Health and Social Care Component 1: Human Lifespan Development

Name__________________________________________________________

LOCKDOWN REVISION BOOKLET

Teacher______________________________________ 1 ½ - 2 hour lessons
This is a lockdown booklet, to complete at home, as a revision exercise. Component 1, is assessed by two pieces of course work, however, some of the learning is used in the Component 3 exam, in Year 11, so this is a good activity workbook.

**Task** – jot down what you remember of Component 1, below
Component 1
Learning content to be covered

A1 Human growth and development across life stages
Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.

A2 Factors affecting growth and development
Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development.

B1 Different types of life event
Life events are expected or unexpected events that occur in an individual's life. Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development.

B2 Coping with change caused by life events
Learners will explore how individuals can adapt, or be supported through changes caused by life events. People may react very differently to the same type of event.

Learning Aim A: Understand human growth and development across life stages and the factors that affect it

A1 Main life stages:

| Infants (birth to 2 years) |
| Early childhood (3–8 years) |
| Adolescence (9–18 years) |
| Early adulthood (19–45 years) |
| Middle adulthood (46–65 years) |
| Later adulthood (65+ years). |

A1 PIES growth and development in the main life stages

- Physical growth and development across the life stages, including
  - Gross and fine motor skills,
  - Growth patterns,
  - Primary and secondary sexual characteristics,
  - Menopause,
  - Loss of mobility,
  - Muscle tone/strength and skin elasticity
**Intellectual/cognitive development across the life stages, including**
- Language development,
- Problem solving,
- Abstract and creative thinking,
- Development/loss of memory and recall

**Emotional development across the life stages, including**
- Bonding and attachment,
- Independence and self-esteem,
- Security,
- Contentment,
- Self-image

**Social development across the life stages, including**
The formation of relationships with others and the socialisation process.

### A2 Factors affecting growth and development

<table>
<thead>
<tr>
<th>Physical factors, to include:</th>
<th>Genetic inheritance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experience of illness and disease</td>
</tr>
<tr>
<td></td>
<td>Diet and lifestyle choices</td>
</tr>
<tr>
<td></td>
<td>Appearance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social and cultural factors, to include:</th>
<th>Culture, e.g. community involvement, religion, gender roles and expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educational experiences</td>
</tr>
<tr>
<td></td>
<td>The influence of role models</td>
</tr>
<tr>
<td></td>
<td>The influence of social isolation</td>
</tr>
<tr>
<td></td>
<td>Personal relationships with friends and family.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economic factors, to include:</th>
<th>Income/wealth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Material possessions.</td>
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</tbody>
</table>
### Learning aim B: Investigate how individuals deal with life events

#### B1 Different types of life event

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical events, to include:</strong></td>
<td>Accident/injury</td>
</tr>
<tr>
<td></td>
<td>Ill health.</td>
</tr>
<tr>
<td><strong>Relationship changes, to include:</strong></td>
<td>Entering into relationships</td>
</tr>
<tr>
<td></td>
<td>Marriage</td>
</tr>
<tr>
<td></td>
<td>Divorce</td>
</tr>
<tr>
<td></td>
<td>Parenthood</td>
</tr>
<tr>
<td></td>
<td>Bereavement</td>
</tr>
<tr>
<td><strong>Life circumstances, to include:</strong></td>
<td>Moving house, school or job</td>
</tr>
<tr>
<td></td>
<td>Exclusion from education</td>
</tr>
<tr>
<td></td>
<td>Redundancy</td>
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<tr>
<td></td>
<td>Imprisonment</td>
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<tr>
<td></td>
<td>Retirement</td>
</tr>
</tbody>
</table>

#### B2 Coping with change caused by life events

How individuals adapt to these changes.

<table>
<thead>
<tr>
<th>Sources of support:</th>
<th>Family, friends, partners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional carers and services</td>
</tr>
<tr>
<td></td>
<td>Community groups, voluntary and faith-based organisations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of support:</th>
<th>Emotional</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Information and advice</td>
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<tr>
<td></td>
<td>Practical help, e.g. financial assistance, childcare, transport.</td>
</tr>
</tbody>
</table>
Key Terms

Prepared using the BTEC First Edexcel Health and Social Care book by Pearson, which you can access online.

