

HEALTH AND SOCIAL CARE

UNIT 1: HUMAN LIFESPAN DEVELOPMENT

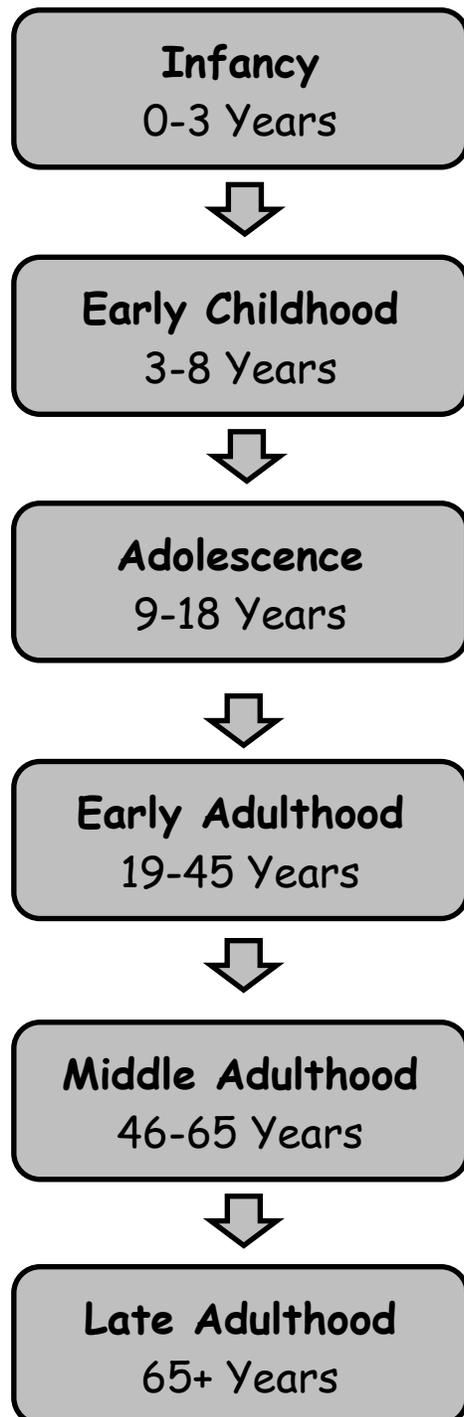
EXAM UNIT

EXAM DATE:

STUDENT NAME:



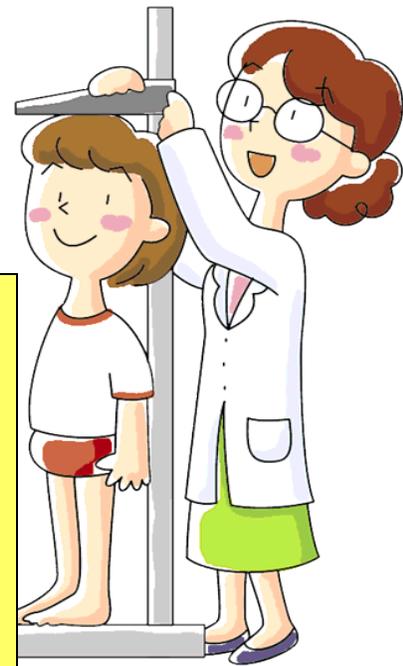
During their life course people can pass through six different life stages. Some people die in infancy and others can live until they are over 100. Many more people now live into their eighties and nineties as a result of better diet and hygiene and medical advancements.



You will need to learn the names and ages of each life stage. Be prepared to be tested on them at any time!

The ages attached to each life stage are really only a rough guide to human growth and development. Each individual grows and develops in unique ways. Some girls, for example, can start adolescence at nine or ten, whereas others may not experience some of the physical changes until they are 14 or 15. Also, some people in later adulthood can be physically fitter than people who are much younger.

Growth & Development



Growth is a change in physical size and weight and is easy to measure. *Growth is the key changes to physical size, the skeleton, muscles and the brain.*

Growth can be determined in a number of ways:

