

About my job: what's involved in care work - Teachers' Pack

Introduction to care work – About my job: What's involved in Care Work?



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Introduction

This resource has been produced in two different formats:

- a self-access resource for learners with online activities
- this teacher's pack, including teachers' notes and worksheets to download

Overview

This resource is suitable for ESOL learners who plan to work in the care sector or who have recently begun working in the sector. It focusses in particular on working with the elderly.

An introduction to care work is part of a series of resources which are suitable for ESOL learners who plan to work or are already working in the sector. **Communicating with service users** focusses on the language used at work. **Developing a career in care work** features care workers talking about the training to become a care worker and the opportunities to develop within the profession.

Level: Entry 3 – Level 1 / SQA Intermediate 1 – Intermediate 2 / CEFR level B1 – B2

Structure, learning hours and delivery context

There are three topics in **An introduction to care work**:

Topic 1: About my job: what's involved in care work

Topic 2: Qualities of a care worker

Topic 3: What motivates people to go into care work?

Each topic is based on one of three short films produced by Skills for Care.

<http://www.skillsforcare.org.uk/home/home.aspx>

The films feature interviews with care workers talking about their jobs, the qualities required and what motivates them. The video clips comprise a series of sound bites, with the interviewer edited out. A lesson has been developed around each film. Each topic can be taught as a standalone.

The resource is suitable for whole class use, in a variety of settings, including workplace, voluntary and community.

Timings are flexible since learners can work through at their own pace and teachers can adapt the resource to suit their learners and build in revision as required.

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Topic 1 About my job: what's involved in care work - Teachers' notes

Time: Approximately 3 hours for this topic. Timings are flexible and teachers can break down the topic into smaller chunks of learning and build in revision as required.

Aims

- To provide statistical data related to the growing need for elderly care
- To provide listening practice related to tasks that care workers do
- To practise vocabulary related to a care worker's responsibilities
- To provide practice in how to speak to an elderly service user

Objectives

All learners will be able to:

- Identify tasks that care workers do
- Use phrases to describe the jobs
- Ask questions appropriate to some of the jobs

Some learners will be able to:

- Produce a longer conversation which could be used for some of the jobs

Preparation

You will need:

- A smartboard or data projector to show the film of the care workers or computers for each learner/pair of learners, with headphones or audio speakers.
- The online activities can be found at: <http://esol.britishcouncil.org/care-work> If internet access/computers are not available, you will need:
 - to prepare your own audio recording using different speakers
 - to make photocopies of the worksheets (pages 7-10)
 - to copy and cut up the resource cards for the care worker/patient exchange – if possible copy the questions and responses onto different coloured paper (pages 11-12)
 - dictionaries
 - answers
 - transcripts
 - audio recording handout 2, task 1

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Suggested Procedure

1. Write 'ageing population' on the board and elicit the meaning. Give out **handout 1**.
2. Quiz – this could be set as homework in preparation for the lesson, or done during the lesson. Ask learners to try the short true/false quiz about the UK's ageing population. Encourage learners to guess the answers if they are not sure. The quiz could be done in pairs, followed by whole class feedback.
3. Discussion. Check that learners understand the meaning of 'care home'. At this stage you may wish to distinguish between care home accommodation and care in the community, e.g. day care, home help, meals on wheels, etc. in people's homes. It may also be useful to teach the term 'service user', though 'client' is used in the films.

Discuss why there will be more elderly people in care homes in the UK in future, e.g. longer life expectancy, proportionately fewer younger people to older people, dispersion of families, culture of independence, relatives working/looking after children, etc.

Put learners into different nationality groups, if possible, to discuss how the elderly are looked after in their own countries/regions. Compare to the UK, where there has been a move towards care in the community since the 1980s.

You could also discuss elderly care as a growing sector in the UK and the increasing likelihood of finding jobs.

4. Film: "About my job"
Lead in: ask learners to individually write a list of tasks a care worker has to do. You could set a time limit of 2-3 minutes, depending on level. Write learners' ideas on the board.

First viewing/listening: tell learners they are about to watch a short film of some care workers talking about tasks they do in their jobs. Learners listen and tick any ideas from their list that are mentioned in the film.

http://www.youtube.com/watch?feature=endscreen&v=PRW_7xleoSk&NR=1

If you do not have internet access, pre-record the transcript on audio, using a number of different speakers.

5. Give out **handout 2** or an online version of this activity is at:
<http://esol.britishcouncil.org/care-work/whats-involved-care-work>

Smartboard: Type in the following link to do the drag and drop activity as a class:

<http://gamedata.bcdev.org.uk/p/MTM0Mzc=>

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Learners do the gap fill as they watch the film/listen to the recording. Check any new vocabulary.

