Session plan

Safeguarding – Using the case studies

Aim: to develop knowledge and understanding of issues surrounding safeguarding, the reporting process and the personnel involved in safeguarding.

Learning objectives

Whilst undertaking this activity, learners will:

- work in groups to study scenarios of possible cases of abuse

- undertake research to identify reporting procedures for safeguarding

- work collaboratively with peers to achieve learning outcomes

- evaluate their own learning and identify areas for further development.

Learning outcomes

On completion of this activity learners will be able to:

- identify and describe possible types of abuse based on the examples they have studied

- explain the reporting procedures for safeguarding

- work collaboratively with peers towards common goals

- reflect on their own learning with their teacher, tutor or trainer and produce an action plan to support further development.

Time	Teacher, tutor and trainer plan	Learner activity	Resources

5
mins

45
minut
es

Assessment of learning outcomes.

- Formative assessment through completion of case studies.

- Peer assessment of the identification of types and indicators of abuse.

- Links between theory and practice.

- Observation of collaborative work with peers.

- Review of ILP.

Differentiation to meet individual needs.

- Use a range of resources to support/develop presentation skills.

- Encourage a variety and complexity of responses to case studies.

- Manage the composition of groups.

Teacher, tutor and trainer evaluation	Learner feedback
Consider which parts of the session were effective and why. Which case studies were particularly effective in promoting discussion?	Consider whether the activities were suitable for all learners and whether the session helped to develop the expert learners. What additional resources are required to support learning?

Personal learning and thinking skills developed.

Independent enquirers:
(if activity is extended to learners conducting further research into safeguarding following on from the case studies. They can begin to think about questions for the activity board game).

• identify questions to answer and problems to resolve
• plan and carry out research, appreciating the consequences of decisions
• explore issues, events or problems from different perspectives
• analyse and evaluate information, judging its relevance and value
• consider the influence of circumstances, beliefs and feelings on decisions and events
• support conclusions, using reasoned arguments and evidence.

Reflective learners:

• assess themselves and others, identifying opportunities and achievements
• invite feedback and deal positively with praise, setbacks and criticism
• evaluate experiences and learning to inform future progress
• communicate their learning in relevant ways for different audiences.

Team workers:

• collaborate with others to work towards common goals
• reach agreements, managing discussions to achieve results
• adapt behaviour to suit different roles and situations
• show fairness and consideration to others
• take responsibility, showing confidence in themselves and their contribution
• provide constructive support and feedback to others.

Creative thinkers:

• ask questions to extend their thinking
• connect their own and others' ideas
• question their own and others' assumptions
• adapt ideas as circumstances change.

Effective participators:

• discuss issues of concern, seeking resolution where needed
• present a persuasive case for action
• propose practical ways forward, breaking these down into manageable steps
• identify improvements that would benefit others as well as themselves
• try to influence others, negotiating and balancing diverse views to reach workable solutions
• act as an advocate for views and beliefs that may differ from their own.

Literacy, language or numeracy skills developed.

• Speaking and listening.
• Group communication skills.
• Opportunities for specialist vocabulary.
• Problem solving.
• Presentation skills.