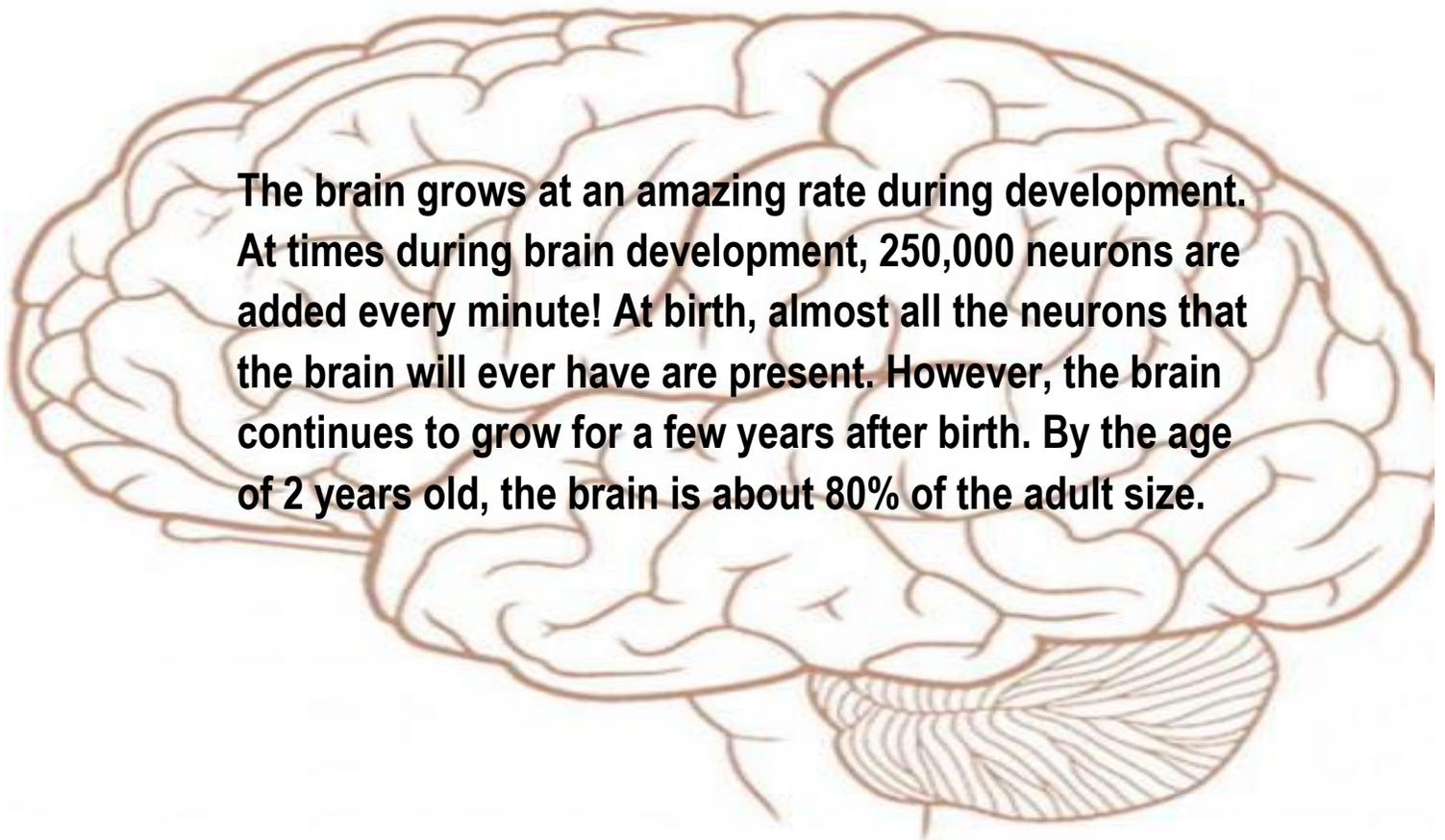
State 3 ways that we can measure changes in growth:

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The brain grows at an amazing rate during development. At times during brain development, 250,000 neurons are added every minute! At birth, almost all the neurons that the brain will ever have are present. However, the brain continues to grow for a few years after birth. By the age of 2 years old, the brain is about 80% of the adult size.





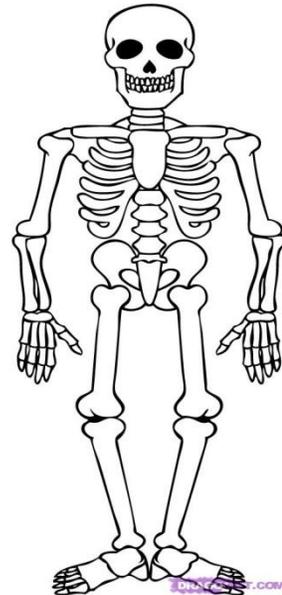
Growth of the skeleton and muscles

When you were a baby, you had tiny hands, tiny feet, and tiny everything! Slowly, as you grew older, everything

became a bit bigger, including your bones.

A baby's body has about 300 bones at birth. These eventually fuse (grow together) to form the 206 bones that adults have. Some of a baby's bones are made entirely of a special material called **cartilage**.

Other bones in a baby are partly made of cartilage. This cartilage is soft and flexible. During childhood, as you are growing, the cartilage grows and is slowly replaced by bone, with help from calcium.



Large muscles develop before small muscles. Muscles in the body's core, legs and arms develop before those in the fingers and hands. Children learn how to perform gross (or large) motor skills such as walking before they learn to perform fine (or small) motor skills such as drawing.

The centre of the body develops before the outer regions. Muscles located at the core of the body become stronger and develop sooner than those in the feet and hands. Development goes from the top down, from the head to the toes. This is why babies learn to hold their heads up before they learn how to crawl.



Development is different as it involves acquiring/learning new skills and capabilities. *Development is the increasing acquisition of skills and knowledge gained a person.* Being able to count, write and handle our own feelings and emotions are all important parts of human development.

Development should be viewed holistically, as children acquire skills at varying/different rates in different areas of development. For example, a toddler may learn to walk quite quickly but may take a little longer to develop their first words.

An holistic approach to child development and well-being considers the whole child and all of the different part that work together as a child grows up. Rather than focussing on only a child's physical or mental development, an holistic approach recognises that children are made up of interconnected parts: mental, physical, social, emotional and spiritual. Changes in any one part have an impact on all of the others. For example, when we consider how well a child develops speech this could be due to physical aspects, such as hearing, and social aspects, such as interacting with people and copying words.



Make sure you learn these definitions. I might test you at any time!

