

## **Learning in Care**

**Activities for professionals who work with children in residential care to help support the development of skills in literacy, numeracy and health and wellbeing.**

## **The aim of this reference tool**

This document aims to support care staff working collaboratively with education staff to support children and young people with their learning in the care setting. It recognises that care staff already support children and young people's education in many ways. These include providing healthy food, school uniform, appropriate homework facilities, liaising closely with school staff and attending parents' evenings and other school events. Care staff also advocate for young people at times when there are problems such as exclusion from school.

The examples of learning experiences which follow are organised in the 3 key curriculum areas which are the responsibility of all: literacy, numeracy and health and wellbeing. The document is not prescriptive or definitive, nor is it intended for use as a checklist. Services may use it as a reference tool to facilitate and support the learning and development of children and young people, taking account of their age and stage of growth, development and maturity. It recognises that care staff are already supporting children and young people's learning in care, and aims to provide them with practical examples which will assist services to further improve learning outcomes for children and young people across care and education.

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## Introduction

Curriculum for Excellence aims to help children and young people to develop the knowledge, skills and attributes to help them to flourish in learning, life and work. The curriculum should provide opportunities for learners to develop four key capacities as successful learners, confident individuals, responsible citizens and effective contributors.

Successful learners	Confident individuals	Responsible citizens	Effective contributors
<p><b>with:</b></p> <ul style="list-style-type: none"> <li>• enthusiasm and motivation for learning</li> <li>• determination to reach high standards of achievement</li> <li>• openness to new thinking and ideas</li> </ul> <p><b>and able to:</b></p> <ul style="list-style-type: none"> <li>• use literacy, communication and numeracy skills</li> <li>• use technology for learning</li> <li>• think creatively and independently</li> <li>• learn independently and as part of a group</li> </ul>	<p><b>with:</b></p> <ul style="list-style-type: none"> <li>• a sense of physical, mental and emotional wellbeing</li> <li>• secure values and beliefs</li> <li>• ambition</li> </ul> <p><b>and able to:</b></p> <ul style="list-style-type: none"> <li>• relate to others and manage themselves</li> <li>• pursue a healthy and active lifestyle</li> <li>• be self-aware</li> <li>• develop and communicate their own beliefs and view of the world</li> <li>• live as independently as they can</li> </ul>	<p><b>with:</b></p> <ul style="list-style-type: none"> <li>• respect for others</li> <li>• commitment to participate responsibly in political, economic, social and cultural life</li> </ul> <p><b>and able to:</b></p> <ul style="list-style-type: none"> <li>• develop knowledge and understanding of the world and Scotland's place in it</li> <li>• understand different beliefs and cultures</li> <li>• make informed choices and decisions</li> <li>• evaluate environmental, scientific and technological issues</li> <li>• develop informed, ethical views of</li> </ul>	<p><b>with:</b></p> <ul style="list-style-type: none"> <li>• an enterprising attitude</li> <li>• resilience</li> <li>• self-reliance</li> </ul> <p><b>and able to:</b></p> <ul style="list-style-type: none"> <li>• communicate in different ways and in different settings</li> <li>• work in partnership and in teams</li> <li>• take the initiative and lead</li> <li>• apply critical thinking and new contexts</li> <li>• create and develop</li> <li>• solve problems.</li> </ul>

<ul style="list-style-type: none"> <li>• make reasoned evaluations</li> <li>• link and apply different kinds of learning in new situations.</li> </ul>	<ul style="list-style-type: none"> <li>• assess risk and make informed decisions</li> <li>• achieve success in different areas of activity.</li> </ul>	<p>complex issues.</p>	
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The curriculum includes all the experiences which are planned for learners, wherever they are being educated, including learning experiences beyond the classroom and the school day. Partnership working is essential to creating a more personalised learning experience for individuals to meet their needs. All learning experiences should be related to an individual child or young person's plan which is reviewed regularly. Children and young people should be encouraged to talk about what they are learning, the skills they are developing and how these can be used in learning, life and work. In addition, care and education staff should regularly communicate with each other about the educational topics and programmes to be covered each term, so that consistent and appropriate support can be provided on a multi-disciplinary basis.

