

**GCSE BITESIZE
HEALTH & SOCIAL CARE
TEACHERS NOTES written by Carole Lee**

- MY CREDENTIALS
- Area Team Leader for Citizenship, Health & Social Care Hove Park School and sixth form centre.
- Lead Practitioner for Health & Social Care Specialist Schools and Academies Trust
- 18 years experience in teaching vocational courses within further education and schools
- Taught BTEC/OCR Nationals, First Diploma, GNVQ (level 1,2,3) Applied GCSE – at KS5 and KS4, NVQ assessor/verifier.
- Specialist subject area Health and Social Care and Business and Marketing
- 15 years within the workplace prior to going into education

- **GETTING STARTED**
- Timetable the course as a double option block – you cannot do it justice in a single.
- Timetable blocks of time to enable you and your students to gain full benefit of the research and practical element.
- Make sure you have sufficient IT (computer) time for individual use – assists active learning, personalises the curriculum as students work at their own level and pace, aids differentiation for very bright students or students who need more support.
- IT motivates students to produce a ‘professional’ standard as befitting the subject.
- Convince your timetabler/leadership team that this is a double award and properly resourced will achieve better than average results.
- Devise a group/team activity at the beginning of the course with a focus on personal P.I.E.S needs which fits in with the course – bonds the group together and builds teacher/student relationships.
- FINALLY – this course is a double award GCSE at level 2 on the national framework – it is not foundation or level 1 – therefore do not put a level 1 student on it.
- Think about how the course is marketed to students, colleagues and parents...
- The course covers a great deal of information, research and evaluative criteria at the higher bands which high flying students who wish to attain professional qualifications will need to learn – give them the opportunity they deserve (and this course provides) to acquire this knowledge and skill at KS4 and give them the head start they and their future professions deserve and need. Therefore actively market this course to your top students who want to go into the Health & Social Care professions.

- **PRACTICE WHAT YOU PREACH – NOTE: all of the following have been tried and tested in the classroom found to be helpful, continually used by colleagues, our students and myself.**
- UNIT 2 – Health & well being – engages most young people immediately at the age of 14 as its all about them ! You can start with this unit. Understanding ones self is a pre requisite to understanding some one else – to understand and care for someone else you must understand yourself and your own prejudice, strengths and weakness – when using the AGCSE (Applied GCSE) for older groups it is still desirable to begin with unit 2 – explore their own health and well being issues before tackling someone else – where possible and the board allows – use self as the client.
- Install a water dispenser in your classroom and encourage students to record their intake
- Trade fizzy drinks for water
- Trade sweets and crisps for grapes, sliced carrot, sultanas and sunflower seeds –give out at beginning of lesson, just before or at break – YES THEY WILL EAT THEM AND ASK YOU FOR MORE.
- Run healthy snack and lunchbox competitions, praise students who bring in fruit and vegetables – they soon get the message.
- Use feely bags of unhealthy and healthy items for research and discussion
- Use celebrities and look at what they endorse – good and bad
- Make your classroom physically and aesthetically warm and pleasing by use of colour, carpet, wall decoration – relevant posters, pictures and work,
- Put plants in the room
- Get rid of the formal classroom layout of lines – use boardroom style with tables together or a horseshoe shape to enable all students to engage and form relationships with you and with each other.
- Encourage your students and your colleagues to view the subject as a ‘professional course’ with professional standards.
- Use large soft toys as stress busters
- UNIT 1/3 – activities that link with the film.
- If budget allows obtain a ‘ready or not tot’ – (computerised baby) – great motivator, and discussion point on all criteria covered in the course.
- Obtain wheelchairs and Zimmer frames from the Red Cross or similar organisations – get your students ‘caring’ for each other in a simulated exercise.
- Set up scenarios where students have to become carers – feed each other, wipe each other’s faces, clean each other’s teeth. Put on items of outer clothing and take them off.
- Put chick peas in their shoes, give them science goggles smeared with Vaseline, send them round the school corridors with their ‘carer’ – discuss later the feelings of the carer and the cared for client – NEVER FORGET DISABILITY IS ALL AGES.
- Put earplugs in their ears and then proceed with the lesson.