Describe the difference between growth and development

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Developmental Norms & Milestones

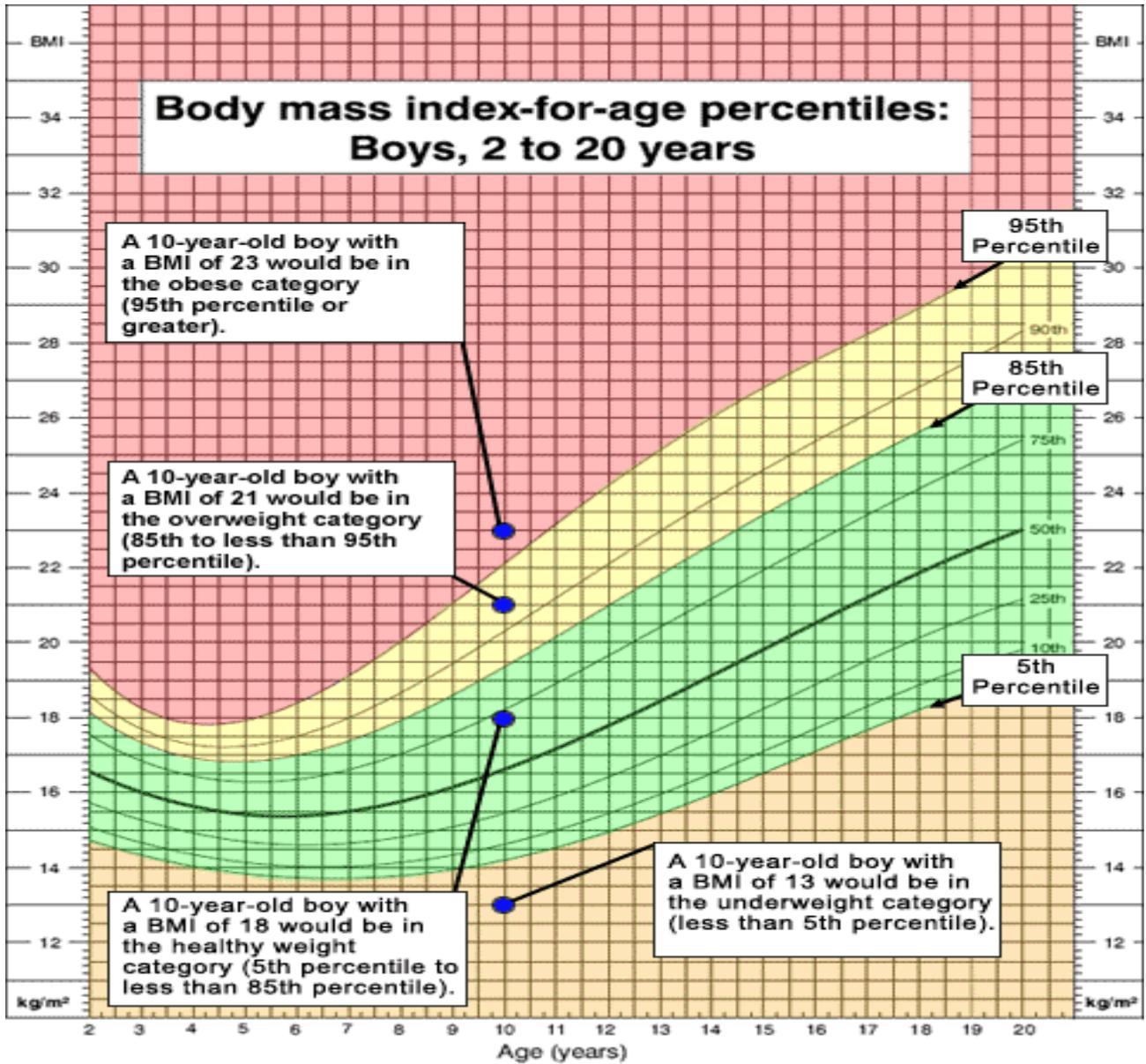
Developmental norms and milestones are the ages and stages that we can expect a child to reach a certain point in growth and development. Developmental norms are an average set of expectations in a child's development and we use these to check that a child is developing at a normal rate.

We can use milestones to see if children have developed different skills by the time we expect them to, for example learning how to sit up and learning to say their first words.

Professionals work out and determine developmental norms and milestones by looking at the data (e.g. height, weight, records) of thousands of children and considering what is the average or 'typical' development.

Norms and milestones are used to help us understand the patterns of development in children. We can then use this information to assess the developmental needs of children.

Look at the graph and table on the next 2 pages and answer the questions for each.



If 7-year-old Nataniel had a BMI of 20, what might we say about his development? (HINT: Plot his BMI on the chart first)

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Martha has taken her daughter *Genevieve*, who is 13 months old, to the health centre to have her weighed and measured. While she is there she notices that other children the same age as *Genevieve* are walking around quite confidently and is worried because her daughter is only able to walk around holding on to furniture and people's hands. Martha speaks to the health visitor about her concerns. What advice might you give Martha about *Genevieve's* development?

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Age range	Motor Development	Language and social development
Birth	When prone turns head to one side to avoid suffocation	Cries
3-6 Months	Good head control	Can follow an object with eyes, plays with hands
6-9Months	Can sit unsupported	Grasps actively, makes loud noises
9-12Months	Able to stand	Understands a few words, tries to use them
9-18Months	Able to walk	Grasps small objects with thumb and index finger
15-30Months	Able to run around as much as he/she wants	Can say several words or even some sentences
3 Years	Plays actively, is able to jump and climb	Starts talking a lot, is curious and asks many questions

Self-image and self-esteem

Who we are and how we see ourselves are influenced by the people in our lives, the things that happen to us, and how we respond to these events.

Self-image

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

A person's positive or negative self-image is influenced by things such as:

- Personal appearance
- The media – television and magazine images of what is attractive
- Comparison with other people
- The comments of other people

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 yourself.

High self-esteem leads to confidence and is useful in work and in maintaining personal relationships. People with low self-esteem may believe they are worthless and no one will like them. Self-esteem can change on a daily basis and can be affected by:

- The attitudes of parents, carers and families
- Success or lack of it at school or work
- The comments of friends

Activity

Be a good friend...

On the next page there is a case study about a woman called Kate. Read the case study and answer the following questions:

1) Describe Kate's self-image

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2) Describe Kate's self-esteem

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3) If you were Kate's friend, what could you say to try and raise her self-image and self-esteem?