6. Vocabulary: in pairs, learners categorise the tasks into housework/hygiene/support. Ask them to add any others they can think of.
Discussion in pairs/small groups: which of these jobs would you enjoy/not mind/not enjoy doing? Why/why not?
Monitor and give feedback notes on vocabulary/pronunciation, etc.

Handout 2 or at <http://esol.britishcouncil.org/care-work/whats-involved-care-work>

Smartboard: Type in the following link to do the drag and drop activity as a class:

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<http://gamedata.bcdev.org.uk/p/MTM0Mzc=>

7. Matching exercise: learners match the phrases they might hear a care worker say in the situations mentioned. Ask for other phrases that learners might use in these situations.
8. Care worker/service user exchange – use the cut up resource cards. There are enough cards for 20 learners; if you have fewer than 20, make sure the cards you give out match up. Tell the learners that half of the class are care workers (asking questions) and the others are service users. Learners quietly read their card and check pronunciation/intonation with you. They should then try to memorise their card before standing up and mingling. The care workers ask their question and try to find the person with the most appropriate response. When everyone is paired up, ask them to read out their short exchanges to the class. Check intonation and pronunciation.
9. Role-play. In pairs learners can choose one of the above exchanges and write a longer dialogue. They could record themselves, e.g. on vocaroo.com, or if they feel comfortable they could act it out in front of another pair.

Handout 1: The ageing population

1. What does 'ageing population' mean?
2. Quiz. Are these statements about the UK population true or false? Guess if you're not sure.

True or false?

1. Today the UK has a population of about 33 million.
 2. There are currently about 10 million people in the UK over 65 years old.
 3. By 2050 there will be about 19 million people in the UK over 65 years old.
 4. One in four of the UK population is currently aged 65 and over.
 5. By 2050 one in four of the UK population will be aged 65 and over.
 6. Today there are about 1 million people aged more than 80.
 7. By 2050 there will be about 8 million people aged more than 80.
 8. One reason the UK has an ageing population is because people are living longer.
 9. Health costs for someone aged 85 are the same as for a person aged 65 to 74 years.
 10. The number of elderly people in care homes will fall by 2041.
3. Discussion: why will there be more elderly people in care homes in the UK in the future?
 - e.g. people are living longer
 -
 -
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Handout 2 Care work – about my job

1. In the film the care workers talk about their jobs. Listen carefully and put these phrases into the right place in the transcript below.

a. make sure they're set for the day

b. give them their medication

c. cleaning up after

d. put them to bed

e. cuppa tea

f. get them up

g. do your round

h. down below

i. changing the incontinence pads

j. dehydrating

k. check they have something to eat

l. get their breakfast

I go into people's homes. I help them either get out of bed, wash, dress, erm, 1. _____, erm, 2. _____, whatever care they need really in the time.

Some need washing (washed). Some just like, erm, the support they get which is by making their breakfast, 3. _____, er, perhaps they just want cream, face washed and the things that they can't do, you know.

Three or four clients up, either wash them or bath them, give them their breakfast, 4. _____. Then I go onto lunches, which means I go in, I prepare food, feed them. I then, on one day a week, I actually go in and 5. _____.

Some people you go in the morning, it's just a case of getting breakfast. Other ones you go in, you've gotta 6. _____, washed, dressed, breakfast. Beds made, whatever you know needs doing. Peeling two or three potatoes or whatever like that. 7. _____ the budgie (laugh). We do clean up after the budgie!

You think, come in feeling a bit oh no, sort of like feeling a bit tired. So I start at seven in the morning and finish about half one, two o'clock. And, you, sort of like, you 8. _____. It's, sort of like, it's fun.

Make sure they had their lunch or breakfast or dinner coz if we don't go, and some of them, they don't eat. We have to 9. _____ every day and, you know, they had a drink, they're not 10. _____ and things like that, you know.

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Handout 2: Care work – about my job

The messier jobs are like 11. _____ and washing people 12. _____. Erm, you know, you can go in and, obviously, somebody could have had an accident in that way and you have to be prepared to do that. So everyone should know that that is part of the job. It's not just making cups of tea and chatting.

Vocabulary

2. Here are some tasks a care worker does. Put them into groups, e.g. helping someone get washed –hygiene.

housework

hygiene

support

- helping someone get washed
- giving someone medication
- helping someone get dressed
- preparing a meal
- making beds
- cleaning up after animals
- putting someone to bed
- changing incontinence pads
- making cups of tea
- chatting with the service user

Can you think of any other tasks?

3. Which of the above tasks would you enjoy/not mind/not enjoy doing? Why/why not?

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Handout 2: Care work – about my job

4. Care workers' phrases

Which of the phrases below might a care worker say in these situations?