Life Stages: A number of distinct phase's people pass through during their lives.

What are PIES Developments?

P – Physical Development Gross motor skills and fine motor skills
I – Intellectual Development Language development – egocentric view of the world
E - Emotional Development Bonding with others
S - Social Development Interaction with others.

Gross Motor Skill: The ability to move and co-ordinate the movement of the large limbs of the body, e.g. crawling, walking, and climbing, running.

Fine Motor Skills: The ability to move and co-ordinate the movement of the hands and fingers, e.g. writing, painting, tying shoe laces, holding a spoon.

Language Development: The Process which children go through as they learn to communicate with others using words and speech.

Egocentric: Seeing things from only your own perspective or viewpoint.

Bond: To form an attachment with a parent or carer.

Growth: An increase in size, height and weight which can be measured.

Development: How the child gains skills and is able to control the actions their body makes

Self-Image The mental picture we have of ourselves. Some people see themselves in a positive light – for instance, intelligent, attractive and talented whereas other may see only negatives.

Self Esteem How much you like, accept and respect yourself – this is often talked about in terms of how much you value yourself.

Social Development The ability to interact with others and build relationships.

Oestrogen: A hormone produced in a woman's ovaries that controls the development of sexual characteristics and stimulates changes in the reproductive organs.

Testosterone: A hormone produced by the testes that controls the development of male sexual characteristics.

Abstract thinking: the ability to think about something that might not be there or even
# Unit 1: Human Lifespan Development: The Life stages and key development

<table>
<thead>
<tr>
<th>Age</th>
<th>Life Stage</th>
<th>What key points for this life stage?</th>
<th>What life stages are your family? Name them</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Infancy</td>
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<td>Early Childhood</td>
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<td>Adolescence</td>
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<td>Early Adulthood</td>
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<td>Middle Adulthood</td>
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<td></td>
<td>Later Adulthood</td>
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</table>
Draw a Time Line starting at 0 to 70 years-old, using correct terms.
Lesson 2; Pages 11-14
Unit 1: Human Lifespan Development
Apply your learning to these case studies

Romeo is 15 years old.
He lives at home with his family and goes to the local school.
He enjoys playing football in his spare time.
Which life stage is Romeo in?
Romeo is in the ...................................... life stage

This photo shows Jake with his grandparents.
Complete these sentences to show the current life stage of each person.
(a) Angie is in the ........................................ life stage.
(b) Jake is in the ........................................ life stage.
(c) Geoff is in the ........................................ life stage.

Sarah has just given birth to Maddie. Here is Sarah’s mum Angela meeting her granddaughter for the first time.
(a) Maddie is in the ................................. life stage.
(b) Sarah is in the ...................................... life stage.
(c) Angela is in the ...................................... life stage.
Physical, Intellectual, Emotional and Social Development are also referred to as PIES. Development can be defined as the ability to acquire new skills and capabilities.

This can be done in all areas of PIES.

Match the definition to the correct area of development...

- Physical development: The ability to cope with our feelings about ourselves and others.
- Social development: The ability to form friendships and relationships and to learn to be independent.
- Emotional development: Intellectual development
- Development: Physical development
- Intellectual development: The development of language, memory and thinking skills.
- Physical development: Growth and other physical changes that happen to our body throughout life.
Lesson 2 – now write your understanding of the below
Unit 1: Human Lifespan Development

Physical development

Intellectual development

Emotional development

Social development
Lesson 2
Unit 1: Human Lifespan Development
Apply your learning to the case studies below

Nadeem was bullied in his last year at school. He is due to start College soon, but is worried because he now finds it difficult to socialise with other young people.

Identify two aspects of Nadeem’s development that have been most affected by bullying.

(a) 

(b) 

Baby Brad is 6 months old. His mother, Alexa, has taken him to the baby clinic for his six-month check-up. The photo opposite shows him being weighed.

Which aspect of Brad’s development is the nurse checking?

(a) 

What will be measured?

(b) 

(c) 

Where are the measurements put (on a graph), what is the graph called?