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Kate's Story

Kate is 21 years of age and has struggled with her weight all her life. She remembers back in primary school how the kids used to call her "fatty" and would not want to play with her. The taunting continued throughout secondary school however it was more subtle. Kate found it difficult to make friends and often found herself excluded from social events.

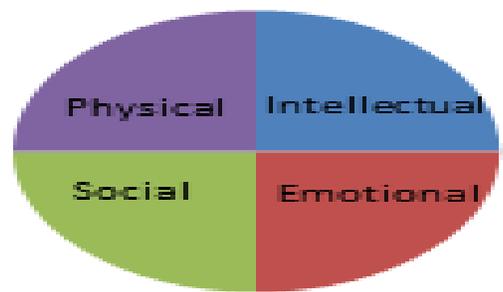
Although Kate's mother is very supportive, the put downs continued at home. Kate's father would say things like "why don't you go on a diet" or "what are you eating that for it's only going to make you fatter". Her elder brother was embarrassed to be seen with her and to make things worse, he was quite athletic.

A few months back, things were starting to turn around for Kate. She began a relationship with a man (Mark), started exercising and lost about 10 kilograms. Slowly she started feeling better about herself, however the relationship didn't last and consequently Kate's self-esteem is now at its lowest. She blames herself for the break-up and believes that her boyfriend ended the relationship because she's fat. However, when questioned further about this Kate could not recall a time when Mark had ever criticised her appearance, in fact he seemed to be very supportive.

EXTENSION ACTIVITY

Write your own case study of someone who may have either a positive or negative self-image or self-esteem. Swap your case study with a partner and compare what factors have affected their self-image and self-esteem in your case studies.

PIES



When we study human growth and development in each of the life stages, we split the different aspects up into four groups: physical, intellectual, emotional and social (**PIES**).

Development can be broken down into the following areas:

Physical change happens to the human body throughout each of the life stages. When we are young our physical skills improve and develop; however, as we age physical growth might be negative. For example, some older people may lose their hearing and not see as well as when they were younger.

In young children physical development can be divided into gross and fine motor physical development:

- **gross motor physical development:** this is the large movement of limbs, e.g. developing locomotion, balance and coordination. What movements might a child do as part of their gross motor physical development?

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- **fine motor physical development:** this is fine manipulative movement of fingers developing hand-eye coordination, e.g. thread laces, drawing

Intellectual Development



Intellectual development involves changes in the brain and acquisition of thinking and reasoning skills (learning). From birth, our memory develops and improves and we can start to solve problems and make sense of the world we live in.

Intellectual development is also known as

cognitive development.

In young children cognitive development is the way children develop thought processes, perception, memory, imagination and problem solving, and are able to increase their knowledge and understanding of their environment.

Provide an example of a skill that a child may be able to master once they have improved their problem solving skills:

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Children also develop communication and language. Communication and language development is the way children communicate and develop speech, including reading and writing.

Where might we learn to talk?

Where might we learn to read and write?

Emotional Development

Understanding and managing our feelings is an important part of emotional development. As people pass through adolescence and adulthood, most people become better at handling their feelings.

In young children emotional and behavioural development is how children develop feelings and express their emotions through behaviour, and the development of self-concept and self-esteem.

What type of emotion might a young child express through their behaviour and how?

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Social Development

Social development includes the ability to interact with others in society and build relationships. Human beings are social animals and as such need to be able to build relationships with others.

In childhood social development is how children develop friendships with peers, cooperate with others and become aware of role models.

Who might a child's role models include?

We are now going to explore the key characteristics of human growth and development across the life stages.

Infancy (0-2)

From being born weighing just a few kilos to reaching the age of two, an infant grows and develops in many ways. In fact, infancy is the time when growth and development are at their most rapid (quick).



PHYSICAL DEVELOPMENT

The physical changes that happen in infancy can be split into gross motor skill and fine motor skill development. Gross motor skills mean that the infant can start to control the larger muscles of the body; fine motor skills mean that it can control the smaller muscles. Example of each would be starting to walk and holding a spoon. These skills improve and develop greatly in early childhood.

Birth to 12 months

Newborns are born with uncontrolled reflexes such as sucking, rooting, stepping and grasping. These reflexes are automatic.

HOMWORK

For homework, carry out some research on the different reflexes and complete the table on the next page to describe each of the reflexes.

A newborn baby is born with the following automatic reflexes:

<i>Rooting Reflex</i>	
<i>Sucking Reflex</i>	
<i>Stepping Reflex</i>	
<i>Grasping Reflex</i>	

Suggest activities to support each type of **gross motor development** in the table below and any resources you might need.

At three months, they are able to lift up their head and chest	
At 12 months, they can stand, walk with support.	

Suggest activities to support each type of **fine motor development** in the table below and any resources you might need.



<p>In the first three months of life, newborns' fine motor skills develop as they learn to grasp and hold things in their hands for short periods.</p>	
<p>Between six months and 12 months, children's coordination and control of hand movements develops, e.g. can use a pincer grasp (index finger and thumb), can deliberately release objects by dropping them, can point.</p>	

12 months to 3 years

Young children's gross and fine motor skills develop at a rapid pace between 12 months and three years as they gain control and mastery of their actions.



GROSS MOTOR DEVELOPMENT: Young children become more stable and are able to walk unaided, climb, run, use sit and ride toys and walk upstairs.

Fine motor development

Young children's fine motor skills develop as they start to use more controlled intentional actions, e.g. hold and use crayons, draw circles and feed self with spoon.

Make a list of activities you could do with young children to help them develop their fine motor skills. How many can you come up with?