## Suggested Learning Experiences/Activities to Develop Numeracy Skills

Aspects of numeracy	Successful learners	Confident individuals	Responsible citizens	Effective contributors
<p><b>NUMBER, MONEY and MEASURE</b></p> <ul style="list-style-type: none"> <li>• <i>estimating and rounding</i></li> <li>• <i>number and number processes</i></li> <li>• <i>fractions, decimal fractions and percentages</i></li> <li>• <i>money</i></li> <li>• <i>time</i></li> <li>• <i>measurement</i></li> </ul>	<p>Playing simple numeracy/counting/sequence games and activities to encourage the consolidation of basic numeracy skills.</p> <p>Playing games where young people have to use simple arithmetic such as keeping the scores in pool/snooker, scrabble, Monopoly and so on.</p> <p>Providing mental arithmetic games or counting games such as snakes and ladders or computer games which involve counting.</p> <p>Providing young people with good opportunities to use skills managing money in real situations such as shopping.</p> <p>Supporting young people to tell the time using digital and analogue clocks.</p>	<p>Asking questions of young people which require them to make calculations. Make the questions harder and more complex as a young person's competence increases.</p> <p>Encouraging young people to make a guess when answering problems and offering positive supports to encourage them to do this.</p> <p>Supporting young people to guess the answer to problems and then check to see if they are correct.</p> <p>Supporting young people to have bank accounts and begin to save for special events or larger purchases. Wherever possible they have opportunities to set and stay within a budget and</p>	<p>Encouraging young people to be familiar with money, time and measurements of distance.</p> <p>Supporting young people to use money, work out the amount of change to receive and to know what they can afford to buy.</p> <p>Encouraging and supporting young people to tell the time and to work out travelling times for journeys.</p> <p>Asking young people what time it is or how much money they have spent.</p> <p>Involving them in budgeting.</p> <p>Encouraging young people to weigh out ingredients when cooking or to work out their own weight, height or clothes size.</p>	<p>Encouraging young people to play a variety of games to develop their ability to share and build relationships with others.</p> <p>Encouraging young people to engage with puzzles such as Sudoku.</p> <p>Encouraging young people to work on suitably challenging problems individually. This helps to develop resilience and gives opportunities to communicate solutions.</p> <p>Encouraging young people to carry out enterprise activities or fundraising and to have an enterprising, 'can do' attitude.</p> <p>Working productively in teams to solve problems</p>

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	<p>Practising measuring weights such as in cooking or baking activities.</p> <p>Doing arts and crafts activities to practice and develop understanding of measurement, shapes and patterns.</p> <p>Supporting young people to manage their pocket money and deciding how to spend it or to save for things.</p> <p>Helping young people to decide on mobile phone contracts and making choices about best deals.</p> <p>Looking at exchange rates for foreign currency to support young people who are going on a foreign holiday.</p> <p>Estimating costs of things.</p> <p>Organising supermarket challenges to see who can get</p>	<p>to make decisions based on cost.</p> <p>Supporting young people to learn to manage money, compare costs and to budget effectively.</p> <p>Supporting young people to do measurements such as working out how many litres of paint are needed to paint their bedroom.</p> <p>Helping young people to work out the time of journeys and to understand the link between time, speed and distance travelled.</p>	<p>Supporting young people to make simple measurements using correct units.</p>	<p>and reach decisions such as young people's meetings.</p> <p>Supporting young people to carry out enterprise activities or fundraising.</p> <p>Applying critical thinking skills in different contexts – costing for holiday or group outings.</p> <p>Encouraging young people to trawl employment vacancies online, find a job they are interested in and see if they could 'survive' a month on their wages. This could involve them investigating questions about tax and costing necessary expenses including car insurance, rent, council tax, utility bills and food.</p>

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	<p>the best deals.</p> <p>Playing games such as Monopoly to help young people to understand how to manage money.</p> <p>Supporting young people to measure their own height and weight and recording this. Helping them to understand metric and standard weights.</p> <p>Encouraging the use of a toothbrush timer.</p> <p>Setting alarms and using timers.</p> <p>Using clothing charts to convert sizes when choosing clothes or shoes.</p> <p>Discussing football or other sports league tables.</p>			
<p><b>INFORMATION HANDLING</b></p> <ul style="list-style-type: none"> <li><i>Data analysis</i></li> </ul>	<p>Using clothing charts to convert sizes when choosing clothes or shoes.</p>	<p>Playing games of chance and helping young people to understand probability</p>	<p>Having conversations with young people about probability and chance.</p>	<p>Encouraging young people to develop and produce a leaflet on a</p>