________________________________________________________________________
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<thead>
<tr>
<th>Physical</th>
<th>Intellectual</th>
<th>Emotional</th>
<th>Social</th>
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<tr>
<td>Early Childhood</td>
<td>Middle Adulthood</td>
<td>Later Adulthood</td>
<td>Adolescence</td>
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</tbody>
</table>

**Unit 1: Human Lifespan Development**

Lesson 2 – Baby Brad grows, write below, key points
Infancy

Early childhood

Early adulthood

Middle adulthood

Adolescence

Later adulthood

Lesson 3 – Pages 15-18
Unit 1: Human Lifespan Development
Task – MindMap FIVE points for each life stage
Lesson 3
Unit 1: Human Lifespan Development
Lockdown Home Learning

• Think back to when you were in primary school. Write a paragraph describing the physical, intellectual, emotional and social development that you experienced at the time.

• If possible, add a picture or draw yourself from when you were that age!
Lesson 3 – Muscle Development and movement
Task: complete the below

**Physical Development**

G_M_S_ M_M_S____

F_M_S____

**Definition**

What type of activities help Physical Development and which are suitable for developing both Gross Motor Skills or Fine Motor Skills?

**Activities that promote Gross Motor Skills**

**Activities that promote Fine Motor Skills**

Definition
Lesson 3
Unit 1: Human Lifespan Development
Task, complete the below

1) Identify two examples of gross motor skills that infants are developing at 12 months (2 Marks)

2) For each gross motor skill, give one example of an activity that could be used to develop that gross motor skill (2 marks)

Complete the table below.

<table>
<thead>
<tr>
<th>Gross Motor Skill</th>
<th>Activity</th>
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</table>

3) Which phrase best describes the term fine motor skills? (1 mark)

A ☐ The development of movement in the large muscles in the arms and legs

B ☐ How development progresses from simple to more complex actions

C ☐ The development of movement of the small muscles of the fingers and hands

D ☐ How children grow and develop their physical skills

Think and make notes on what gross and fine motor activities humans might do at each life stage, from adolescence.
Speak to a parent/carer/grandparent to find out when you first reached some of the key developmental milestones. Carry out an interview. Here’s some examples… sitting, crawling, walking, cycling, using a pencil, building with blocks. Ask if they have your little red book to show you.
Lesson 4
Apply your interview to the below activity using PIES

Turn the body outline into you!
Using the information that you found out from your interview, label the body outline with the physical milestones that you went through as a young child.
Lesson 4 – Interview Number 2
Growth Patterns

1. Top to toe
An infant’s development starts from the head and works down the back and to the legs.

2. Inner to outer
An infant gains control of their torso, arms and legs. This control gradually moves out to hands and fingers, and feet and toes.

3. Same pattern at different rates
Infants and children follow the same patterns of development, but at their own rate, some quicker than other. You may have noticed this when you look at your own development compared to a sibling or cousin or friend. Interview a parent or carer about another member of your family and compare who did what first.
Complete this table by filling in examples of gross and fine motor milestones for each age group.

<table>
<thead>
<tr>
<th>Age</th>
<th>Gross motor</th>
<th>Fine motor</th>
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</thead>
<tbody>
<tr>
<td>1 month</td>
<td></td>
<td>Uses reflexes to grasp a finger</td>
</tr>
<tr>
<td>3 months</td>
<td>Holds up head and chest when lying on front</td>
<td></td>
</tr>
<tr>
<td>6 months</td>
<td></td>
<td>Reaches out and grasps a toy</td>
</tr>
<tr>
<td>9 months</td>
<td>Sits without help</td>
<td></td>
</tr>
<tr>
<td>12 months</td>
<td></td>
<td>Holds a crayon to scribble</td>
</tr>
<tr>
<td>18 months</td>
<td></td>
<td>Throws a large ball</td>
</tr>
<tr>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 years</td>
<td>Walks backwards and sideways</td>
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<tr>
<td>4 years</td>
<td></td>
<td>Threads small beads on a string</td>
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<tr>
<td>5 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 years</td>
<td>Skips with alternate feet</td>
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</tbody>
</table>
Kia is 4 years old. She is becoming independent and likes to dress herself for school. Give TWO examples of the fine motor skills that Kia might use when dressing herself.

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( 2 Marks)

Explain two ways in which playing in the playground will help children’s gross motor skills development.

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

( 4 Marks)

Observe a young brother, sister, cousin or infant child on at home or on YouTube and make some notes on how they are developing their gross/fine motor skills.