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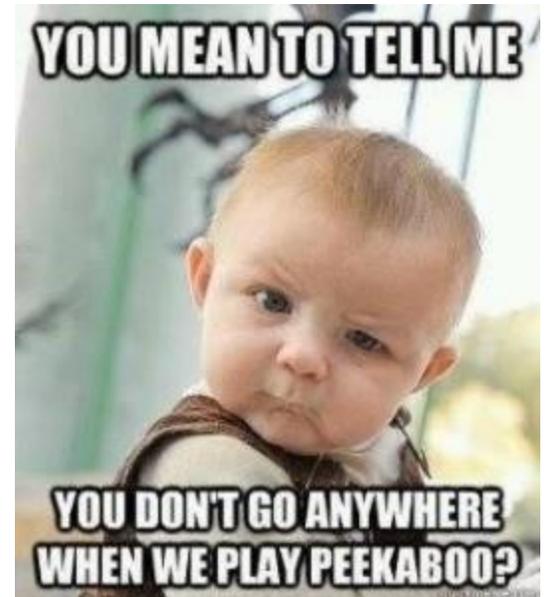
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INTELLECTUAL DEVELOPMENT

Intellectual development is about thinking and the way the mind works. At birth babies respond to the world through their senses and communicate mainly through sound. During infancy a baby experiences the world through its senses and can only see the world from their viewpoint. This is known as being egocentric.



From birth to 12 months, the child becomes aware of the world around them and develops knowledge and understanding of how to interact with their environment, e.g. learns by trial and error, understands that objects out of sight still exist.

Watch the video of a little girl learning that objects still exist even when she can't see them.

<http://www.youtube.com/watch?v=pCwiYCCQr3xs>

Between 12 months and three years, the young child develops an increasing awareness of their world and starts to explore the environment with purpose. They start to become aware of themselves, e.g. recognise themselves in a mirror and can complete simple puzzles.

What games could you play with an infant to encourage their intellectual development?

Words do not usually form part of communication until around the age of one year. Before learning to use words, infants babble a lot to express their feelings. Smiles and noises become the main way of communicating with carers. If infants are hungry they cry. By 18 months most infants will know about six words and by two years most will be able to put two to three words together into a simple sentence. Language development is a major intellectual change during infancy.

Communication and language development

Come up with one activity to encourage each stage of communication and language development in the table below.

<p>In the first 12 months of life, babies develop their communication and language skills, e.g. turning their head to familiar voices, making babbling sounds, vocalising simple words, understanding simple instructions.</p>	
<p>By two years, a child has a vocabulary of up to 50 words and enjoys looking at books.</p>	
<p>By three years, their vocabulary has increased to around 200 words and they are starting to use simple sentences and ask questions.</p>	

EMOTIONAL DEVELOPMENT

During the first two years of life infants bond with those who care for them. Up to about six months babies do not mind who holds them, though they may not like being put down. Between 7 and 12 months infants form a strong bond with their main carers and will be wary/afraid of strangers and often cry if held by others. From about 12 months infants are able to start to form bonds with other people. This is known as the attachment process. It is important that infants receive love and affection during the attachment process as this influences emotional development throughout future life stages.



BOND: to form an attachment with a parent/carer

From birth to 12 months, babies develop relationships with others and form specific attachments to primary carers such as parents, carers, early years professionals.

How might a child react and behave the first time they are away from their primary carer?

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EXTENSION ACTIVITY: Carry out some research on John Bowlby's attachment theory and explain it to another student. How could not making an attachment to a main carer affect an individual's emotional development?

SOCIAL DEVELOPMENT



Early relationship development in infancy is based on interaction with others and this shapes social development. These relationships also act as a model for future relationships. The main relationships in infancy are those with parents, carers and brothers and sisters (siblings).

A great deal of social learning comes through play. In early infancy children play alone but as they grow older they begin to first play alongside others (parallel play), and eventually with others (cooperative play), and start to learn the concept of sharing.

What activities could you do with children to encourage the following types of social development? Complete the table with your answers.

Between 18 months and two years, children essentially play on their own, and are emotionally dependent upon their primary carers.	
Between two years and three years, children start to engage with other children and respond well to adult attention, they start to share and take turns.	

Early Childhood (3-8)

Early childhood is an exciting time for growth and development as infants become more independent from their carers and begin to make more sense of the world and their place in it. Children love to learn and develop new skills at this age.

PHYSICAL DEVELOPMENT

The development of gross and fine motor skills improves greatly during childhood. From only being able to do a limited range of activities with support in early infancy, by the age of eight most children can do many activities independently. At five, children can walk upstairs unaided and hold a crayon or pencil to draw and write. By eight, children can usually throw and catch a ball quite well and will have a good sense of balance.

ACTIVITY

On the next page there is a table outlining gross and fine motor development in children.

For each type of development, come up with an activity that will encourage their gross and fine motor development and list the resources you would need to carry out the activity.

Three to five years

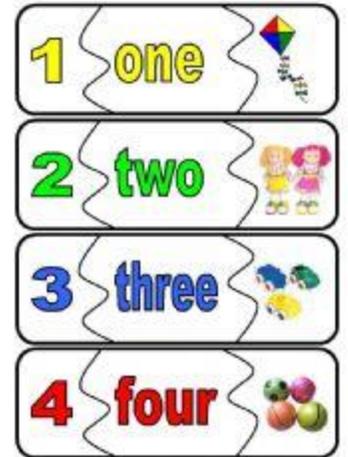
Gross	Children continue to gain increasing control over their movements, e.g. can hop on one foot, walk in a line, skip with a rope and throw and catch a large ball.		
Fine	Children become more able to use scissors, cut out simple shapes, draw, form letters and write own name.		

