

Half-term One September – October 2020

Year 10 Health and social

Lesson	Instructions	Resources	Curriculum
1	Read and make notes on infancy slides and link to your chosen celebrity	Infancy slides <i>See below</i>	Component 1 learning aim A
2	Read and make notes on childhood slides and link to your chosen celebrity	Childhood slides <i>See below</i>	Component 1 learning aim A
3	Read and make notes on adolescence slides and link to your chosen celebrity	Adolescence slides <i>See below</i>	Component 1 learning aim A
4	Read and make notes on early/middle/late adulthood slides and link to your chosen celebrity	Adulthood slides <i>See below x3</i>	Component 1 learning aim A
5	Start drafting component 1 assignment 1 tasks	Component 1 assignment 1 brief Suggested layout slides <i>See below</i>	Component 1 learning aim A

Please email any queries and completed work to **Mrs Shorting/Mrs Carr-Thoms**

Claire.shorting@monkseaton.org.uk nina.carr-thoms@monkseaton.org.uk

Infancy



Physical development is how we grow and develop.

Infancy is a time of rapid growth in physical development. When they are born infants have little control, they can walk, run and climb by the age of two.

The development of gross and fine motor skills are essential for infant's learning and independence.

Knowing the usual pattern of development helps professionals support development.


PHYSICAL DEVELOPMENT 0-2

Gross motor skills- large muscles (legs, arms, trunk of body)
Fine Motor skills- smaller muscles (hands, fingers and toes)

Can you give an example for each?

MUSCLE CONTROL	APPROXIMATE AGE
Can grasp objects with whole hand	4 months
Can start to crawl	8 months
Can climb stairs and run (but often fall)	18 months
Can control large muscles, which allows for toilet training	2 years

- Development starts from the head down
- Control starts from the body and moves onto the limbs
- All infants pass through the same stages but at different rates



Intellectual development is thinking, learning and the way the mind works.

There are 4 aspects of cognitive development:

- Creative thinking (imagination)
- Problem solving
- Memory/recall
- Language development



INTELLECTUAL DEVELOPMENT 0-2

- Infants use their senses to learn about the world around them
- Smiles and noises become the main way of communicating with carers
- Words do not usually form part of communication until the age of one
- Language development is a major intellectual change during infancy

At three months infants can recognise routine and show excitement.

At 9-12 months infants are developing their memory; they will start to remember where things are kept.

By 12 months infants learn by watching others.
Can you think of anything you learnt by observing others?



Emotional development refers to how we feel about ourselves and how we cope with life.

Infants need consistency in their care to help them feel safe and secure.

Supporting emotional development requires:

- Having enough food, warmth and shelter
- Love and affection
- Routines so infants know what is happening next



EMOTIONAL DEVELOPMENT 0-2

Bonding and attachment:

- During the first 2 years infants bond with those who care for them
- Up to 6 months babies do not mind who holds them (they may not like to be put down!)
- Between 7-12 months infants form a strong bond with their main carers and will be wary of strangers and often cry if held by others.
- From 12 months infants form bonds with other people as well as their caregivers
- Studies have shown infants who have secure attachments are more likely to form positive attachments with others in later life.



EMOTIONAL DEV CONT.

For infants a feeling of security would likely be feeling like they are being cared for, are safe and are loved.

What was your favourite toy?



Security

You can help an infant feel secure by giving them their favourite toy or blanket.

Contentment

An infant is easy to keep content; babies are likely to feel happy after a feed, when they are clean and dry.

Social development is a process called socialisation. Socialisation describes how we learn to connect to others.

There are many activities and baby clubs set up to help encourage babies to socialise including:

- Messy play
- Giggle and groove
- Jingle jams
- Jellytots



SOCIAL DEVELOPMENT 0-2

- Early relationship development in Infancy is based on interaction with others; first their parents
- As infants get older socialisation will develop through play
- Lots of social learning comes through play

What life skills might play teach us?



PROGRESS CHECK

Please answer the following questions in full sentences.