_______________________________________________________________________________________________

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Lesson 4 - adolescence
Growth and physical development activity

Puberty prompts

The onset of puberty varies among individuals. Puberty usually occurs in girls between the ages of 10 and 14, while in boys it generally occurs later, between the ages of 12.

The process takes about four years overall.

Puberty is when a child’s body begins to develop and change as they become an adult.

The average age for girls to begin puberty is 11, while for boys the average age is 12.

Primary and secondary sexual characteristics – what are they? Can you remember?

Primary sexual characteristics-

Secondary sexual characteristics-
Lesson 5 – Research and tables to complete
Look in your text book or use the internet to complete this

<table>
<thead>
<tr>
<th>GIRLS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary sexual characteristics</td>
<td>Primary sexual characteristics</td>
</tr>
<tr>
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<td>Secondary sexual characteristics</td>
<td>Secondary sexual characteristics</td>
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</table>
## Life Stage: Early Adulthood

<table>
<thead>
<tr>
<th>Physical Characteristics</th>
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<tbody>
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</tbody>
</table>

Draw or cut and stick a picture of a person in early adulthood and mark the above details using arrows.
Imagine that you are a school nurse, working at a secondary school in Sheffield.

Create a **leaflet** for young adolescents, explaining the physical changes that they will experience as they start to go through puberty. This could be a tri-folding leaflet

This can be done on a computer or hand drawn. Plan this below and then stick this onto your next page

### Lesson 6 Pages 27 - 28
**Lockdown Home Learning – Revisit adolescence**

<table>
<thead>
<tr>
<th>What is the difference between primary and secondary sexual characteristics?</th>
<th>Name one example of a primary sexual characteristic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name three examples of secondary sexual characteristics in females.</td>
<td>Name three examples of secondary sexual characteristics in males.</td>
</tr>
</tbody>
</table>
Stick your leaflet below here
Lesson 7 – Pages 29-31
Task – answer the questions below

What age groups do ‘middle adulthood’ and ‘later adulthood’ cover?

Give an example of someone you know in your own life who is in ‘middle’ or ‘later’ adulthood, and describe their physical development.

Compare the physical development of this person to your own physical development—what are the key differences?

What could be a problem with labelling people with ‘middle’ and ‘later’ adulthood? Hint: PIUS
What is the menopause? Describe what it is...

Carry out research on what happens during menopause and complete the activities below.

1. Label the illustration to show the process of menopause.

![Illustration of the menstrual cycle]

2. Describe how menopause may affect women in middle adulthood. The first sentence has been started for you. The reduction of oestrogen causes physical changes such as

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
3. Women may also notice changes in their:

i. __________________________________________________________

ii. __________________________________________________________

iii. __________________________________________________________

Write down a list of questions for an older person, about the effects of ageing, an interview … remember to cover PIES.. (Aim to ask, at least 6 and make sure they are polite and not offensive!)

Now carry out your interview, of an older relative about the effects of ageing and note down their answers here.
Lesson 8 Pages 33-36
Intellectual Development

Try and definitions for each key term, below

- Problem solving
- Abstract and creative thinking
- Memory
- Recall

What does this picture show?
Lesson 8
Human Life stages Intellectual Development

<table>
<thead>
<tr>
<th>Intellectual Development Research Task and group feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy</td>
</tr>
<tr>
<td>Early childhood</td>
</tr>
<tr>
<td>Adolescence</td>
</tr>
<tr>
<td>Early adulthood</td>
</tr>
<tr>
<td>Middle adulthood</td>
</tr>
<tr>
<td>Later adulthood</td>
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</tbody>
</table>
Lesson 8 – Language Development
Lockdown Home Learning

Talk to an older family member, like a parent or a carer about your language development throughout your life, up until now e.g your first word, when you started talking in sentences etc. You may have to use FaceTime

Make notes about what they tell you.
1) Write down in a sentence, what you think language development is.

Try and write down all the different ways in which we communicate with one another e.g. non-verbal communication and describe what you mean.
Key Terms

**Receptive speech:** what a person understands

**Expressive speech:** the words the person produces

**Articulation:** the person’s actual pronunciation of words

Babies are born with a desire and a need, to communicate with others before they can express themselves through speaking. Learning how to communicate (to listen and to speak) begins with **non-verbal communication** which includes:

- Body language e.g. facial expression, eye contact, pointing, touching and reaching for objects
- Listening to others talk to them
- Making sounds to attract attention
- Copying sounds made by others

In the early stages of language development, a baby might:

- Babble
- Cry
- Gurgle
- Cooing

These are ways in which a baby might try to **communicate** with another person. E.g. crying to get their attention because they are sad/upset/want attention.