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<ul style="list-style-type: none"> <li><i>Ideas of chance and uncertainty</i></li> </ul>	<p>Helping young people to understand football or other sports league tables.</p>	<p>for example Yatzee or games such as dominoes, patience, solitaire.</p> <p>Providing opportunities to use different forms of public transport confidently. They can find and make sense of timetables, making use of ICT where available.</p>	<p>Encouraging young people to explain their understanding of probability and how it can be used (weather forecasts, betting etc.)</p> <p>Providing opportunities to help young people to understand signs, charts and timetables.</p> <p>Sharing tables and charts with young people and demonstrating how these can be used.</p>	<p>local tourist attraction/residential house for other children. They will use their mathematics knowledge to examine and compare quotes for publication.</p>



## Suggested Learning Experiences/Activities to Develop Literacy Skills

Aspects of literacy	Successful learners	Confident individuals	Responsible citizens	Effective contributors
<p><b>LISTENING and TALKING</b></p> <p><b>READING and WRITING</b></p> <ul style="list-style-type: none"> <li>• <i>Enjoyment and choice</i></li> <li>• <i>tools to use</i></li> <li>• <i>finding and using information</i></li> <li>• <i>understanding, analysing and evaluating</i></li> <li>• <i>creating texts</i></li> </ul>	<p>Ensuring living areas have a wide range of accessible reading material (books, magazines, comics, newspapers, audio books).</p> <p>Subject matter and media are varied, suitable for age and stage, and relevant to the experiences of young people, but also encourage them to learn about new things. Materials are in good condition and are added to regularly.</p> <p>Promoting 'reading for pleasure' and encouraging on-line reading.</p> <p>Encouraging young people to have books of their own and using some literacy-targeted rewards, such as books or book vouchers. Staff acting as role models, and regularly recommending books they think will excite and interest young people and encouraging young people</p>	<p>Making time to read to young people, for example individually as part of a bedtime routine or in small groups.</p> <p>Ensuring notices around the home are easy for children and young people to read.</p> <p>Encouraging children and young people to read and learn the words of their favourite pop song.</p> <p>Making use of opportunities to engage young people in discussions about news items or TV programmes covering interesting, significant or complex issues. Helping them to tease out the issues and ask them what they would do if faced with similar circumstances. Encouraging young people to find links with issues in their own lives.</p>	<p>Addressing gender differences in reading for pleasure.</p> <p>Providing opportunities to keep abreast of current affairs, such as watching or listening to the news regularly.</p> <p>Making use of opportunities to engage young people in discussions about news items or TV programmes covering interesting, significant or complex issues and helping them to tease out the issues, asking what they would do if faced with similar circumstances.</p> <p>Encouraging young people to find links with issues in their own lives.</p> <p>Obtaining reading materials in response to new, popular films or TV programmes if young people have shown an</p>	<p>Encouraging young people to make a contribution to the review of any relevant policy and procedure in a meaningful way.</p> <p>Encouraging them to balance issues such as rights, legal expectations, risks, the challenges of group living, best practice etc.</p> <p>Supporting young people to take responsibility for arranging and managing their meetings; setting the agenda, making a record and deciding on 'ground rules'.</p> <p>Involving young people in the creation of newsletters or other publications.</p> <p>Encouraging young people to read aloud the agenda for their weekly meetings.</p> <p>Supporting young people to write their own notes in preparation for LAAC Reviews and other</p>

## Suggested Learning Experiences/Activities to Develop Literacy Skills

<p>to do the same.</p> <p>Making time to read to young people, for example individually as part of the settling for bed routine, or even in small groups.</p> <p>Obtaining reading material in response to new, popular films or TV programmes if young people have shown an interest.</p> <p>Encouraging young people to go to the library or for the local mobile library to visit the home.</p> <p>Having a film or book review club and holding movie nights where people are encouraged to give a critique on a film they have watched with staff/other young people.</p> <p>Supporting children and young people with written or other literacy related homework activities.</p> <p>Encouraging young people</p>	<p>Encouraging young people to keep and to reflect on the contents of diaries such as sleep diaries, food diaries, diaries to reflect on feelings and emotions or to record significant events in their life.</p> <p>Creating photographic displays of young people and discussing with them what is happening in the pictures.</p> <p>Encouraging young people to talk about their aspirations for the future for example discussing career ideas.</p> <p>Holding debates and discussions such as for and against watching a particular film or TV programme, giving clear explanations and opinions.</p> <p>Encouraging young people to take visitors on a tour of the service.</p> <p>Involving young people in recruitment and selection of</p>	<p>interest.</p> <p>Talking with young people about different cultures and religions and topical national celebrations such as St Andrew's Day.</p> <p>Encouraging young people to complete age-appropriate word searches, puzzles or other word games such as 'Boggle'.</p> <p>Creating written 'house rules' with the young people for living together.</p> <p>Supporting young people to write letters using the correct layout, such as to someone who has helped them or to inform of an upcoming event.</p> <p>Designing questionnaires to gather opinions for 'Pupil Voice' activities or weekly house meetings.</p> <p>Engaging in national campaigns / competitions which involve writing such</p>	<p>meetings about them.</p> <p>Supporting young people to compose their own story, poem, lyrics or play (theme could be related to their experience within the care setting).</p> <p>Encouraging young people to work collaboratively with staff in the creation of newsletters or other publications.</p> <p>Involving young people in making notices to publicise events/activities etc.</p> <p>Supporting young people to write up their own games and sports rules or to design a question and answer leaflet for a 'Games Night'.</p> <p>Supporting young people to produce an Instruction Leaflet such as 'How to Use the Cooker/Washing Machine' etc. or to write recipes for a 'Come Dine with Me' evening.</p>
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## Suggested Learning Experiences/Activities to Develop Literacy Skills