1. What is the difference between fine and gross motor skills?
2. At what age (in months) is an infant able to crawl from?
3. Development starts from the head down. True or false?
4. Explain 1 way a baby may use their senses to learn about the world
5. Describe the main way infants learn from 12 months old and give an example
6. At what age might a child be wary/afraid of strangers?
7. Explain two ways a parent can help a child to feel content
8. Name two sources of socialisation for infants



Early childhood

DEVELOPMENT IN EARLY CHILDHOOD (3-8)



PHYSICAL DEVELOPMENT (3-8)

The development of fine and gross motor skills greatly improves during childhood.

What fine and gross motor skills might a child have developed by the age of 6?

At 5 children can walk upstairs, hold a crayon.
What other activities can they do?



By age 8 most children can do many activities independently.



INTELLECTUAL DEVELOPMENT (3-8)

- Children are learning a lot of new skills in the childhood life stage; it is during this life stage, children start school. Children learn through hands on experience.
- Most children speak full sentences and have a good vocabulary
- Children are starting to think about their actions but are still egocentric
What does egocentric mean? Can you give an example of this?
- Children start to copy other peoples behaviour which is why it is important to have a positive role model.

children are great
imitators so give
them something
great to imitate

EMOTIONAL DEVELOPMENT (3-8)

- Between 3-8 children learn how to handle their feelings
List some of the feelings children have
- Children will begin to develop independence and by the age of 5 they can start to dress themselves
- Children will often have temper tantrums if they cannot have their own way!

<https://www.youtube.com/watch?v=dOkyKyVfnSs>



SOCIAL DEVELOPMENT (3-8)

- Children will eventually learn how to share and cooperate (from the age of 5+)
- They start to form different friendships and will often have a best friend.

who was your best friend at this age?



The development of play:

Play stage	Description
Solitary play (infancy) 0-2	Children are happy to play alone and show no interests in others.
Parallel play 2-3	Children happily sit side by side with others but will play alone. They start to notice other children but do not play with them.
Cooperative/social play 3+	Children will start to play with other children and will start communicating, sharing and fun taking.



PROGRESS CHECK

Please answer the following questions in full sentences.

1. Give 4 things a child will physically be able to do at the age of 6
2. List three things a child will have learnt by the age of 8
3. What does a child develop which will help them to do more tasks by themselves?
4. List the three stages of play and give a brief description of each



Adolescence

Adolescence



Adolescence is a stage of great physical, intellectual, emotional and social change.

Children who enter adolescence pass through puberty and become adults.

People enter adolescence at different ages, with girls on average entering adolescence slightly earlier than boys.

Physical development

In adolescence there is a rapid process of physical change caused as a result of hormone change. This is often referred to as 'puberty'

The physical changes in girls is caused by oestrogen and the physical changes in boys is caused by testosterone.

<https://www.youtube.com/watch?v=TRyOcLSJDzk>

Physical changes around puberty include:

Females	Males
<ul style="list-style-type: none"> • Growth spurt in height • Growth of pubic and body hair • Acne • Breast development and nipple protrusion • Changes in body shape (fat layers increase) and height (widening of hips) • The start of periods (menstruation) 	<ul style="list-style-type: none"> • Growth spurt in height • Growth of pubic, body and facial hair • Acne • Voice deepens • Growth of testicles and penis • Testes produce sperm

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Primary and secondary characteristics

Physical changes can be classified as primary or secondary.

Primary sexual characteristics:

Present from birth but do not mature until sex hormones are released

Examples: ovulation in females and production of sperm for boys

Secondary sexual characteristics:

Physical characteristics and signs that indicate the change from childhood towards adulthood

Examples: a first sign for girls the development of breasts, a first sign for boys is the growth of pubic hair



Intellectual development



One of the biggest intellectual changes during adolescence is the **development of abstract thinking** (the ability to think of something that might not be there or might not even exist).

Once a person has reached adolescence they are usually **able to complete calculations in their heads**.

Adolescents also begin to **think in a more logical way** to solve problems and can **see things from another person's perspective** (empathy).

It is during adolescence teenagers develop their own set of **morals** and ideas about what is **right and wrong**.