Ask the person you interviewed about how you were before you were one, how noisy you were! Make a note below:
Lesson 9
Language Development understanding

1. Language development in **Infancy** key facts, explained

2. Language development in **Early childhood** key facts, explained

3. Language development in **Adolescence** key facts, explained
Task create a mind map of all the emotions that you may experience/feel during infancy and early childhood.

Once you have identified the main emotions, you should stem from the emotion and identify events/times that may provoke that particular emotion.
Lesson 10
Emotions we feel and show how we feel

Draw images to help represent each of the emotions.

**Example: Emotion - Anger**

- Being told ‘no’ by a parent
- A friend calling you nasty names
- Seeing someone you love upset
What is emotional development?

What do infants need to feel emotionally secure?

Create a mind map to show factors that contribute to emotional security, how does emotional security happen? What happens in life, when you are small?
Lesson 10
Emotional Development - attachment

What do we mean by ‘attachment’? In what ways might infants form attachments?

Give specific examples to support your answers.

Research John Bowlby’s theory of attachment.
Schaffer and Emerson (1964): Stages of Attachment – Summary Sheet

Task: Using images only, draw the four stages of attachment outlined by Schaffer and Emerson (1964).

Stage 1:

Stage 2:

Stage 3:

Stage 4:
# Lesson 10

**Schaffer and Emerson (1964): Stages of Attachment**

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Attachment Stage</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6 weeks</td>
<td>Asocial</td>
<td>Very young infants are asocial (avoids social interaction) in that many kinds of stimuli, both social and non-social, produce a favourable reaction, such as a smile.</td>
</tr>
<tr>
<td>6-7 months</td>
<td>Indiscriminate attachments</td>
<td>Infants enjoy human company and most babies respond equally to any caregiver. They get upset when an individual doesn’t interact with them. From 3 months infants smile more at familiar faces and is comfortable around their regular caregiver(s).</td>
</tr>
</tbody>
</table>
| 7-9 months| Specific attachment | Special preference for a single attachment figure e.g. their mother. The baby looks to particular people for security, comfort and protection. It shows fear of strangers (stranger fear) and unhappiness when separated from a special person (separation anxiety).

Some babies show stranger fear and separation anxiety much more frequently and intensely than others, but nevertheless they are seen as evidence that the baby has formed an attachment. This has usually developed by one year of age. |
| 10 months+ | Multiple attachment | The baby becomes increasingly independent and forms several attachments. By 18 months the majority of infants have form multiple attachments.

The results of the study indicated that attachments were most likely to form with those who responded accurately to the baby’s signals, not the person they spent more time with.

Intensely attached infants had mothers who responded quickly to their demands and, interacted with their child. Infants who were weakly attached had mothers who failed to interact. |
Task: Adolescent activities – divide them into two groups; activities completed independently and activities they need support with

<table>
<thead>
<tr>
<th>Independent</th>
<th>Dependent</th>
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Explain why a teenager may need support with some activities
### Lesson 11 – remember these?
Emotional Development: Security/Insecurity

<table>
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<th>Secure/Content</th>
<th>Insecure/Discontented</th>
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</table>

Draw 4 emoji’s showing how you have felt today
Lesson 11
Emotional Development: perception of identity

What does self-concept mean?

<table>
<thead>
<tr>
<th>How is self-concept built?</th>
<th>How is self-concept damage?</th>
</tr>
</thead>
<tbody>
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</table>

What is self-esteem?
Positive emotional development is dependent on our feeling of security and **contentment**.

1. Why contentment is an important in emotional development?

2. Write a definition below.
Contentment means ...

3. What makes individuals feel contented or discontented, complete the table below. Try to give one reason for each of the life stages. Some examples have been added.