Five to eight years

Gross	Children's coordination becomes more proficient as they are able to use more sophisticated techniques to control movements. Their ball skills improve and they take on a range of activities, e.g. swimming, football,		
Fine	Children are able to tackle more intricate tasks, e.g. tie and untie shoelaces, cut out shapes, thread beads, etc		

INTELLECTUAL DEVELOPMENT

By the end of early childhood children have progressed greatly in their intellectual development. In infancy, the world is experienced through senses alone. In childhood this changes as children have the ability to think about things that happen to them. However, they still tend to be egocentric, seeing the world from only their viewpoint.



Between three and five years, children begin to understand simple concepts, e.g. conservation of weight, volume, mass, can count accurately up to ten, can understand the need for rules.

Conservation of volume and mass

Conservation of volume and mass is when we learn that things might still be the same amount even if the shape changes.



For example, even though the top line on the right is longer, we learn that they have the same amount of counters.

Watch this video and decide which child has learnt conservation of liquid (volume).

<http://www.youtube.com/watch?v=YtLEWVu815o>

Between five and eight years, children develop the ability to understand more complex concepts as they actively explore their environments, e.g. become more proficient at reasoning with others, can 'conserve' quantities and numbers, complete simple mathematical tasks.



What games could you play with children that would develop their ability to complete simple mathematical tasks? What resources might you need to help you do this?

Plan an activity below and make a list of the resources you would need:

Outline of activity
Resources I would need



Communication and language development

Most children are able to speak in full sentences and have quite a good vocabulary. Children also start school during this stage of their life, and this helps with development of language and understanding of numbers.

- Between three and five years children's speech becomes easier to understand, e.g. still make errors in using words, vocabulary increases, able to use complex sentences with words such as 'because'.
- Between five and eight years, children start to use language to explain and discuss ideas with others, e.g. enjoy simple jokes and riddles, use more complex sentence structures, begin to ask questions, are able to master the basics of reading and writing.

How can we encourage language development in children?

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What factors could delay language development?

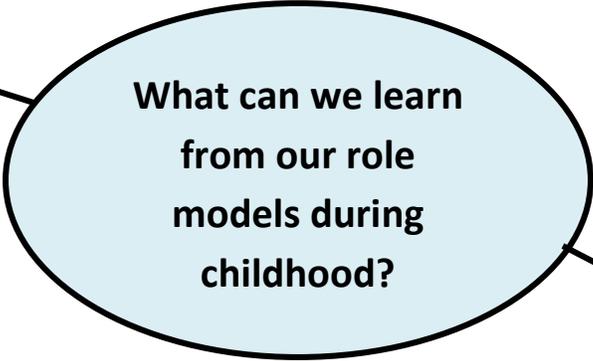
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Children learn how to act and behave in particular situations by watching others and asking questions. For example, children have to be taught how to behave and eat at the dining table. As children see how their carers respond in particular situations, they begin to copy this behaviour. This is why it is important that children have positive role models in their lives.

Work in pairs to complete the thought storm below.

**How to choose clothes
that are appropriate
for the weather**



**What can we learn
from our role
models during
childhood?**

Manners

EMOTIONAL DEVELOPMENT

Between the ages of three and eight children will begin to learn how to handle their feelings. They learn how to share and cooperate with other people. Children can tell others when they feel happy or sad and begin to explain their feelings. It is also during this period that other children begin to learn and develop their own self-concept, which will be further developed throughout life.

Between five and eight years, children have more understanding of themselves and their place in the world, e.g. become more aware of their own feelings and the feelings of others, develop strong friendships, usually choosing the same gender.

How can we develop positive emotional development in childhood?

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What factors could cause a child to have negative feelings?

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How could we encourage children to understand the feelings of others?

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SOCIAL DEVELOPMENT



Between three and eight years of age children begin to widen their social group and form friendships with others. In the early part of this life stage children often have temper tantrums if they cannot have their own way. Gradually they begin to realise that they have to cooperate with others. By the age of eight, children will usually have a number of friends and often have what they call a 'best friend'.

Between three and five years, children develop a wider network of social relationships. They are more able to play cooperatively with others and show preferences for friendships.

Type of play	Age	Description of play
Solitary play	0-2 years	Children play alone using their imagination and do not interact with other children.
Parallel play	2-3 years	Children play alongside other children, but not together. Toys are not shared cooperatively.
Social or Cooperative play	3-8 years	Children lay together, sharing their toys. By the age of eight they will engage in quite complex games, often requiring the use of imagination and rules.

How could one area of development affect other areas of development?

Staying in hospital for a long time can affect all aspects of development in children.

Read the case study below and then answer the questions on the next page.

Imogen is 6 years old and has been in hospital for a month because she has a condition called juvenile dermatomyositis, which is a rare skin condition (der·ma·to·my·o·si·tis).

"My condition makes me very tired and my legs and neck really hurt, I get bad aches and pains. When I come to hospital I chat with the doctors about how I'm feeling and they do lots of tests and x-rays to help me get better.

"I did a lot of physio at the hospital, we did loads of exercises and my favourite was one called animal prints, it's where you lie on your tummy and raise your legs. I have to take a lot of medicine now but my mum sorts it out for me.

"The best thing about staying in the hospital is definitely the people, everybody is so nice. The school room is cool too. I used to go to the playroom on the ward which was good; Penguin Ward has a Wii and just the right amount of games. We had cooking lessons at the school which was cool. A chef came in and taught us how to make sushi.

How could staying in hospital for a long time affect Imogen's social development in a positive and negative way? Use examples in your answer.

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How could staying in hospital for a long time affect Imogen's intellectual development in a positive and negative way? Use examples in your answer.

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How could applying effective and ineffective milestones affect children's development?

Earlier in the booklet we looked at developmental milestones. Can you remember what these are and why we use them?