Emotional development



Hormones can make adolescence a difficult time for teenagers. **Mood swings, frustrations, insecurities and confusions** are common.

It is a time that young people begin to form their **own personality and identity**.

Feelings of **physical attraction** start to develop. Young people start to explore their **sexuality**. It is usually during this life stage that young people have their **first close and intimate relationships**; however, these often do not last.

Self-image

Self image is the mental picture we have of ourselves...

Some people see themselves in a positive light, whereas others may only be negative.

How might these celebrities see themselves?



Kylie Jenner



Cheryl



Beyoncé



Kimmy K

What is our self-image Influenced by?



- **Personal appearance**- how you look/your body
- **The media**- TV, magazines, adverts- what is considered attractive
- **Comparison with other people**- comparing against our peers/celebs
- **The comments from other people**- positive and negative

Can you give an example for each of these???

Bruce Jenner/Cait

<http://abcnews.go.com/2020/video/bruce-jenner-interview-diane-sawyer-woman-part-30572231>

<https://www.youtube.com/watch?v=sKZCcVKVHws>



What is Bruce Jenner's/Caitlin's self
image before and after?



Self-esteem

Self-esteem is about **how much you like, accept and respect yourself**. This is often talked about in terms of how much you value/ how highly you think of yourself.

High self-esteem leads to confidence and is useful to have. It also helps maintain personal relationships and handle challenge.

People with low self-esteem may believe they are Worthless and that nobody will like them.



What can affect our self-esteem?

Self-esteem can change on a daily basis, things which can affect it include:

- Our self image
- Having unrealistic expectations of ourselves
- Success or lack of it at school or work
- Health status
- Employment status



Social development



During adolescence, young people tend to socialise more; they have more independence and freedom.

Young people are often influenced greatly by views, opinions and behaviour of their close friends. This is known as peer group pressure.

This is the stage where adolescents become less dependent on their parents and more influenced by their peers, teachers and the media.

The close friendships formed in adolescence may well last well into adulthood; many people maintain these friendships throughout their whole life.

Early adulthood

Early adulthood...

This is the life stage where people reach their physical peak and become mature.

Common features in this life stage include:

- Starting work (full time)
- Meeting a partner
- Settling down and starting a family (having a baby)



It is an exciting time for most people as they grow and develop in different ways.

Physical development



At the early part of this life stage, people at this life stage are **physically at their strongest**.

Towards the end of this life stage these start to weaken and **fertility levels start to fall**.

Sperm count in men begins to drop and some women may go through the **menopause** (the stopping of menstruation meaning that a woman can no longer have a baby).

Gradually, people tend to **put on weight easier**; this could be as they are not as active.

However, people who **exercise and look after themselves** can look much younger than their actual age.

Intellectual development



Nearly all people have the capacity to **expand their knowledge** throughout adulthood.

Some people decide to carry on their school education with **further education**.

Many people **develop in their careers** and need to gain new skills to develop themselves.

Lifelong learning is now accepted as being important.

Emotional development



Many people will have **close and intimate relationships** with others; some choose to **marry**, some do not. Some have relationships with people of the same sex and may or may not get married (this is known as a civil partnership).

Intimate relationships create feelings of **security** and allow people to give and receive **love**.

Some people may choose to **live alone**, others live alone after a **relationship breakdown**.

Having children often gives people a sense of direction in their life; time spent with children also gives parents a **sense of pleasure**. However, not all couples will choose to have children.

Social development

During the **early years of adulthood**, people are generally free to have a **very active social life**; they meet new friends and build new relationships.

As many people move through this life stage they will **start to gain responsibilities**. By 45 many people will be settled/married, have children, a responsible job and a mortgage to pay.

A social life can be difficult as responsibilities increase.



John and Mike:



John and Mike have been together for four years and have recently been through a civil ceremony and consider themselves married. They have decided they wish to be parents and have found a surrogate mother to carry their baby for them.



Please discuss the following questions:



1. Explain how starting a family may affect John and Mike's social life.



2. Discuss the benefits of having children for John and Mike's emotional development.



3. How might John and Mike's relationship be affected by having a family of their own? (positives and negatives)



Be prepared to feedback your answers to the rest of the class...