- a. preparing a meal
- b. making beds
- c. making a drink
- d. helping someone get washed
- e. changing incontinence pads
- f. cleaning up after animals
- g. giving someone medication
- h. helping someone get dressed
- i. putting someone to bed
- j. chatting with a service user

1. Shall I put clean sheets on?
2. What would you like for breakfast?
3. Is the water OK? Not too hot?
4. Fancy a cuppa?
5. Here's some water to take those with.
6. Would you like to wear this jumper today?
7. I'm afraid the dog's had an accident on the carpet.
8. Would you like an extra pillow?
9. Let's make you comfortable.
10. That's a lovely photo. Is that your great-grandson?

5. Your teacher will give you a card with a care worker's question or a service user's response. Stand up, mingle and find the person with the correct response.

6. Role-play. In pairs write a longer dialogue of one of the situations above, then act it out.



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Resource cards Care worker/service user exchange - to be cut up (1 per learner)

What would you like to wear today?	My blue trousers.
What would you like for breakfast?	Toast and jam, please.
Is the water OK? Not too hot?	It's just right, thanks.
Fancy a cuppa?	Yes, I'd love a tea.
Is it time for your medicine?	Yes, I have 4 more pills to take.
Would you like to wear this today?	No, I fancy the purple one today.

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<p>Oops, has the dog had an accident on the carpet?</p>	<p>Oh dear, he might need to go to the vet's.</p>
<p>Would you like an extra pillow?</p>	<p>No thanks, one is fine.</p>
<p>Shall we make you comfortable?</p>	<p>Yes, that's better, thanks.</p>
<p>What a lovely photo – who's that?</p>	<p>That's my great-grandson.</p>

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Answers

Handout 1 - quiz

1. F. Today the UK has a population of about 63 million.
2. T.
3. T.
4. F. One in six of the UK population is currently aged 65 and over.
5. T.
6. F. Today there are about 3 million people aged more than 80.
7. T.
8. T.
9. F. Health costs for someone aged 85 or more are about three times higher than for a person aged 65 to 74 years.
10. F. The number of elderly people in care homes is estimated to rise from 345,000 in 2005 to 825,000 in 2041.

Data sourced from:

<http://www.parliament.uk/business/publications/research/key-issues-for-the-new-parliament/value-for-money-in-public-services/the-ageing-population/>

<http://www.parliament.uk/business/publications/research/key-issues-for-the-new-parliament/value-for-money-in-public-services/paying-for-social-care/>

Handout 2 – gap fill

1. l
2. b
3. e
4. a
5. d
6. f
7. c
8. g
9. k
10. j
11. i
12. h



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Vocabulary – possible answers

Housework: preparing a meal, making beds, making cups of tea, cleaning up after animals

Hygiene: helping someone get washed, changing incontinence pads

Support: giving someone medication, helping someone get dressed, putting someone to bed, chatting with the service user

Care workers' phrases

1. b
2. a
3. d
4. c
5. g
6. h
7. f
8. i
9. e
10. j



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Transcript

Film 1: About my job

I go into people's homes. I help them either get out of bed, wash, dress, erm, get their breakfast, erm, give them their medication, whatever care they need really in the time.

Some need washing (washed). Some just like, erm, the support they get which is by making their breakfast, cuppa tea, er, perhaps they just want cream, face washed and the things that they can't do, you know.

Three or four clients up, either wash them or bath them, give them their breakfast, make sure they're set for the day. Then I go onto lunches, which means I go in, I prepare food, feed them. I then, on one day a week, I actually go in and put them to bed.

Some people you go in the morning, it's just a case of getting breakfast. Other ones you go in, you've gotta get them up, washed, dressed, breakfast. Beds made, whatever you know needs doing. Peeling two or three potatoes or whatever like that. Cleaning up after the budgie (laugh). We do clean up after the budgie!

You think, come in feeling a bit oh no, sort of like feeling a bit tired. So I start at seven in the morning and finish about half one, two o'clock. And, you, sort of like, you do your round. It's, sort of like, it's fun.

Make sure they had their lunch or breakfast or dinner coz if we don't go, and some of them, they don't eat. We have to check they have something to eat every day and, you know, they had a drink, they're not dehydrating and things like that, you know.

The messier jobs are like changing the incontinence pads and washing people down below. Erm, you know, you can go in and, obviously, somebody could have had an accident in that way and you have to be prepared to do that. So everyone should know that that is part of the job. It's not just making cups of tea and chatting.

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Topic 1 About my job: what's involved in care work - audio and visual files

The film that accompanies the activities for 'Topic 1 Introduction to care work : About my job' is available to watch on the ESOL Nexus website at: <http://esol.britishcouncil.org/teachers-care-work> or <http://www.skillsforcare.org.uk/home/home.aspx>

The recording for Handout 2, task 1 also can be downloaded from ESOL Nexus website.

