

## About this course

This programme has been designed to increase your knowledge and skills in organising and carrying out activities in a care setting. The course covers the values requirements of the National Occupational Standards and will support you in providing high-quality care for individuals, particularly those in a residential care setting.

## Content

The qualification is made up of the following mandatory units:

- **Understand activity provision in social care**
- **Understand the benefits of engaging in activities in social care**
- **Understand the delivery of activities in social care**

When you have successfully completed these three units you will be awarded six credits. You need to complete one further optional unit in order to achieve the eight credits required for the Level 2 Award in Supporting Activity Provision in Social Care.

For each unit, there are assessments for you to complete as you work through the unit. You should answer the questions and send the assessments to your assessor/tutor for marking and feedback when you have finished the unit.

If you need help with your assessments, please contact your assessor/tutor.

The workbooks include activities, which will test your knowledge and help you practise what you have learned.

***Good luck with your course!***



## Introduction

In this unit you will learn about what 'activity' in social care means and how it is used. You will also find out about the different types of activities and their benefits in a care environment.

This unit has four sections:

**Section 1: What activity is**

**Section 2: The components of an activity**

**Section 3: Opportunities for activities**

**Section 4: Person-centred activity planning**

## What will I learn?

When you have worked through this unit, you should know:

- What 'activity' is and the different types of activities.
- How everyday activities can be used to stimulate the creative, sensory and intellectual abilities of individuals.
- The difference between activity programmes for individuals and for groups.
- The importance of the right environment for activities.
- How to identify opportunities for personal care and domestic activities.
- How to provide a programme of activities to meet the needs of an individual and agreed ways of working.
- The value of an individual's life history, spiritual and cultural needs when planning and providing activities.

## Assessment

When you have worked through each section in the unit, you should complete the assessment questions for that section. When you have completed all four assessments for this unit, you should submit them to your assessor/tutor.

The assessments for this unit are:

**Assessment 1.1: What 'activity' is**

**Assessment 1.2: The components of an activity**

**Assessment 1.3: Opportunities for activities**

**Assessment 1.4: Person-centred activity planning**



## What 'activity' is

In this section you will learn about:

- **Activity provision in social care**
- **Occupation, activities and tasks**
- **Communication and interaction as an activity**
- **Examples of leisure activities**
- **Spontaneous activity**
- **Personal care and domestic activities**

## Activity provision in social care

Activity is important for everyone. It supports our physical and mental health and allows us to express our individuality. As we age or become less able, activities can become more difficult and we may stop being involved in many activities. The motivation to take part doesn't necessarily disappear, so it can be very frustrating.

Part of caring for people is to support them in taking part in activities.

Care workers need to:

- identify the activity needs of groups and individuals
- organise activities for active daily living
- organise activity programmes.



### Activity 1 (Your own activities)

- a) List any activities that you take part in and say why you do them.



### Activity 1 *continued*

- b) Imagine that, suddenly, you could no longer take part in these activities. Describe how you might feel.

Blank space for writing the answer to question b).

- c) What effect might this have on you in the longer term?

Blank space for writing the answer to question c).



Activity 1 should help you understand how the individuals you care for might feel if they can't take part in activities that are important to them.

Think about the activities you have listed in Activity 1. Did you just list leisure activities and things you enjoy? Or did you include normal daily activities such as housework, cooking and personal hygiene activities?

When people stop taking part in activity, this doesn't include organised recreational activities, but often more routine things as well. This can mean that they feel a real loss of independence and control.

Throughout this unit, you will look more closely at the activities that might be supported and how you can support them. Activity provision within social care is about the ways individuals can be supported to take part in a full range of activities that meet physical, intellectual, sensory, spiritual, social, emotional and any other needs they have.

As a care worker you need to make sure that everyday routines and activities are flexible and reflect individual preferences. This is good practice as required by the Care Standards Act (2000). It can be difficult for busy care workers to manage along with all their other responsibilities, but is important to develop and support people.

## Occupation, activities and tasks

The terms occupation, activity and task are defined by occupational therapists in very specific ways:

- **Occupation** is all the functions around which an individual's time and effort are organised.
- **Activity** is any mental or physical activity, which is carried out voluntarily and directed towards a goal or end result. Activities are generally made up of a series of tasks.
- **Task** is a stage or part of an activity.

It is important to understand these terms in the context of providing activities for social care, as this will help you provide activities which are of real value to individuals and help to meet their needs. This section will tell you more about each of these terms.

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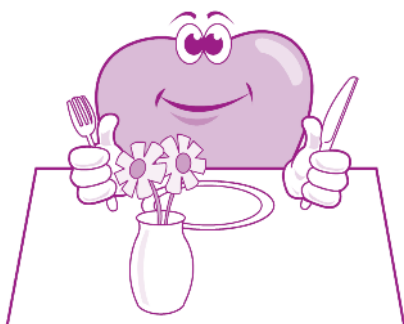
### Occupation

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Occupation is the sum total of what a person does. People organise their time and efforts around occupation and it is important for their sense of self and identity. As well as fulfilling personal needs, occupation meets cultural and social needs.

There are three broad areas of occupation though many occupations fall into more than one area:

- **Self-care** - these are day-to-day occupations that an individual needs to take part in. Obvious examples are personal hygiene routines, eating and drinking, but individuals also need social contact so occupations that provide this could be included here.
- **Productivity** - this generally means work or education.
- **Leisure** - these are occupations that an individual takes part in for enjoyment.