- Put a sleep mask over their eyes and give them something to eat and drink on a tray.
- RUN A FIRST AID COURSE AND FOOD HYGIENE COURSE
- Depending on your local provision try and get someone to come in to talk to students about POVA – Protection of Vulnerable Adults and give certificate of attendance.
- Use all the above to discuss/analyze self improvement in behaviour, motivation, relationships, physical, intellectual, emotional and social well being – in short meeting the needs of your students and others and the effect on them – brings Unit 1, 2 and 3 to reality within the classroom environment.
- **USING THE PROGRAMME**
- **THE PROGRAMME LINKS INTO EACH UNIT AND CAN BE USED FOR EACH UNIT WITH A DIFFERENT PERSPECTIVE**
- **THE PROGRAMME CAN BE USED GENERICALLY FOR OTHER HEALTH AND SOCIAL CARE COURSES SUCH AS NATIONALS, DIPLOMAS AND AS/A2 WITH THE TEACHERS OWN INTERPRETATION OF WHAT THEY WISH THE STUDENTS TO GAIN FROM IT.**
- **USING THE MIDWIFERY SCENARIO AS AN EXAMPLE, STUDENTS CANNOT GO AND WATCH A BIRTH AND MIGHT FIND IT DIFFICULT TO INTERVIEW MIDWIVES – USE THE FILM TO ‘BRING THE PRACTITIONER AND THE CLIENT’ TO THE CLASSROOM VIA THE DVD, THE TEACHER CAN THEN SET THE FURTHER RESEARCH AS REQUIRED.**

Exams interpretation:

- Make sure all students have a copy of the criteria and the exemplification
- Spend sufficient time on this in introductory lessons to ensure understanding
- Revisit with each criteria
- Make it interesting by devising a ‘criteria quiz’
- Get students to highlight ‘command’ words’
- Get students to highlight ‘correct terminology’
- Use a quiz or word search to re enforce
- Get students to make a dictionary of the important word and terms with pictures from clip art – very useful for weaker candidates
- Use scenarios for unit 3 and encourage students to express themselves – use of IT is essential for this - encouraging very full answers – most students lose marks by the use of colloquial language or one word answers
- Make students mark each others practice papers following the mark scheme
- Teach exam technique – how many marks, read the question, write for the examiner
- Always request your exam scripts and read the examiners report

IMPORTANT:

- Health and social care links into every curriculum subject in some way
- The most important links you can make are with PHSE and SCIENCE –
- If you run 21st Century Science, Applied Science or Science Double award with the new specifications you will see a clear link with Unit 2 and Unit 1.
- Dual resource within your departments – use science to raise the profile of Health – Science is the theory – Health is the theory applied in practice.
- Look at the scenarios in unit 1 as an example: Midwife – think about the ‘science’ component – blood testing, anatomy and physiology, foetal development, etc.
- Think about the twins in Unit 3 Scenario with diabetes – think about the ‘science’ component – blood testing, anatomy and physiology, function of the pancreas and so on.
- Think about the Stokoe family in Unit 2 – Obesity, Heart disease, nutrition, lifestyle.

Film scenarios can be used with a science focus or for a science scenario – they can also be linked to the science curriculum.

- The teenage scenario within unit 3 and Winnie and Ronan (H.I.V positive) within unit 3 are good PHSE resources that link into Health and Social Care.
- Winnie and Ronan can be used for unit 1 from a ‘client’ point of view, they can be used for unit 2 from a health and well being point of view and linked to Science from a medical point of view with a real life focus –
- **IN SHORT MAKE THE LINK AND BRING YOUR SCIENCE TO LIFE!**

Moderation Tips

- Use the pre moderation service if your exam board provides this service. Pre moderation will give you clear indication of the strengths and weakness of the work and where you need to focus improvements
- Send a sample of work for early moderation (January round in year 11) as a benchmark and to make sure there are no glaring errors. It will

also show you what the moderators are looking for in that particular 'round'.

- Send work that is on the boundary of a grade and a sample of top middle and bottom.
- Try not to send a piece of work for final moderation too close to the grade boundary – encourage the student to increase their marks to ensure they do not lose a grade by 'scaling'
- Fully annotate all work showing a clear indication of where the evidence is
- Make sure all students use a contents page, number their pages and use a source of information and bibliography.
- Do not let students lift from textbooks and if they do quote from a textbook or website make sure they reference it
- Explain clearly on your mark sheet where and why you have awarded marks
- Explain clearly on your mark sheet where and why you have NOT awarded a mark
- Give clear individual feedback indicating what is good, what can be improved and what is required for a better grade
- Give your students a chance to improve their work – the penny often drops with some candidates quite late in year 11 – make use of this!
- Make sure witness statements and observation sheets are clear in the criteria they have covered and preferably attach a photograph
- Make sure students sign and date their portfolio work
- Try to work with another school and hold cross marking/moderation sessions
- Keep in touch with your professional office, advisor and use exemplar material

Remember that if you are unhappy about your moderation results or your exam results –use the service provided to query and or complain. Make sure your exams office is aware of this facility – your professional office should always be able to answer your queries.

