse, a GP or a health visitor or other health practitioner could be invited in to talk about their job role in relation to promoting pre-conception health. This would provide a useful insight for learners into the role of practitioners in promoting good health.</p> <p>Prior to the visit the learners could devise a set of questions about aspects of pre-conception health and how to improve fertility.</p>	1 hour	Unit 15 LO1 Unit 24 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Pre-natal health – lifestyle factors</b></p>	<p>Learners could be divided into groups and, based on their research and work for previous activities, each group could produce a fact sheet of key information about how to prepare for a healthy pregnancy. The fact sheet could cover the aspects of pre-natal health listed on the specification, i.e. diet, exercise, dangers of alcohol/smoking/recreational drugs that can affect conception.</p> <p>The BabyCentre 'Pre-pregnancy health checklist' could be used as starting point resource for this task or the NHS Choices website Preconception health section.</p> <p>Organisation: BabyCentre Resource Title: Pre-pregnancy health checklist Web Link: <a href="http://www.babycentre.co.uk/a7052/pre-pregnancy-health-checklist">http://www.babycentre.co.uk/a7052/pre-pregnancy-health-checklist</a> Description: Checklist questionnaire and information about all aspects of pre-conception health.</p> <p>Organisation: NHS Choices Resource Title: Planning your pregnancy Web Link: <a href="http://www.nhs.uk/conditions/pregnancy-and-baby/pages/planning-pregnancy.aspx">http://www.nhs.uk/conditions/pregnancy-and-baby/pages/planning-pregnancy.aspx</a> Description: Authoritative and comprehensive information about all aspects of pre-conception health.</p> <p>Organisation: Tommy's Resource Title: Are you ready to conceive? Web Link: <a href="https://www.tommys.org/pregnancy-information/getting-pregnant/are-you-ready-conceive">https://www.tommys.org/pregnancy-information/getting-pregnant/are-you-ready-conceive</a> Description: Tommy's provides accredited midwife-led pregnancy health information for parents-to-be, and funds research into the causes of pregnancy loss. Provides comprehensive information about all aspects of pregnancy and birth.</p> <p> Alternatively many child development textbooks also have a section about pre-conception health, for example: Meggitt, C. (2009) <i>OCR Child Development for GCSE</i>. Hodder. Pages 18–19.</p>	2–3 hours	Unit 15 LO1 Unit 24 LO1





Title of suggested activity	Suggested activities	Suggested timings	Also related to															
Pre-natal health – medical conditions	<p>Examples of medical conditions that can affect conception are polycystic ovary syndrome, endometriosis, amenorrhoea and anorexia. Tutors could provide a set of case studies for learners, one for each medical condition.</p> <p>Learners, individually or in pairs, could then use information from the case studies to complete a table with a detailed outline of each of the conditions e.g.:</p> <table><tr><th>Condition</th><th>Cause</th><th>Symptoms</th><th>Effects</th><th>Treatment</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Sources for case studies and information:</p> <p>PCOS: <a href="http://www.healthtalk.org/peoples-experiences/pregnancy-children/infertility/carol-interview-08">http://www.healthtalk.org/peoples-experiences/pregnancy-children/infertility/carol-interview-08</a></p> <p>Endometriosis: <a href="http://www.healthtalk.org/peoples-experiences/pregnancy-children/infertility/sarah-interview-27">http://www.healthtalk.org/peoples-experiences/pregnancy-children/infertility/sarah-interview-27</a></p> <p>Anorexia: <a href="http://www.nhs.uk/Conditions/Anorexia-nervosa/Pages/Complications.aspx">http://www.nhs.uk/Conditions/Anorexia-nervosa/Pages/Complications.aspx</a> <a href="http://www.nhs.uk/Conditions/Anorexia-nervosa/Pages/Realstorypg.aspx">http://www.nhs.uk/Conditions/Anorexia-nervosa/Pages/Realstorypg.aspx</a></p> <p>Amenorrhoea: <a href="http://www.nhs.uk/Conditions/Periods-absent/Pages/Introduction.aspx">http://www.nhs.uk/Conditions/Periods-absent/Pages/Introduction.aspx</a></p>	Condition	Cause	Symptoms	Effects	Treatment											1.5 hours	
Condition	Cause	Symptoms	Effects	Treatment														