Middle adulthood

Middle adulthood

Middle adulthood is a time when many major physical and emotional changes take place.

As you reach the age of 50 or 60 people begin to realise that they are getting older but still feel young inside

This can lead to people having a **mid life crisis**; a period of self doubt and stress occurring in middle age



Physical development

As people get older the ageing process starts to take effect:

- Muscles start to decline, muscle tone is not as good as it was
- Energy levels lower (compared to early adulthood)
- Sight and hearing start to decline
- Skin begins to lose elasticity
- Wrinkles become more noticeable
- Hair becomes greyer
- Some people may get hair loss or even become bald (generally men)



The menopause and changes in sperm production

The menopause

The menopause usually happens between the ages of 45 and 55. Women produce less oestrogen which eventually stops menstruation.



A decrease in sperm production

https://www.youtube.com/watch?v=6rauQ_M9tb4

Men produce less testosterone and live sperm production deteriorates



Intellectual development



Intellectual development continues throughout middle adulthood and some people may choose to return to education/study or take up a hobby.

Most people will have a variety of jobs throughout their working lives and therefore will need retraining.

As we age, our memory might not be as quick as it once was.

Older people have more life experience (things we learn about the world by being part of them... we constantly learn) as they have experienced a lot of things.

Can you give examples of life experience?



Emotional development



Changes can take place in the body which can be linked to **changing feelings and emotions**.

This leads many people to **review their lives**. Some try to **recapture their youth** by behaving in ways similar to those in early adulthood.

They may **try things they have never tried before**. This term can also be known as a 'mid life crisis'.

Mid life crisis- a dramatic period of self-doubt caused by the passing of youth.



Social development



As their children have often left home, middle aged people **have more time on their hands**.

They often have **more money** to spend than ever before.



Middle aged people may start to **travel more, build new relationships and have more quality time** to spend with family.

Some middle aged people have to continue work to provide enough money to help **support their family** (adult children and grandchildren)

Later adulthood

Later adulthood

In later adulthood people often find they have **more time on their hands**. Improvements in diet and medical treatments mean many people can expect to live 20 to 30 years after they have retired from work at 65.

Many people now choose to work until they are 70 and some even beyond this.

Older people can be some of the most productive members of society, with skills younger people often wish they had.



Physical development

The ageing process in later adulthood is clear to see;

- Skin is thinner
- Joints are stiffer
- Muscles are weaker
- Bones are more brittle



Older people are **less mobile**. They also may become to **stoop** and **lose height**.

Older people can **lose their skills and capabilities** in this life stage.



What skills and capabilities might people lose?

Physical development cont.



Although most of the physical changes seem negative. **People in later adulthood can still be very active.**

Many older people take regular exercise and have more time for the gym, taking exercise classes walking, running or jogging.

Regular exercise helps people to keep **mobile and supple.**



Fauja Singh was 100 years old when he set the record for running the London Marathon in October 2011 (8hrs, 25 mins) this is remarkable for a person of this age.

Intellectual development



The **speed of thinking and short-term memory might decline** but it is thought that our **intelligence does not change.**

Many older people are keen to learn new things and keep their minds active.

As **older people have more leisure time they may take up new interests** such as learning a language, travelling or mastering new skills.

Some older people may experience **dementia**. This is an illness that affects our brain and memory, with dementia you gradually lose the ability to think and behave normally. It is more common now as people are living longer.

Emotional development



Later adulthood allows you to **spend more time with friends and family**. Older people often enjoy spending quality time with their children and grandchildren. Retired people can **slow down and take a steadier pace**; relationships and a relaxed lifestyle can often lead to feelings of **contentment and happiness**.

Later adulthood can also be a challenge; it is during this stage where people **start to lose their life partner and friends as they die**. Some of these relationships go back a long time. This can be **distressing and hard to cope with**. The **support from other people** can help a person feel less isolated and lonely.



Social development



Later adulthood is often split into two parts; **65-75 and 75+**.