- **UNIT 1 – Investigating Health, Social Care and Early Years – duration 40mins.**
- Any of the client/service user scenarios in unit 1 can be used for unit 2 or Unit 3 across the whole criteria – students could use a scenario in unit 1 and follow it through looking at the health and well being and needs of the client/service user identified. Unit 1 identifies a lot of unit 3 requirements such as self-concept, life events, expected and unexpected, effect on P.I.E.S, effects of life changing events on self-concept, Environmental and Economic effects. Making the link is important – try not to teach the units in isolation.
- **Scenario 1 – Midwife:**
- Research Private and NHS
- Who pays, funding, national provision, local provision,

- Use as a career tool criteria B – many ways of getting into midwifery – very competitive with a lack of funding for training in some areas – basis for a lot of research on alternative routes and reasons why.
 - Use as an introduction to further local research in own area
 - Focus on special/additional needs of the mother – choice, empowerment, attitudes and beliefs of the midwife in relation to culture, choice of the parents, age and social status of the mother (teen, single, lesbian, older), attitude to breastfeeding or bottle-feeding. How does the midwife give choice and empowerment when the attitudes and beliefs of the mother may contradict his/her own?
 - How will he/she deal (self and to the mother) with distressing circumstances such as deformed babies or stillbirths?
 - REMEMBER THE DADS - THEY ARE PART OF IT TOO – What are their needs?
 - Use the film to take the students through each criteria band, as your exam board requires and set them self-research – they can individually return to the film for support and a baseline starting point.
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- All scenarios give a good basis for further research into all of the criteria, however the SPECIAL NEEDS (I prefer ADDITIONAL NEEDS) TEENS demand particular attention regarding CLIENT NEEDS, EFFECT ON CLIENTS, BARRIERS AND OVERCOMING BARRIERS – there is also a basis for additional work within the LOCAL AND NATIONAL PROVISION criteria and the debate about inclusion and special schools. STEREOTYPING and ATTITUDES – under the CARE VALUES should link into this.
 - The NURSERY Scenario links into Unit 3 very well looking at the PIES needs of the children and can give good discussion into self concept and environment as well as the development of the young child including introduction to Norms, Centile charts and how activities develop fine motor skills.
 - The Nursery Scenario is a good basis within which to work if students undertake work experience within a nursery. In particular the comparison of care values, health and safety, activities, diet and attitudes of staff to the role model of the film scenario.
 - The NURSERY scenario can be further developed by looking at local provision, career prospects, the needs of the children and how the nursery meets them and barriers the parents might face (cultural, physical disabilities) financial and geographical and how they can be overcome within the area you are researching.
 - The Scenario for John and Margaret which looks at care in the home for unit 1 gives a good basis for splitting the group and researching Care for Margaret and care for John.
 - REMEMBER MANY STUDENTS ARE HOME CARERS THEMSELVES – NATIONALLY THE CARER IS OFTEN THE PERSON WITH THE MOST NEED AND IS FORGOTTEN. USE THIS

OPPORTUNITY TO FULLY FOCUS ON MARGARET ACROSS UNIT 2, UNIT 3 AS WELL AS UNIT 1.