<table>
<thead>
<tr>
<th>Life stage</th>
<th>Contented</th>
<th>Discontented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant</td>
<td></td>
<td>Not having needs met – e.g. needing to have a nappy changed</td>
</tr>
<tr>
<td>Early childhood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescence</td>
<td>Being happy with own looks and body image</td>
<td></td>
</tr>
<tr>
<td>Early adulthood</td>
<td></td>
<td>Having unrealistic expectations of own achievements</td>
</tr>
<tr>
<td>Middle adulthood</td>
<td>Succeeding at a work project</td>
<td></td>
</tr>
<tr>
<td>Later adulthood</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Write a paragraph (as a minimum) about yourself during your infancy/early childhood years.

Have you been told your favourite types of play and you may need to ask questions or recall your early memories

1. What game/activity did you play the most when growing up?

2. Why do you think you enjoyed playing this way?

3. Did your game involve others, if not, why?

4. What was your role in the game/activity?

5. Did you ever find yourself in conflicts with others because of the game/activity? If so, how did you resolve it?

6. How do you think playing help your PIES development?

Ensure you explain all points and give examples where possible, please
Lesson 12
How we learn to Play

Whilst watching the clip based on play, if you have the internet, you need to consider the following: (https://www.youtube.com/watch?v=NHmyNVoE63c) Have a think.....

- What skills are children learning when they play? Make a list

- What are the benefits from playing with others?

- What type of play would you consider helps with development? Make a few suggestions

- Are there any other benefits of play?
Lesson 13 Pages 51-53
Task: Forming relationships

Make a list of all the relationships which will be formed during infancy and childhood.

Types of relationships

Formal relationships
Formal relationships, such as those formed by senior workers and managers, are structured and usually arise out of an organisation’s overall agreed aims. They are defined by rules, regulations and policies. Attitudes and behaviours that involve respect, empathy (understanding how others feel) and professionalism are also important characteristics of formal relationships.

Informal relationships
Informal relationships, by contrast, are not defined by rules and regulations and are usually formed out of a friendship or a close personal connection, such as those between individuals and their families and friends. Knowing each other well, sharing common interests and intimacy are important characteristics of informal relationships.
Lesson 13
Task: Types of relationships

• What types of relationships examples are formal and informal? E.g. friends, boss, explain why

• Which relationships characteristics are positive, in a sibling relationship (informal)

• Which relationships between siblings that can be negative?

• Could any of these relationships easily turn negative/positive?
Lesson 13
Task: Adolescence to Adulthood - Relationships

Draw yourself in the middle of the sheet. Firstly, draw links to everyone you have a relationship with. E.g. your family members, friends.

Once you have done this, colour code the relationships based on whether they are:

- Formal e.g. a work employer, teacher
- Informal e.g. parents, friends
<table>
<thead>
<tr>
<th>Type of YOUR early and current relationship</th>
<th>Life stage when this was developed</th>
<th>Explanation</th>
<th>Extension: In what ways could this relationship breakdown?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
List down 4 reasons a relationship breaks down: two for an informal relationship and two for a formal relationship.

How could each of your reason, listed above, be prevented?
Evaluate your relationships: Identify two different relationships and in paragraph format, you should explain the following:

Explain the ways in which each relationship has **positively impacted** your life, but the ways in which it has not. Write in detail – PEE – Make a point, Explain your point and give an actual example.

NB: If you do not feel comfortable writing about your own personal relationships, you may use someone else and interview them to be able to write about the positives/negatives (an evaluation) of their relationships.
What factors may affect an individual girl, aged 17 when she is growing up and developing? Give the girl a name and write about her like you know her.

What events may have happened in her life that affected her? Use your imagination, be creative!
Lesson 15
Factors Affecting Growth and Development

Physical factors are influences which can have a direct impact on an individual's development and growth.

Example: Lifestyle choices, such as diet – this can impact an individuals’ development and growth as they may be malnourished which means that they will not develop properly.

What other lifestyle choices may influence a person’s physical development? Two negatives and two positives, explained below ….
Lesson 15
Task; Overview of factors Affecting Growth and Development table

Explain what each of the below are, in your own words and how they may impact on an individual’s development:

<table>
<thead>
<tr>
<th>Genetics e.g. down syndrome</th>
<th>Environment e.g. access to facilities</th>
<th>Lifestyle e.g. diet and exercise, substance misuse, sexual activity</th>
<th>Socio-economic e.g. healthy recreations, housing, diet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Show your understanding about inherited factors (nature) and observed and learned factors (nurture) – Complete the table below.