	<p>to write book reviews or to watch DVDs together and take notes.</p> <p>Supporting young people with fine motor skills activities to improve handwriting.</p> <p>Talking with young people about what they are learning in school and helping them to understand how it relates to the real world.</p>	<p>staff, to choose questions and how to ask them.</p>	<p>as 'Show Racism the Red Card', or 'Anti-Bullying' weeks.</p> <p>Supporting young people to listen to others at house meetings and to take turns in contributing their views. Encouraging young people to take turns and listen to others, to show respect for their views and to resolve conflicts.</p>	<p>Supporting young people to use different vocabulary when speaking with staff, peers, visitors, members of the public, when visiting the GP and so on.</p> <p>Encouraging young people to give feedback on the quality of the service.</p>
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## Suggested Learning Experiences/Activities to Develop Health and Wellbeing

Aspect of health and wellbeing	Successful learners	Confident individuals	Responsible citizens	Effective contributors
<p><b>MENTAL and EMOTIONAL WELLBEING</b></p>	<p>Ensuring young people know who they can talk to about their mental and emotional wellbeing.</p> <p>Making young people aware of the range of support available when they are anxious or upset.</p> <p>Providing access to support in school as well as at home in relation to emotional or mental health issues and ensuring young people know how to access this.</p> <p>Supporting young people to understand the impact of significant relationships and friendships and how to develop and maintain positive relationships.</p> <p>Ensuring care plans are linked to individualised</p>	<p>Supporting young people to understand what their strengths and coping strategies are.</p> <p>Ensuring young people are confident that care and education staff possess the knowledge, skill and expertise to keep them safe from harm.</p> <p>Providing opportunities for children and young people to talk about and make sense of their past.</p>	<p>Giving young people opportunities to feel good about themselves by helping others.</p> <p>Supporting young people to understand how their behaviour can affect others.</p> <p>Staff working consistently to assist young people to know right from wrong and to take responsibility for their decisions and actions.</p> <p>Positive role modelling by care and education staff.</p> <p>All staff practising inclusiveness with young people in their care; all forms of discrimination are challenged by staff and young people.</p>	<p>Helping young people to recognise when peers require support and to offer support in an appropriate way. For example young people developing a buddy scheme for new young people.</p> <p>Working with young people to identify their future goals and help them to achieve positive outcomes.</p>

## Suggested Learning Experiences/Activities to Develop Health and Wellbeing

	<p>educational plans to ensure that young people's identified learning, developmental, physical and emotional needs are addressed.</p> <p>Staff being aware of the mental and emotional wellbeing of young people and reacting accordingly.</p> <p>Ensuring young people have clear and consistent morning and bedtime routines and opportunities to participate in evening activities which help to settle them before bedtime and to sleep well.</p> <p>Staff being available to support young people across care and education settings. For example young people can settle at difficult points in the day or evening by</p>			
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## Suggested Learning Experiences/Activities to Develop Health and Wellbeing