- Unit 2 – Margaret must remain healthy and active to look after John and keep him at home.
- What are her P.I.E.S needs and how can they be met?
- Life events: Expected, Unexpected, Effect, Self Concept, Effect on P.I.E.S
- How should she look after herself in terms of exercise, diet, sleep, self care?
- Look at local provision for home care in your area – identify it is not just the elderly – encourage students to discuss their own circumstances where it arises.
- The Scenario of PEMBROKE HOTEL FOR THE RETIRED is an excellent one for dispelling stereotypes of elderly people.
- Encourage students to view the elderly in relation to their grandparents, parents in 20 years time and themselves.
- Encourage students to view old age as a 'life stage' not an illness – use celebrities as an example: Sixties Rock Icons – still rocking, Politicians, Actors and Actresses, Presenters, People in the public eye who do charitable works, run marathons and wing walk at 90.
- Use where possible images of poor care as contrasting examples to Pembroke Hotel. Filmed documentaries on abuse and poor care of the elderly are shocking and upsetting – they really bring home the negative attitudes and difficulties many old people face when going into care. The film on BITESIZE highlights the 'ideal' – this gives a basis for further research into Unit 1 criteria within the local area and across Britain nationally.
- The residents highlighted in Unit 1 PEMBROKE HOTEL can be used for the basis of discussion in Unit 2 – Health and well being and Unit 3 looking at life stages, Life events, expected and unexpected. Effects on the elderly and their relatives when going into a retirement home. Unit 3 will usually identify a scenario within the exam at the higher levels of a retirement/ nursing home scenario. It is important to identify the difference between a nursing home where residents need medical nursing care and a retirement home where they do not.
- Use the Scenario in Unit 1 to research the provision within your local area and use as a basis for the unit 1 Criteria – Funding is a very big and complex issue, Career choices are varied, Care values which must

support how the carer works with the client or service user and the relative – give an excellent opportunity to bring home the point about stereotyping, discrimination, attitudes, abuse and what constitutes abuse, dignity, respect, empowerment and choice. Client needs and the way they are met and barriers to care and placement in a care home are current hot potatoes within the care industry and political domain. Research within your own area on this scenario will give your students very good access to the higher boundaries as well as a REAL empathy with the difficulties many families and older people face.

- REMEMBER – THIS COURSE IS NOT JUST ABOUT GOOD GRADES ITS ABOUT PRODUCING A STUDENT WHO IS FIT TO CARE AT ANY LEVEL AND UNDERSTANDS THE REASONS FOR WHAT THEY ARE DOING AND WHY THEY ARE DOING IT.

Using the film – Unit 2 duration 30 minutes

- Good link to unit 3 – use the family as an exam scenario following unit 3 criteria
- Use a past exam paper to adapt and formulate the right questions
- If using for unit 3 focus on PIES for each family member, self-concept and personal development – positive and negative.
- The scenario for unit 2 using the Stokoe family is self contained, very clear in its portrayal and easy for students to identify each criterion.
- Explore in more depth the risks to health – looking at long term risks of obesity, alcohol intake, ready meals with high fat content, high stress levels, relationship issues, depression, lack of sleep, smoking etc.
- Focus on Mum – age 45 – approaching menopause and related issues of current lifestyle – focus on issues of menopause – osteoporosis – obesity – heart disease – high blood pressure – focus on what she should be eating and why.
- Focus on Jack – age 10 – (pre puberty) and related issues of poor nutrition particularly in the long term and most importantly relationship and attention from parents in the longer term when he reaches teenage years (Good unit 3 link) What should he be eating and why
- Focus on Dad – hidden dangers of high blood pressure, stress, cigar smoking and increased risk of stroke/heart attack after 45 – note: being underweight does not preclude him from a high cholesterol build up what should he be eating and why
- Focus on modern life and family pressures – good discussion points on family life – bettering themselves economically v being worse off physically and emotionally

- Encourage students to look at their own family circumstance and think about a 'makeover' challenge.
- Use of 'post it choices' as in the film by students is a good exercise and can also be used within a PHSE context as well as a health and social care context.
- Support and motivation to follow a better life style links into the higher grades – encourage students to think about their own and the 'Stokoe' families support and motivation techniques to retain a better lifestyle.
- In the film there were various items in the fridge which were uncovered and a frozen bag of peppers in the freezer which was 'open' – use this to introduce students to the importance of food hygiene – particularly if they are intending to work in a 'health related' profession with vulnerable service users/clients'
- Unit 2 is about risks to health – view the whole film across all units and pick out the 'risk' factors involving hygiene and the importance of hand washing and cleanliness –
- Professionals in Unit 1: Midwife and newborn, hospital environment (Hot Topic)
- Nursery kitchen,
- Reduced immune systems in the elderly,
- Importance of cleanliness and hygiene (needles and syringes) with the diabetic twin in Unit 3
- Importance of self-monitoring of cleanliness and hygiene and exposure to bacteria for Winnie and Ronan due to auto immune impairment (HIV).