During the first stage (age **65-75**) people are **still very active** and have a busy social life.

As people age (**beyond 75 years**) they **tend to slow down**, this does not mean that they socialise less; it just means that the **social life they have might be different**.



Assignment brief

MONKSEATON
HIGH SCHOOL

Pearson BTEC Level 1/2 Tech Award in Health & Social Care

Component 1 – Human lifespan development

Assignment title – Understanding how life affects our growth & development.

Candidate Name:Candidate No..... Centre No. 39343

Issue Date:

Hand in Date:

Assessment Indicators: A.1P1, A.1P2, A.1M1, A.1M2, A.2P1, A.2P2, A.2M1, A.2D1

Scenario

For this Assignment, you will need to base your evidence on a famous individual or celebrity. Alternatively, you could base your evidence on someone you know-a family friend or a relative, as long as you keep all personal details confidential.

You can choose the person, but you must be able to find out enough information to meet the assessment criteria.

You must also check with your teacher that the chosen individual is suitable for your study.

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

Task1

You must write a report on your chosen individual that is divided into three main parts.

1. The process of growth and development through three, different life stages showing how growth and development changes over time
2. The factors that have had an effect on each of the three, different life stages
3. How the impact of the different factors has changed across the different life stages for your chosen individual



Part 1

For each life stage, you should describe the physical, intellectual, emotional and social development that your chosen individual has experienced.

Your report should show how the development in one area, for example physical, can lead to development in another, for example, intellectual.

Part 2

The second part of your report should focus on the different factors which have had an effect on your chosen individual, throughout the three, different life stages.

You must select at least two, relevant factors for each area of development and describe how they have affected the individual at each life stage.

Part 3

For the third part of your report, you must assess how the impact of the factors you have selected has changed over the different life stages.

You will need to give examples and compare the effects of the factors on the individual at the different life stages

Evidence you must produce for this task:

- A written report.

Assessment Outcomes for this assignment are:

Indicator	Grading Criteria
A.1P1	Identify aspects of growth and development for a selected individual
A.1P2	Identify factors that have had an effect on growth and development of a selected individual
A.1M1	Outline different aspects of growth and development across three life stages for a selected individual
A.1M2	Outline the ways that different factors have affected growth and development of a selected individual
A.2P1	Describe growth and development across three life stages for a selected individual
A.2P2	Explain how different factors have affected growth and development of a selected individual
A.2M1	Compare the different factors that have affected growth and development across three life stages for a selected individual
A.2D1	Assess the changing impact of different factors in the growth and development across three life stages of a selected individual.

Suggested layout

Assignment 1- task 1

Growth and development across the life stages

1. Explain the difference between growth and development (pages 6-7)
2. Introduce the different life stages that we go through. You need to give the age ranges for each life stage (page 5).
3. Choose a celebrity to write about (try to pick someone older than 18- the older they are the easier it will be to write about them). Introduce the celebrity; what is their age?, what life stages have they already gone through?, what life stage are they currently in? what do they do for a living?, do they have any family etc. (you will need to get a picture of the celebrity too)
4. You now need to describe what happens during three life stages using your celebrity (almost as if you are telling a story about them).

Use the textbook to help you; it explains what happens during each life stage- remember you need to discuss all PIES for each life stage you select/talk about- see the next slide for page numbers.

Example of how to set out your work:



In this assignment I will be discussing Beyoncé Knowles-Carter.

Beyoncé is 36 years old and currently in the Early adulthood life stage. Beyoncé has already gone through infancy, early childhood and adolescence.

Beyoncé is a famous singer, she has also had acting roles in a number of films. She is married to Jay Z and has three children; Ivy Blue, Rumi and Sir. Rumi and Sir are twins.



Beyonce's Infancy and early childhood

Beyonce grew up in Houston, Texas. She lived with both her parents and siblings.