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Write a scenario where a parent or carer has expectations of developmental milestones that are too high for their child aged between 5 and 6. Consider how this could affect the child's self-esteem and confidence. (continue on the next page)

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In the UK babies have hearing tests within the first few weeks after they are born.

Why do you think this is important and what might be the effect of not having these tests?

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Carry out an internet search on 'Your baby's routine checks and vaccinations' and find the NHS website.

What routine checks will a health visitor carry out and when?

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Adolescence (9-18)

Adolescence is a stage of great physical, intellectual, emotional and social change. Children entering adolescence pass through puberty and become adults. One of the key physical features of puberty is the reaching of sexual maturity. People enter adolescence at different ages, with girls on average entering adolescence slightly earlier than boys. But everyone is different and the normal age range for entering puberty is quite wide. For example, although on average most girls start menstruation between the ages of 12 and 13, the normal range is anywhere from eight to 16.

PHYSICAL DEVELOPMENT

In adolescence there is a rapid process of physical change caused by hormonal change. The physical changes in girls are caused by oestrogen, and those in boys are caused by testosterone.

When we go through puberty we experience changes to our primary and secondary sexual characteristics.

On the next page there is a table of the changes to primary and secondary sexual characteristics. Use the table to help you complete the venn diagram for the similarities and difference of puberty in males and females.

Primary and secondary sexual characteristics

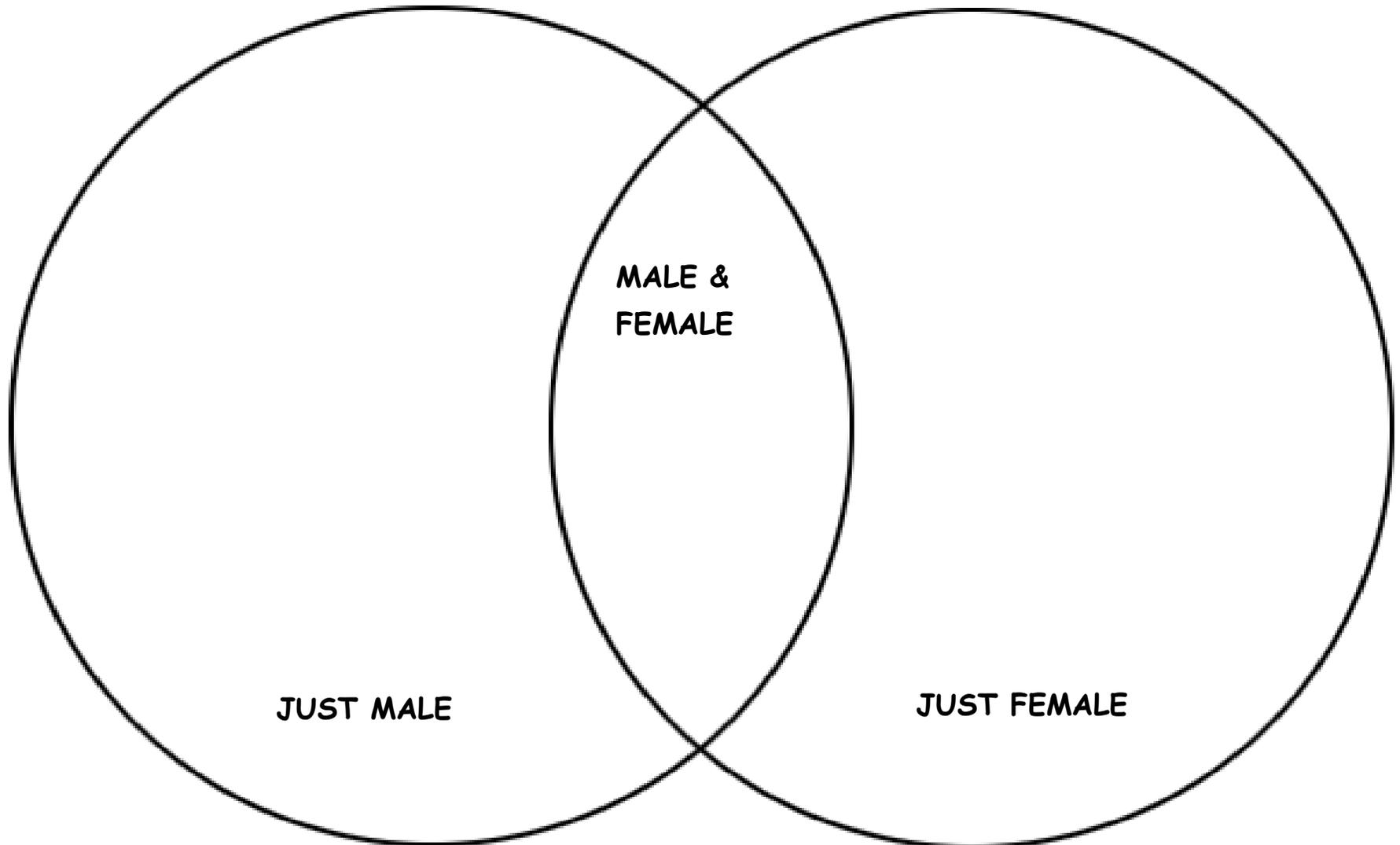
PRIMARY sexual characteristics are present from birth

SECONDARY sexual characteristics appear during puberty

Male sexual characteristics	Female sexual characteristics
PRIMARY <ul style="list-style-type: none">• Penis enlarges• Prostate gland produces secretions• Testes enlarge and produce sperm	PRIMARY <ul style="list-style-type: none">• Uterus and vagina grow• Ovulation and menstrual period begins
SECONDARY <ul style="list-style-type: none">• Growth of facial hair• Growth of armpit/pubic hair• Increased muscle and strength• Growth spurt• Voice box (larynx) grows so the voice deepens (breaks)	SECONDARY <ul style="list-style-type: none">• Enlargement of breasts• Growth of armpit/pubic hair• Increased fat layers under the skin• Growth spurt

Now complete the venn diagram on the next page using the information from the table.