The biggest cause of infection and disease within the home and health and social care environments (including schools) is the resistance to hand washing – use the scenarios to boost hand washing education before eating, after using the toilet, after blowing noses.

Ask your local infection control nurse to come in with an ultra violet light box (the one where you rub your hands with germ gel – wash them and put them under ultra violet light to see how many germs are still multiplying – YOU CANNOT DO A BETTER JOB THAN PROMOTE HANDWASHING – WHERE POSSIBLE ALSO INCLUDE THE STAFF – IT'S AN EYE OPENER – FUTURE EMPLOYERS IN THE CARE PROFESSIONS WILL THANK YOU FOR IT!!

Using the film – Unit 3

- Unit 3 is the examination/external unit within all exam boards.
- Essential that students use correct language and explain their answers
- Teach students to read the exam question thoroughly

- Teach students to observe the marks given per question
- Exam papers start off with 2/4 mark questions and finish with 6/10 mark questions which ask for the higher order evaluative, analytical answers – many papers work through the life stages beginning with infancy and ending with an older adult scenario
- Use your mark schemes thoroughly and regularly ask students to practice exam papers and mark their own from mark scheme
- All scenarios used in the film relate to scenarios used in exam papers which cover personal development, changes in lifestyle, PIES and effect on PIES, relationships, bereavement and professionals who help with bereavement and self concept.
- The film uses a variety of life stages beginning with a baby up to older adult – use these scenarios linked to the type of questions your exam board uses and make up your own exam paper based around the scenario – suggest:
 - Watch the Scenario with students
 - Discuss – bring a speaker in if possible
 - Learn the terminology
 - Write a case study on it
 - Ask students to prepare a presentation and present it
 - Write an exam case study for it and ask your students to answer exam questions on it – discuss, share and evaluate the answers as a class group – this way everybody learns – avoid isolated marking during the learning phase.
 - All Scenarios in unit 3 can be linked to unit 2 for health and well being issues
 - All Scenarios in unit 3 can be linked to unit 1 for services, needs and barriers issues.
 - A good strategy would be to use Unit 3 scenarios for units 1 and 2 and then use them for unit 3 – this helps to consolidate learning and teaches students to make the link.

INDIVIDUAL SCENARIO SUGGESTIONS:

THE NEW BABY - MIA

- Life changes for parents

- Self Concept for parents
- Relationship changes - parents
- Personal development - parents
- Type of relationships within the family unit
- PIES for parents and Mia
- Development of Mia – natural (norms) enhanced by mum (focus on fine and gross motor skills as well as PIES in the first year)
- Needs of parents and Mia – PIES and Economic, Social, Environmental effects – positive/negative.
- (Unit 2) –Hygiene/ Nutrition/risks – Mia AND Mum
- (Unit 1) – Services used by Mia and family
- Write an exam scenario/case study based around Mia and her mum and dad using the above suggestions.

THE TWINS – DIABETIC Scenario

- Excellent Unit 2 resource under Health & Well right through the life stages following all criteria for unit 2
- Excellent Unit 1 resource looking at the different services used by the family and ongoing needs and barriers
- Although the film concentrates on the diabetic twin SASHA – focus on the needs of her sister BECKY – less attention (emotional needs) – also focus on the needs of the twins parents as the main carers and the effect on the ‘family’ – economic is very relevant when thinking about diet especially as both girls are coeliac – wheat and gluten free food is expensive.
- Focus on the effect on the twins of puberty and secondary school, pressure of exams, boyfriends, peer pressure, exposure to dangers, lifestyles and temptations, possibility of rebellion against constraints of medical conditions.
- Focus on the parents and the balance between care, independence and the possibility of being overprotective – effect on parents and twins
- PIES, self concept, personal development, economic, social and environmental effects both positive and negative are strong features of this scenario for the twins and the parents.
- Use this scenario to re enforce the dangers of too much sugar in the diet and the links between fast food, high sugar foods, fizzy drinks and fluctuating blood sugar. Include hyperactivity and behaviour. Although Sasha was born with diabetes this is a good opportunity to thoroughly discuss type 1 and type 2, food intolerance, genetic disposition and so on.