<table>
<thead>
<tr>
<th>Disposition, skills and abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do individuals <strong>inherit</strong> their disposition, skills and abilities or are these learned? Explain your answer and give 3 examples</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do inherited physical characteristics affect growth and emotional development? Explain your answer and give 3 examples</td>
</tr>
</tbody>
</table>

What physical characteristic have you inherited…. But don’t like!
### Lesson 17 - Pages 61-63

Factors effecting growth and development: Illness and Disease

- How illness and disease might affect PIES development
- Choose one (1) illness and one (1) disease to conduct your research on, choose from the boxes below

#### Illnesses:
- Asthma
- Epilepsy
- Diabetes
- Crohn's disease
- Cystic fibrosis

#### Diseases:
- Meningitis
- Tuberculosis
- Polio
- Chronic fatigue syndrome
- Measles

**Task:** You must complete this by writing in paragraph format, below

Useful websites

http://www.nhs.uk/pages/home.aspx

<table>
<thead>
<tr>
<th>Life stages</th>
<th>Give a detailed example of a lifestyle choice made in each life stage and explain why this is so</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy (0-2 years)</td>
<td></td>
</tr>
<tr>
<td>Early Childhood (3-8 years)</td>
<td></td>
</tr>
<tr>
<td>Adolescence (9-18 years)</td>
<td></td>
</tr>
<tr>
<td>Early Adulthood (19-45 years)</td>
<td></td>
</tr>
<tr>
<td>Middle Adulthood (46-64 years)</td>
<td></td>
</tr>
<tr>
<td>Later Adulthood (65+)</td>
<td></td>
</tr>
</tbody>
</table>

In your opinion, which life stage can we be most confident about the decisions we make and why?
Lesson 17
Activity: Healthy and Unhealthy diet

A healthy diet
1. List examples of a healthy diet

2. Assess the ways in which a healthy diet can impact PIES development, starting with the following sentence:
   A healthy diet can...

An unhealthy diet
1. List examples of an unhealthy diet

2. Assess the ways in which an unhealthy diet can impact PIES development, starting with the following sentence:
   An unhealthy diet can...
Choose from one of the following lifestyle choices:

- Exercise
- Personal hygiene
- Sexual behaviours/choices
- Misuse of substances (i.e. alcohol, illegal drugs, prescription drugs)

Task: Design a web page on a selected lifestyle choice to educate people about the importance of positive lifestyle choices.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can substance misuse affect an individual’s PIES development?</td>
<td></td>
</tr>
<tr>
<td>How can diet affect an individual’s PIES development?</td>
<td></td>
</tr>
<tr>
<td>How can sexual behaviours affect an individual’s PIES development?</td>
<td></td>
</tr>
<tr>
<td>How can exercise affect an individual’s PIES development</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 18
Choices and available relationships

• How would living alone affect development?

• How would a lack of social interaction affect development?

• How do you think the local community could help? Make a few suggestions and explain them
### Lesson 18
**Different factors that can impact on development**

<table>
<thead>
<tr>
<th>Q: What is social interaction?</th>
<th>Q: How does culture affect development?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>A:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q: How does religion affect development?</th>
<th>Q: Why is it important to be part of a community?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>A:</td>
</tr>
</tbody>
</table>

### Lesson 19  Pages 68-72
**How do culture and religion affect lifestyle?**
• Is there a difference in diets eaten? Why would this affect an individual’s development?

• Do people in society have different values?

• Is marriage seen differently by different cultures and religions?

• Are family values seen differently by different cultures and religions?

• Are communities important to all different cultures and religions?
Mind map your thoughts about gender ‘roles’

Are there different expectations of boys and girls?

Education helps to shape an individual’s identity eg. male/female or an individual
What are the positive and negative effects of education on a person’s development?
What is meant by income? Give examples of what this is

What is expenditure? Give examples of what this is

What is meant by the term, material possessions? Give examples

How can having a low income, effect a person’s growth and Development negatively?
How can having a low income, effect a person’s growth and Development negatively?

How can having a low income actually be a positive? (Hint; new skills, creative

And finally, just for fun…
What would you but if you won a million pounds?!!