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Conception</b>	<p>Tutors should discuss with learners the meaning of the term 'conception'.</p> <p>Tutors could then show a clip of the fertilisation process, such as the BBC clip listed below. After watching the clip learners could produce an illustrated flow chart that gives a description of ovulation, fertilisation and implantation.</p> <p>Organisation: BBC  Resource Title: Human fertilisation  Web Link: <a href="http://www.bbc.co.uk/education/clips/zsrg9j6">http://www.bbc.co.uk/education/clips/zsrg9j6</a>  Description: Provides a visual description of the fertilisation process. To follow the journey of both the sperm and the egg, CGI graphics are used. Provides key facts and processes – ejaculation, ovulation, monthly cycles and fertilisation.</p> <p>As an alternative to using the clip many child development textbooks have a section about human reproduction, for example:  Minett, P. (2010) <i>Child Care and Development</i>. Hodder. Pages 30–31.</p>	1 hour	
<b>IVF</b>	<p>Tutors could introduce this topic by giving a definition of in vitro fertilisation (IVF).</p> <p>Learners could then be provided with a case study of a woman who has undergone IVF. This will help to give learners an insight into the reasons for individuals going through the IVF process.</p> <p>Possible sources for case studies:</p> <p>Organisation: The Human Fertilisation and Embryology Authority  Resource Title: Patient stories: learn from others  Web Link: <a href="http://www.hfea.gov.uk/ivf-stories.html">http://www.hfea.gov.uk/ivf-stories.html</a>  Description: Real-life stories from individuals who have undergone IVF.</p> <p>Organisation: NHS  Resource Title: 'Pregnant first time after IVF'  Web Link: <a href="http://www.nhs.uk/Livewell/Fertility/Pages/RealstoryAshley.aspx">http://www.nhs.uk/Livewell/Fertility/Pages/RealstoryAshley.aspx</a>  Description: Ashley Stothard was devastated when doctors told her that she would need fertility treatment to conceive. However, her first cycle of IVF treatment on the NHS was successful.</p> <p>Learners could then carry out research on the NHS website and produce an information leaflet about the process of IVF.  <a href="http://www.nhs.uk/Conditions/IVF/Pages/Introduction.aspx">http://www.nhs.uk/Conditions/IVF/Pages/Introduction.aspx</a></p>	1.5 hours	