BEVERLEY AND THE TEENAGE GROUP

- This Scenario is a useful introduction to Puberty and the effect it can have on boys and girls

- The scenario talks about Peer Mentoring or the 'Buddy' system – build on this as a way of introducing, launching/promoting this system in your school using Health & Social Care Students.
- PIES, changing self concept, expected and unexpected life events is a useful scenario to focus into using a teen group
- Use a self evaluative scenario with a year 10/ 11 group looking back over their past year and get them to identify expected and unexpected events against the norms of development – use group discussions to evaluate their PIES and how they coped – some students may prefer to record their responses privately and this should be encouraged – using the subject 'for real' can often help troubled students.

JO BREWER BEREAVEMENT

- For the most obvious of reasons this scenario is highly emotive and sensitive and should be used with particular sensitivity – know your group before you use this and ensure that students who have suffered bereavement are pre warned and given the right to pass. If this is not institution policy (ask why) make sure students are aware that you are going to show it and explain that it is part of the course and apologise if it is upsetting. Be prepared to share student experience, your own experience and have sufficient resources ready should any student ask for referral to a counsellor should they have recently suffered bereavement.
- Many exam papers carry bereavement as the final case study which carries the most marks
- Most marks are often obtained by students who understand/identify the professional help available, how it will help and where to go to get the help. Read your mark scheme with your students.
- Marks are also obtained from answers which clearly explain how family and friends can help linked with a clear identification and understanding of where the professional help fits in
- This scenario links to unit 1 in terms of services, job roles of professionals, care values, needs and barriers.
- The scenario makes a link with Unit 2 with regard to genetic disposition – Grandfather died when father was 12 – father (Mr Brewer) died at a young age.
- Self concept from daughter, family point of view, anger, guilt, grief, effect on PIES, self, family, expected, unexpected event. Investigate WINSTONS WISH FOUNDATION
- Carefully examine the effects bereavement can have on a family or an individual throughout the life stage – most exam papers deal with bereavement in old age – remember this might relate to the student in terms of a grandparent – but is the parent of their parent – use your own judgement when pursuing bereavement at an earlier age both expected and unexpected including the reasons for the bereavement – link up with lifestyle (unit 2) where appropriate.
- Winston's Wish is one of many organisations (nationally and locally) that exist to help people coping with the effects of bereavement.

WINNIE AND RONAN (H.I.V POSITIVE)

- Link up with unit 1 services, care values, needs and barriers
- Link up with unit 2 – health & well being - focus on risks and unsafe sex – focus on risks related to autoimmune conditions and risks associated with diet, hygiene and exposure to viruses and bacteria.
- Investigate H.I.V as an unexpected life event, effect on PIES, self-concept, personal development, economic, social and environmental effects.
- Focus on attitudes, stereotypes; prejudice (what you think) and discrimination (what you practice) link this up with care values from unit

NORMA BURROWS 65+

- Useful scenario to examine early retirement on medical grounds which is unwanted and the effect on self concept, unexpected life event, effect on PIES, economic, social and environmental effects both positive and negative versus early retirement/retirement which is planned/expected and welcomed.
- Focus on personal development at 65+
- Discuss ways Norma could improve her personal development – helping out with H&SC students and their course would be one to mention!
- Focus on retirement and differences between men and women – lifestyle, attitudes, health, changing socio-economic groupings as more 'retired' enjoy 'time for themselves' and/or their grandchildren
- Focus on loss of a partner, partner retired and home all day – changing roles and responsibilities – effect on PIES, self concept, economic (more or less income – mortgage paid – good pension for retirement versus poor pension/state benefits), social (more time for activities, meeting friends, going out versus loss of friends, social isolation, missing work) and environmental changes – moving to a warmer climate, longer winter holidays, moving house, moving into a retirement home, access to essential services if health declines).
- Focus on the positive and negative of the older adult and try to emphasize the positive and not the stereotype whilst making sure the student has a good balance of knowledge of both.
- Investigate some of the services in your area that are operated by the over 60's – AGE CONCERN, ROTARY, LOCAL CHARITIES, VOLUNTARY GROUPS – ask them to come and talk to your groups about what they do - involve your students with these groups or involve your students with a good local retirement home – you will be pleasantly surprised at how quickly the generation gap melts away – the 65+ group are a valuable resource – and your students will grow up with a positive view of the older adult.

REMEMBER WITHIN THE HEALTH AND SOCIAL CARE PROFESSIONS
IT'S THE LITTLE THINGS THAT CAN MAKE THE BIGGEST DIFFERENCE