

Caring for the Community – Aged Care

This module gives students examples of how they can have a job caring for older people in their community.

Magazine with activities

Caroline, Lynette, Kay and June are Aged Care Support Workers. They describe the work they do caring for elderly people in the community.

Students will learn:

- the range of work aged care workers do while caring for the elderly in aged care facilities or in their own homes
- managing time and using maps and grids for planning the best way to meet clients' needs
- how to read, understand and follow reference materials about caring for the elderly
- how to accurately and confidentially document what care actions are taken.



Curriculum Links

PreVET reinforces and authentically contextualises curriculum learning. For detailed mapping, see [m2b-curriculum-mapping.xlsx](#)

Australian Curriculum Prior Learning

- English: Receptive mode – Students use text structures to understand texts and analyse information.
Productive mode – Students contribute actively to class discussions.
- Mathematics: Students solve simple problems involving time and money. They interpret information contained in maps.

T-9 Net Diagnostic Continua

- Reading: Breaking the written code, Making meaning and Using text.
- Numeracy: Time, Understanding numbers and how they work, Locations & Maps, Operating & Calculating


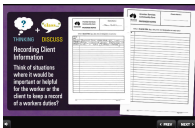

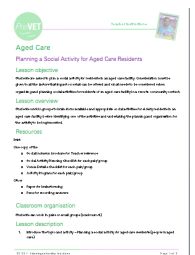
Australian Core Skills Framework

- Reading, Oral Communication Levels 1-3

Numeracy Level 1-2

Overview of 2B Aged Care – Activities

See [m2b-transcript-answers.pdf](https://www.2b.com.au/m2b-transcript-answers.pdf) for Activity Answers, [m2b-quiz-answers.pdf](https://www.2b.com.au/m2b-quiz-answers.pdf) for Quiz Answers.

		Overview	Key Vocabulary	Teaching ideas	Related Games	Quiz Questions
A1 Meeting Clients' Needs		Aged Care workers need to learn about their patients and how to help them. They plan activities and follow strict rules for medication. Key points: - Using reference material for instructions and procedures to care for the elderly.	Client Dementia Confidential Confidentiality Varicose veins Asthma Cracked heels	This activity has a PDF of an information booklet on activities for people with dementia. Teachers could plan more activities around this booklet rather than just the "Think and Discuss" slide. Note that the booklet is also used in the following Lesson 'Planning a Social Activity for Aged Care Residents'. Dementia Booklet - Discuss the pictures shown in the interview in more detail. Students can make their own picture instructions.	2B.S3.G3 Fast Facts 2B.S3.A1 Hygiene Poster 2B.S3.A2.1 The Right Dose	1, 2
A2 Documenting Action		Visiting workers record what care actions are taken on the 'client visit record' and 'progress notes' documents. Key points: - Documenting patient records confidentially - Documenting hygiene practices in a register	Hygiene Hazard Confidential Confidentiality	Tracking Client money – Create a more detailed outgoing/incoming money plan and fill out using a new situation. Help students track their own money.	2B.S3.A2.1 The Right Dose	3, 4, 5, 6
A3 Record keeping for the team		Time management and planning to meet clients' needs by reading a map, a grid and using time management strategies. Key points: - Managing and calculating time in a workday to meet clients' needs.	Schedule Scheduling Strategies	Ask students about how they could use time management strategies in their own life, for example getting ready for school in the morning or managing after school activities with homework and household duties.		7, 8, 9, 10
Lesson – Planning a Social Activity for Aged Care Residents		Students work in groups to brainstorm available and appropriate social activities for elderly residents in an aged care facility, before identifying one of the activities and undertaking the planning and organisation for the activity to be implemented.	Social Inclusion	Students can use the PDF "Dementia: Things to Do" from the first activity – have this printed as a hardcopy or students could have access to an iPad/computer. Perhaps do the activities in Session 3 (Games) first as these activities could give the students more ideas to complete this task. Teachers can scaffold an activity for the students to either re-work or improve on – depending on the level of the students. Brain Games – Play 'Buzz' with multiples of 3. Investigate patterns found in multiplications.	2B.5.S3.G1 Puzzle Pieces 2B.S3.G2 Brain Games	