# SUGGESTED ACTIVITIES

<b>LO No:</b>	<b>3</b>		
<b>LO Title:</b>	<b>Know the factors which could affect health in pregnancy and the success of the birth</b>		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>Genetic testing</b>	<p>Tutors could initiate discussion of reasons why prospective parents may decide to have genetic testing.</p> <p>Tutors could then show the following video clip which goes through the many reasons why people decide to have genetic tests. A geneticist explains what genetic testing involves, the reasons for having or not having it, and how to deal with a positive test result.  <a href="http://www.nhs.uk/video/Pages/genetic-tests.aspx?searchtype=Tag&amp;searchterm=Disability&amp;">http://www.nhs.uk/video/Pages/genetic-tests.aspx?searchtype=Tag&amp;searchterm=Disability&amp;</a></p>	30 minutes	
<b>Conditions in utero</b>	<p>Tutors could provide learners with an information session about the conditions in utero that are listed on the specification: spina bifida, Down's syndrome, foetal alcohol syndrome.</p> <p>This information could be provided in the form of a presentation with an accompanying handout or booklet which contains topic headings under which learners could make notes for reference.</p>	1 hour	
<b>Real-life case studies</b>	<p>To bring greater insight to the impact of the in utero conditions, learners could be shown a video clip about living with one of these conditions. Sources:</p> <p>Down's syndrome – Emily's story:  <a href="http://www.nhs.uk/video/Pages/downsyndrom.aspx">http://www.nhs.uk/video/Pages/downsyndrom.aspx</a></p> <p>Down's syndrome – Victoria's story:  <a href="http://www.nhs.uk/video/Pages/cs_downsyndrom.aspx?searchtype=Tag&amp;searchterm=Pregnancy_Birth+defects&amp;">http://www.nhs.uk/video/Pages/cs_downsyndrom.aspx?searchtype=Tag&amp;searchterm=Pregnancy_Birth+defects&amp;</a></p> <p>'Cystic fibrosis won't stop me singing' – Bianca's story:  <a href="http://www.nhs.uk/Livewell/women1839/Pages/Cystic-fibrosis-case.aspx">http://www.nhs.uk/Livewell/women1839/Pages/Cystic-fibrosis-case.aspx</a></p>	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Factors affecting health of the foetus – pregnancy complications and birth injury</b> 	<p>Learners could be tasked with producing an information leaflet for parents-to-be about:</p> <ul style="list-style-type: none"> <li>• complications in pregnancy</li> <li>• infections that may affect the health of the foetus.</li> </ul> <p>Useful sources of information:</p> <p>Organisation: Tommy's Resource Title: Pregnancy complications Web Link: <a href="https://www.tommys.org/pregnancy-information/pregnancy-complications">https://www.tommys.org/pregnancy-information/pregnancy-complications</a> Description: Tommy's is a charity that funds research into the causes and prevention of pregnancy complications that lead to miscarriage, stillbirth and premature birth. They also provide pregnancy health information for parents-to-be.</p> <p>Organisation NHS Resource Title: Infections in pregnancy that may affect your baby Web Link: <a href="http://www.nhs.uk/conditions/pregnancy-and-baby/pages/pregnancy-infections.aspx">http://www.nhs.uk/conditions/pregnancy-and-baby/pages/pregnancy-infections.aspx</a> Description: Detailed information with an accompanying video clip about infections in pregnancy that can affect the foetus.</p>	1.5 hours	
<b>Factors affecting health of the foetus – lifestyle</b> 	<p>Tutors could prepare a set of questions about lifestyle factors affecting health of the foetus (listed in 3.2 of the specification).</p> <p>Learners could refer back to their work in Learning Outcome 2 for information, along with textbooks and/or websites such as the NHS or National Childbirth Trust websites to help them answer the questions.</p> <p>Tutors could go through the answers with the whole group and learners could make additional notes about any points they missed.</p>	1.5 hours	Unit 10 LO2 Unit 15 LO2



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Ante-natal care</b>	<p>Tutors could introduce the topic of ante-natal care and then set the learners a research and information gathering task using the NHS Choices website.</p> <p>The NHS Choices website gives excellent and detailed coverage of all aspects of ante-natal care. It provides factual information, advice, video clips and case studies.</p> <p>Learners could be given a booklet to complete which has a set of headings or questions to guide them. The headings or questions would highlight the key information that they need to find.</p> <p>Their starting points could be:</p> <p>Your ante-natal care:  <a href="http://www.nhs.uk/conditions/pregnancy-and-baby/pages/antenatal-midwife-care-pregnant.aspx#What">http://www.nhs.uk/conditions/pregnancy-and-baby/pages/antenatal-midwife-care-pregnant.aspx#What</a></p> <p>Ante-natal classes:  <a href="http://www.nhs.uk/video/Pages/Antenatalclasses.aspx?">http://www.nhs.uk/video/Pages/Antenatalclasses.aspx?</a></p> <p>Ante-natal checks, tests and screening:  <a href="http://www.nhs.uk/Conditions/pregnancy-and-baby/pages/antenatal-care-checks-tests.aspx#close">http://www.nhs.uk/Conditions/pregnancy-and-baby/pages/antenatal-care-checks-tests.aspx#close</a>  <a href="http://www.nhs.uk/conditions/pregnancy-and-baby/pages/screening-amniocentesis-downs-syndrome.aspx#close">http://www.nhs.uk/conditions/pregnancy-and-baby/pages/screening-amniocentesis-downs-syndrome.aspx#close</a></p> <p>Anomaly scan:  <a href="http://www.channel4.com/programmes/one-born-every-minute/articles/all/baby-journey-weeks-17-21-fetal-anomaly-scan/2345">http://www.channel4.com/programmes/one-born-every-minute/articles/all/baby-journey-weeks-17-21-fetal-anomaly-scan/2345</a></p> <p>NIPT blood test:  <a href="http://www.rapid.nhs.uk/guides-to-nipd-nipt/nipt-for-down-syndrome/">http://www.rapid.nhs.uk/guides-to-nipd-nipt/nipt-for-down-syndrome/</a></p> <p>Alternatively most child development textbooks have detailed sections about ante-natal care. It might also be possible to invite an expectant mother to talk about her experience of ante-natal care, or a midwife.</p>	3 hours	Unit 15 LO2




Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>What happens at an ante-natal class?</b>	<p>Tutors could show learners this video clip about ante-natal classes. It explains what happens at the classes and why attending is so important.</p> <p>It can be accessed from the NHS Choices website using the following link: <a href="http://www.nhs.uk/video/Pages/Antenatalclasses.aspx?searchtype=Tag&amp;searchterm=Pregnancy&amp;">http://www.nhs.uk/video/Pages/Antenatalclasses.aspx?searchtype=Tag&amp;searchterm=Pregnancy&amp;</a></p>	30 minutes	



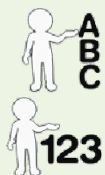
# SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	Understand the stages of pregnancy and birth and the post-natal care of the mother		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Gestation</b> 	<p>Learners could be provided with an A4 printed sheet showing illustrations of the trimesters, but in the wrong order. Learners could cut out and stick the trimesters onto another sheet in the correct order.</p> <p>Then, using a textbook or the internet, learners could research and write a description of what occurs during each trimester.</p>	40 minutes	
<b>Birth</b> 	<p>Tutors could deliver a presentation to explain the stages of labour, methods of delivery and types of pain relief. Learners could take notes for reference.</p> <p>Alternatively learners could be put into groups, each group being allocated a different part of the birth process about which they have to research and then create and deliver a presentation for the rest of the class. Learners should be prepared to answer questions based on the information they have provided.</p>	2 hours	
<b>Birth difficulties and complications</b>	<p>Tutors could provide an introduction to the topic of birth difficulties and complications including miscarriage, premature birth and stillbirth.</p> <p>Real-life stories can be used and 'Small Wonders' is a series of twelve films that follow fourteen families through their experience of having a premature baby on a neonatal unit. The 'Small Wonders' films are divided into segments that cover all aspects of having a premature baby and the care required up to the end of the first year. Individual films can be selected as appropriate for the group. It can be accessed with this link:  <a href="https://www.bestbeginnings.org.uk/small-wonders">https://www.bestbeginnings.org.uk/small-wonders</a></p> <p>Tutors can also download the supporting Small Wonders booklet that accompanies the films:  <a href="https://www.bestbeginnings.org.uk/Handlers/Download.ashx?IDMF=c5045a3b-aa13-4b21-b545-46736c955985">https://www.bestbeginnings.org.uk/Handlers/Download.ashx?IDMF=c5045a3b-aa13-4b21-b545-46736c955985</a></p> <p>Alternatively or additionally other clips could be used, for example:  <a href="http://www.channel4.com/programmes/one-born-every-minute">http://www.channel4.com/programmes/one-born-every-minute</a></p> <p>There are many useful short clips, including multiple and premature births. <b>(Clips/programmes need to be selected carefully as some have age guidance ratings and/or can be distressing.)</b></p>	1 hour	


Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Types of post-natal support</b>	<p>Learners could be given the task of completing a spider diagram to identify the types of post-natal support that a new mother may need.</p> <p>Learners could work in pairs and then share their thoughts with the rest of the group.</p> <p>Tutors could facilitate the feedback session to ensure that the types of support listed in 4.4 of the specification are all covered.</p>	40 minutes	Unit 15 LO2
<b>Post-natal depression – real-life stories</b>	<p>A very important aspect of post-natal care is to look out for signs of post-natal depression. Tutors could lead a short Q&amp;A session asking learners what they think post-natal depression is and how it can affect new mothers.</p> <p>Tutors could then show this video where mothers who have had post-natal depression talk about the feelings they faced, and perinatal psychiatrist Dr. Margaret Oates explains how it can be treated quickly with the right help.  <a href="http://www.nhs.uk/video/Pages/Postnataldepression.aspx?searchtype=Tag&amp;searchterm=Pregnancy+After+the+birth&amp;">http://www.nhs.uk/video/Pages/Postnataldepression.aspx?searchtype=Tag&amp;searchterm=Pregnancy+After+the+birth&amp;</a></p>	40 minutes	
<b>Provision of post-natal care</b>	<p>Learners could be placed into four groups. Each group could create a short presentation about a specific aspect of post-natal provision, to be shared with the class.</p> <p>Group 1 – could focus on ways that family and friends could support a new mother and her baby. (Informal support)</p> <p>Group 2 – could focus on the advice and support available from the GP, midwife and health visitor.</p> <p>Group 3 – could focus on the post-natal check 6 weeks after the birth.</p> <p>Group 4 – could focus on the 6–8 week review by the health visitor or doctor.</p> <p>After the presentations learners could annotate the spider diagram (completed in the Birth difficulties and complications activity above) with where or who would provide each type of support that they have identified.</p> <p> Useful information can be found using the NHS website which gives comprehensive coverage of post-natal care and support:  <a href="http://www.nhs.uk/conditions/pregnancy-and-baby/pages/postnatal-check.aspx#close">http://www.nhs.uk/conditions/pregnancy-and-baby/pages/postnatal-check.aspx#close</a></p>	2 hours	Unit 15 LO2




# SUGGESTED ACTIVITIES

LO No:	5		
LO Title:	Understand the development and care of the baby in the first year of life		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Introduction to child development</b>	<p>Tutors could use an example of a centile chart as a starting point for a discussion of the difference between growth and development. The terms 'developmental norms', 'milestones' and 'holistic' development could then be introduced and explained. Learners could then write definitions of the key terms: 'growth', 'development', 'norms', 'milestones' and give examples for each.</p> <p>Examples of centile charts can be found on the internet or in most child development textbooks such as:</p> <p>Meggitt, C. (2009) <i>OCR Child Development for GCSE</i>. Hodder. Page 108 Description: A comprehensive textbook that covers all aspects of child care and development.</p> <p>Minett, P. (2010) <i>Child Care and Development</i>. Hodder. Pages 138–139 Description: A comprehensive textbook that covers all aspects of child care and development.</p> <p>Video clips of different developmental stages could be shown to the learners in order to bring the theory to life. There are many useful clips to be found in:</p> <p>Meggitt, C. (2012) <i>Child Development: An Illustrated Guide</i>. DVD Edition. Heinemann Description: Textbook with DVD. Provides a well-illustrated overview of and guide to child development from birth. It also includes suggestions for promoting development through play. The video clips on the DVD show a range of children's developmental stages from birth onwards.</p> <p>Alternative sources for suitable clips could be:</p> <p>Organisation: Channel 4 Resource Title: Kids Development Milestones Web Link: <a href="http://embarrassingbodieskids.channel4.com/kids-development-milestones/#mstime-16">http://embarrassingbodieskids.channel4.com/kids-development-milestones/#mstime-16</a> Description: Useful interactive guide to developmental milestones from birth to 6 years. Produced by Dr Dawn from the Channel 4 programme <i>Embarrassing Bodies</i>.</p> <p>Many child development clips are available, such as: <a href="https://www.youtube.com/watch?v=csUWSQ5nZJA">https://www.youtube.com/watch?v=csUWSQ5nZJA</a></p> <p>Siren and Boulton-Hawker Films produce a range of DVDs covering all aspects of child development: <a href="http://www.sirenfilms.co.uk/shop/">http://www.sirenfilms.co.uk/shop/</a> <a href="http://www.boultonhawker.co.uk/">http://www.boultonhawker.co.uk/</a></p>	2 hours	Unit 8 LO2





Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Care and nutrition in the first year</b> 	<p>Learners could be asked to brainstorm 'what a baby needs' and a list could be compiled. Tutors should ensure all aspects listed in 5.2 of the specification are covered.</p> <p>Tutors could then lead a Q&amp;A discussion of ways parents can give adequate and suitable care to positively influence the child's development, providing conditions where the child will thrive. However if the care provided by parents is inappropriate or inadequate in some way there can be negative effects for the child; for example in terms of nutrition, bonding and attachment, health and safety.</p> <p>Learners could then be asked to choose a topic from 5.2 of the specification. They could then write a blog or article for a parenting website about this topic.</p> <p>Some example titles could be:</p> <ul style="list-style-type: none"> <li>• Bottle or breast? – you decide</li> <li>• Immunisations – what, when and why</li> <li>• Baby bonding</li> <li>• Weaning – how to do it</li> <li>• Have wheels will travel – best buggy guide.</li> </ul> <p>Useful sources of information:</p> <ul style="list-style-type: none"> <li>• child development textbooks</li> <li>• websites such as NHS Choices, Mumsnet and BabyCentre</li> <li>• retailers such as John Lewis, Argos, Mothercare, Kiddicare all provide additional information and advice in their buying guides.</li> </ul>	2 hours	Unit 10 LO2
<b>From bump to breastfeeding – what it is really like?</b>	<p>Tutors could show learners the 'From Bump to Breastfeeding' DVD, or selected extracts from it.</p> <p>In this video by Best Beginnings, new mothers Angela and Teresa talk about the early weeks with their babies and their experiences of breastfeeding:  <a href="https://www.bestbeginnings.org.uk/from-bump-to-breastfeeding">https://www.bestbeginnings.org.uk/from-bump-to-breastfeeding</a></p>	40 minutes	Unit 10 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Role of the health visitor</b>          	<p>If possible a health visitor could be invited in to talk about their job role. This would provide a useful insight for learners into the role of a practitioners working in the community to support babies and their families.</p> <p>Alternatively learners could find out about the role of a health visitor by using the NHS Careers website.</p> <p>Organisation: NHS Careers Resource title: Health visitor Website link: <a href="https://www.healthcareers.nhs.uk/explore-roles/public-health/health-visitor">https://www.healthcareers.nhs.uk/explore-roles/public-health/health-visitor</a> Description: A detailed description of the health visitor job role and how psychological interventions can be used to help individuals who are coping with, for example, illness, pain or addictions. It includes links to further information.</p>	1 hour	Unit 15 LO2
<b>Early years services</b>            	<p>Tutors could explain that there are a range of health, social care and early years services available to support parents and carers and their babies and children.</p> <p>Learners could be divided into groups and given the task of conducting research into support services that are available. Each group could be given a different service to research. Textbooks and the internet could be used.</p> <p>Having completed their research each group could produce a wall display showing information about the type of support provided by their organisation or service.</p> <p>Each group could deliver a brief presentation sharing their information with the rest of the class.</p> <p>Example services:</p> <ul style="list-style-type: none"> <li>• National Childbirth Trust (NCT) and other local groups etc</li> <li>• Family Nurse Partnership</li> <li>• Children's Centres</li> <li>• Nurseries</li> <li>• Child health monitoring</li> <li>• Child health clinics.</li> </ul> <p>It may possible for tutors to invite a representative into the classroom to provide an informative talk about the services and support they provide. Alternatively learners may have experience of relevant work placements that they could share with the rest of the group.</p>	2–3 hours	Unit 15 LO2





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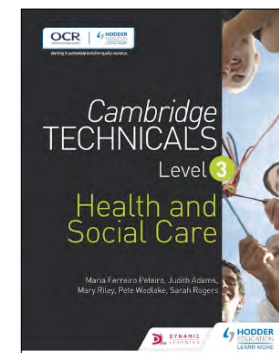
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