Physical development:

At five and a half months she started to roll over from her back to her stomach. Beyonce used to enjoy reaching out for toys. She was able to sit up unaided around 9 months, by this time she was able to pass an object from one hand to the other. Beyonce started to walk around 14 months. By 18 months she was able to climb the stairs without help from her parents. Beyonce used to enjoy playing outside in her garden, she would often have picnics with her siblings. At 18 months she was able to throw a large ball and could feed herself with a spoon. Beyonce learnt to ride a tricycle at three and a half. She started dancing at a young age and entered a range of competitions. She was able to balance along a thin line by the age of seven.

Intellectual development:

Infancy is a rapid time for intellectual development. When she was a baby, Beyonce used to enjoy spending time on her play mat, babies often learn a lot about the world around them through using their senses (hearing, touch, taste and smell). At three months Beyonce used to show excitement for feeding time. By ten months Beyonce was developing her memory and was able to look for hidden objects. the age of one year, Beyonce's brain will have doubled in size. At this age Beyonce was able to work toys by herself and was able to brush her own teeth. By the age of three Beyonce was very curious and used to ask her parents a lot of 'why' questions. Beyonce started school age 5, she liked to go to school but found maths difficult, she could not work out problems in her head. By the age of seven Beyonce learnt to use counters to help her with maths problems.

Language development:

Beyonce first learnt language through mirroring adult's speech. By six months she could coordinate the movement of her mouth and copy sounds she hears. By the time she was 3, Beyonce was able to hold a conversation and follow instructions. By the age of five and a half, Beyonce was able to speak and sing fluently. Her talent for singing was noticed around the age of 8.

Emotional development:

When she was a baby, Beyonce would have needed constant care from her parents; she is unable to feed or clean herself. Care routines helped Beyonce to form attachments with her parents. At six months Beyonce started to show signs of worry when she was with someone she did not know, she preferred to be around her parents and would sometimes cry if she was left alone. At the age of one her mother started taking Beyonce to a baby club where they would sing songs and dance; by the age of 1 Beyonce would be able to start to form attachments to others that are not her parents. Because Beyonce had a secure and strong attachment when she was a child, she was able to remain close to her parents throughout her life. Her mother is very supportive of her daughter and her father helped manage her first band named Destiny's Child.

Social Development:

Before she was one, Beyonce main attachments were her mother and father. As she got older, Beyonce was able to develop her skills and abilities to form wider friendships. Beyonce started to widen her social circle when she joined her dance group at aged three. Attending her dance classes would help Beyonce to share and cooperate with other children. Beyonce started to develop a friendship group and had a few close friends who shared her love of dancing.



Assignment 1- task 2

factors which may affect development

Now that you have introduced your celebrity and discussed the PIES development for three life stages they have already gone through, you need to discuss the factors which may have affected your celebrity...

1. List the different factors which may affect a person's development (pages 28-37)
2. Select the factors that may have affected your celebrity and explain how they may have affected them

Merit and distinction:

To get a merit you need to explain how the factors affected the celebrity at different stages of their lives (remember you need to discuss as many areas of PIES for each life stage- you are describing how they affected the person) you also need to consider whether the factors are positive or negative.

To obtain a distinction you need to discuss the impact of the factor at each life stage- how much would the factor have affected them at each stage and why?

Conclude your work by discussing which factors had the most impact overall and which factor have the least impact overall and why.

Factors which may have affected Beyonce's overall development

Physical factors:

Genetic inheritance- being good at singing may have been inherited in her genes

Diet- a healthy well balanced diet to keep her in shape for her dancing hobby, positive self image

Healthy lifestyle- having an active lifestyle will impact on overall health, appearance and self image

Social and cultural factors:

Community involvement- helping out within the community and using her fame to do good things and promote awareness for charities will help boost self esteem and give Beyonce a feeling of belonging.

Relationships and isolation:

Personal relationships- Beyonce has a good relationship with her husband, this will help her feel content, supported and boost her self-esteem.

Role model- Beyonce is generally seen as a good role model to others, she is said to be influenced by people such as Tina Turner and Stevie Wonder who inspired her to become a singer.

Economic factors:

Wealth and material possessions- Beyonce came from a wealthy family and made a lot of money from her singing and acting career this wealth opens up opportunities for a wide range of leisure activities and means Beyonce is more likely to stay healthy.