	participating in activities such as bed time reading.			
<b>SOCIAL WELLBEING</b>	<p>Giving young people opportunities to undertake learning tasks as a team. For example whole house learning about a time in history and all contributing different parts to the project.</p> <p>Helping children and young people understand and demonstrate appropriate pro-social behaviours in different settings.</p>	Ensuring young people are able to contribute to discussions, policies and service development.	Supporting young people to understand their influence on a group and to recognise their role in team/group dynamics.	<p>Encouraging young people to take responsibility for arranging and managing their meetings; set the agenda, make a record and decide on 'ground rules'.</p> <p>Encouraging children and young people to consider groups within society who are less fortunate and participate in fundraising activities for a charity of their choice.</p>
<b>PHYSICAL WELLBEING</b>	Supporting young people to discuss and learn about physical development.	Supporting young people to identify and be aware of risks to their health and safety.	Giving young people the opportunity to train in first aid.	Encouraging young people to help develop information booklets/sessions on keeping yourself safe for other young people.
<b>PLANNING for CHOICES and CHANGES</b>	Involving young people in their care plans and	Giving young people opportunities to take on	Ensuring young people are involved in their care	Supporting young people to support others in understanding

## Suggested Learning Experiences/Activities to Develop Health and Wellbeing

	<p>recognising future options and possibilities.</p> <p>Encouraging young people to research career and other options.</p> <p>Helping young people to navigate useful websites such as Skills Development Scotland or college websites and prospectuses.</p>	<p>different roles and to help them to recognise where their skills lie.</p>	<p>planning and understand the complex issues surrounding their individual circumstances.</p> <p>Supporting young people to volunteer in the community, attend work experience or get a part-time job.</p> <p>Ensuring young people have the information they require to make informed choices.</p>	<p>their skills and strengths.</p> <p>Ensuring young people know how to access advocacy and have opportunities to participate in groups which support other young people such as Who Cares? Scotland.</p>
<p><b>PHYSICAL ACTIVITY and SPORT</b></p>	<p>Giving young people access to material or equipment to develop their sporting interests.</p> <p>Supporting numeracy through understanding league tables/points scoring etc.</p> <p>Looking for opportunities for young people to become instructors/coaches in</p>	<p>Supporting young people to know their skills in sport / physical activities and to recognise their strengths.</p> <p>Making sure that young people understand the positive impact on physical and mental health through regular exercise and have regular exercise.</p>	<p>Supporting young people to appreciate people's skills in sport and to recognise the passion some people have in supporting teams and how this can impact on society.</p>	<p>Providing opportunities for young people to play together in teams.</p> <p>Encouraging young people to arrange team sporting/physical activity events.</p>

## Suggested Learning Experiences/Activities to Develop Health and Wellbeing

	sport.			
<b>RELATIONSHIPS</b> <i>including sexual health and parenthood.</i>	<p>Having discussions about relationships, sexual health and parenthood.</p> <p>Looking for opportunities such as issues raised through soap operas/celebrity lives to assist learning about relationships, sexual health and parenthood.</p>	<p>Assisting young people to develop safe, trusting relationships within the service.</p> <p>Supporting young people to learn about relationships and to recognise inappropriate relationships.</p> <p>Supporting children and young people to talk about their family relationships and build coping strategies to manage these relationships in a healthy way.</p>	<p>Supporting young people to understand the demands and responsibilities associated with being a positive parent and the challenges all individuals can experience.</p> <p>Staff working with children to develop 'friendship' skills, in order to form and maintain trusting relationships, understanding the importance of empathy and forgiveness and how to deal with conflict.</p> <p>Staff talking to children and young people about the importance of respectful and trusting relationships</p>	<p>Discussing the complexities of relationships.</p> <p>Supporting young people to understand the responsibility and complex decision making that comes with parenthood and discussing the issues on an individual or group basis.</p>
<b>FOOD and HEALTH</b>	<p>Encouraging young people to develop menus, recognising different food elements and benefits of these.</p> <p>Helping young people to</p>	<p>Helping young people to cook healthy meals and to tell you why they are healthy.</p> <p>Cleaning up after cooking with young people and</p>	<p>Ensuring that young people contribute to the running of the house in regards to menu planning and shopping.</p> <p>Supporting young people</p>	<p>Encouraging young people to offer menu or shopping suggestions.</p>



## Suggested Learning Experiences/Activities to Develop Health and Wellbeing

	<p>learn about their own nutritional needs and how these can be met.</p> <p>Learning about food hygiene with staff.</p> <p>Involving young people in shopping and looking at the packaging for nutritional details of food.</p> <p>Learning about where food comes from and being involved in horticultural activities, including growing vegetables and fruit.</p>	<p>helping them to understand why it is important to clean up.</p> <p>Ensuring young people understand what is safe to eat and how to recognise if food is not safe to eat.</p>	<p>to prepare a meal for the group.</p>	
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