**Think about it!**

Think about how a person's involvement in different activities might be affected if any of their senses are impaired.

**Activities**

In addition to physical exercise, activity also involves, for example:

- **Mental stimulation** such as trying to solve a crossword, or watching television.
- **The five senses** - sight, hearing, touch, smell and taste.
- **Creative activities** include exploring, experimenting and problem solving, for example. These can be beneficial to the individual and fun for them and the carer.

Examples of activities include:

- **Games or exercises** that stimulate thinking or memory.
- **Walking, chair exercises or gardening** to improve physical and mental well-being.
- **Social events** that keep the individual in touch with others and the outside world.
- Worship, prayer or other **religious practices**.

Individuals choose activities to meet their needs, interests and values and it is important to remember this in providing activities in social care.

**Tasks**

A 'task' is a component part of an activity. If the activity is cooking a meal, one task would be to measure out the ingredients; if it is painting a picture, one task might be to prepare the brushes and paints.

Everyone likes to be occupied and to feel they are capable, needed and useful or do things just for fun. The occupations and activities that people engage in reflect their personal values and culture. If individuals have no occupation it will affect their self-esteem and self-image. All individuals need a balance across the different areas of occupation and activity to support their health and well-being.



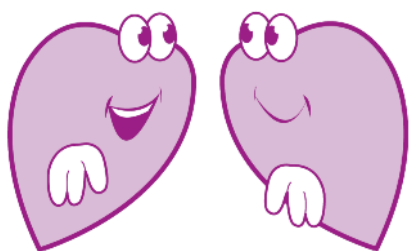
### Activity 2

Write down how you feel when you have nothing to do and when you are made to do things you don't want to.

SAMPLE

Did you feel angry, depressed, bored, frustrated or rebellious? This is how individuals in care may feel if they can no longer take part in the activities that are important to them or are made to take part in activities they don't want to do.

### Communication and interaction as an activity




Human beings are social animals and so communication and interaction are important parts of our lives. Communication and interaction stimulate us mentally and physically, and meet our emotional needs. Without communication and interaction, individuals can become withdrawn, isolated and lonely.

Many of the occupations that individuals take part in involve communication and interaction. It is part of our everyday lives. Whenever we are with other people, we communicate and interact with them. For individuals in social care it is important to maintain their level of communication and interaction. Individuals may need support to overcome physical, mental or emotional barriers to communication and interaction.

Remember that activity should be voluntary and have a goal or end result. So as an activity, the interaction should be something an individual wants to take part in and has some purpose. The aim or purpose can be anything from building a relationship to making a decision about something, to learning or providing information.

In social care situations, care workers can provide opportunities for communication and interaction:

- This could be communication between care workers and individuals, for example, to find out about their needs and preferences, to give them information about events or to build the relationship by chatting to them. This will often be an informal activity, communicating with them during day-to-day activities – or it could be in a more formal group session.
- This could be communication between individuals who are in care, for example, to build relationships with people they see day to day, to build support, to teach one another something, to co-operate in carrying out other activities and tasks and share interests. These might be informal activities such as chatting over lunch or organised sessions where individuals can share an interest, for example, a painting or writing group.
- This could be communication between individuals and their friends and families to make sure that these relationships are maintained and developed. For example, enabling telephone calls, letter writing, use of email and computer or arranging visits to and from relatives and friends.



### Activity 3

- a) **List activities that you take part in where communication is an important element.**



**Unit 1 assessment**  
**Understand activity provision in social care**

**After completing your assessment please staple together with this header sheet and return it to your assessor/tutor**

**ADVICE TO ALL CANDIDATES**

- Please complete your personal details and candidate statement below.
- Complete all questions in this assessment.
- Write your answers in the spaces provided. Add any additional work for any of the questions on plain paper and attach to this assessment.
- You do not need to return your completed activities in the unit – just this assessment.
- If you require any assistance or guidance please contact your assessor/tutor.

**PERSONAL DETAILS**

Name \_\_\_\_\_

Contact address \_\_\_\_\_

Postcode \_\_\_\_\_

Telephone no. (evening) \_\_\_\_\_ (day) \_\_\_\_\_

Email (home) \_\_\_\_\_ (work) \_\_\_\_\_

**CANDIDATE STATEMENT**

I certify that I have read Unit 1 and completed all sections in this assessment.

I confirm that this is my own work.

Signature \_\_\_\_\_ Date \_\_\_\_\_

For office use only

Candidate ref: \_\_\_\_\_

Assessor: \_\_\_\_\_

IV: \_\_\_\_\_

Passed

Date \_\_\_\_\_

Re-submit

Date \_\_\_\_\_

Tutor feedback:

Written

Telephone

Personal tutorial

SAMPLE

**Assessment 1.1: What activity is**

**Learning outcome 1: Understand what 'activity' is**

**See Unit 1 workbook, Section 1.**

The references in brackets at the end of each question refer to the learning outcomes within the syllabus of this qualification and is for your assessor's use.

**1. Describe what is meant by activity provision in social care. (1.1)**

**2. List the differences between tasks, activities and occupation, and give an example of each. (1.2)**

**3. Give two examples of activities that involve communication and interaction. (1.3)**

4. Describe three leisure activities which you could use in a care setting. (1.4)

5. Describe what is meant by 'spontaneous activity'. (1.5)

6. List ten everyday personal care and domestic activities. (1.6)

SAMPLE