**Similarities and differences in the physical changes
associated with puberty**





$$(X+1)(Y-2)$$

INTELLECTUAL DEVELOPMENT

One of the biggest intellectual changes that happens in adolescence is the development of **abstract thinking**. This is the ability to think using concepts and ideas rather than through objects and doing tasks. A seven year old child may be able to calculate how long it takes to travel to a destination by train by pushing the fingers of a clock around its face, whereas teenagers can usually do this calculation in their heads.

Adolescents also begin to think in a more logical way to solve problems and can empathise - see things from other people's perspective and realise that the world is not centred totally around them. This period is also a time when teenagers develop their own set of morals and ideas about what is right and wrong.

What kinds of morals do you have?

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EMOTIONAL DEVELOPMENT

The large hormonal changes in the body mean that adolescence can be a difficult time for teenagers. Mood swings, frustrations, insecurities and confusions are all common and most teenagers experience them. It is at this time that young people begin to form their own personality and identity.

Feelings of physical attraction towards others also begin to develop during adolescence. Young people start to explore their own sexuality. It is during adolescence that many young people have their first close and intimate relationship with another person. Relationships are formed and sometimes maintained for quite long periods of time. However, many are short-lived and the teenager has to handle a whole new range of feelings and emotions to do with loss and grief.

How does having close friends benefit emotional development during adolescence?

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What other factors could affect emotional development?

SOCIAL DEVELOPMENT

Social development in teenagers is closely linked to emotional development. It is during adolescence that young people tend to socialise more and have more independence and freedom. Young people are also greatly influenced by the views, opinions and behaviour of their close friends. This is known as **peer group** pressure.

Peer group pressure is a challenge for all teenagers and their families. It often causes conflict as the views of teenagers may be very different from the views of their parents. The close relationship formed in adolescence may well last well into adulthood and many people maintain these relationships throughout their whole life.

In what ways do teenagers become more independent?

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In what ways can teenagers be influenced by their peers?

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What sort of topics might we have conflict over with our parents? Discuss with the person sitting next to you.

Early Adulthood (19-45)

Early adulthood is a time when people reach their physical peak and become mature. Common features of this period include starting work, meeting a partner, settling down and starting a family. It is an exciting time for most people as they grow and develop in different ways.



PHYSICAL DEVELOPMENT

Most people reach their physical peak in the first part of early adulthood. This is when they are physically at their strongest.

Towards the end of this life stage physical capabilities start to diminish and fertility levels also begin to fall. Some women will go through the menopause in early adulthood and the live sperm count of men also begins to fall. As people's metabolic rates slow down they also begin to burn fewer calories and as a result some people will put on weight. However, gaining weight can be countered through a careful diet and regular exercise. People who exercise regularly and take care of their diet often look much younger than their biological age.

Menopause – the natural and permanent stopping of menstruation (periods), occurring usually between the ages of 45 and 55.

INTELLECTUAL DEVELOPMENT



Nearly all people have the capability for intellectual development throughout adulthood. Many people who did not focus fully on learning at school often decide to carry on their education in their twenties or thirties. Many people develop in their careers and need to gain new skills and better qualifications to improve their career prospects. 'Lifelong learning' is now accepted as being important for all people and intellectual capability is often improved in early adulthood,

Apart from attending courses, how else could people in adulthood develop intellectually?

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Greg works part time as a teaching assistant at his local primary school. How will this affect his intellectual development?

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EMOTIONAL DEVELOPMENT

Early adulthood is the time that many people develop close and intimate relationships with others. Some people cohabit (live together) and some choose to marry. Intimate relationships create feelings of security and allow people to give and receive love. Some people may choose to live alone and others live alone as a result of a relationship breakdown.

Early adulthood is also the time when most people choose to start a family. Having children often gives people a sense of direction in life and they enjoy forming close emotional bonds with their children. Time spent with children also gives parents a lot of pleasure as they watch their children take their first steps and speak their first words. But parenthood comes with responsibilities and not all couples choose to have children.

SOCIAL DEVELOPMENT

During the early years of young adulthood, people are generally free to have a very active social life, making new friends and building new relationships. As people move through early adulthood they usually gain more responsibilities. By 45, for example, many people will be married, and have children, a responsible job and a mortgage to pay.

Balancing work life, family life and a social life can be very difficult for people as their responsibilities increase.

Something to discuss (think about positives and negatives)

John and Mike have been together for four years and have recently married. They want to start a family and Mike's friend from college has agreed to be a surrogate mother.

How might starting a family affect John and Mike's social life?

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How might John and Mike's relationship be affected by having a family?

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Do you think John and Mike's life as parents would be any different from a heterosexual couple starting a family?

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Use the template below to think about the positive and negative aspects of early adulthood. You will need to look back over the information in the early adulthood section to help you.

Positive aspects of early adulthood	Negative aspects of early adulthood

HINT: Whenever you are asked to evaluate a topic it is a good idea to write down positive and negatives first to start you off with some ideas.

Middle Adulthood (46-65)

Middle adulthood is a time when many major physical and emotional changes take place in people's lives. As they 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 some people having a mid-life crisis.

Mid-life crisis - a dramatic period of self-doubt caused by the passing of youth and the move into later adulthood.

PHYSICAL DEVELOPMENT

As people move through middle adulthood the ageing process begins to take effect in the human body. Physical capabilities start to decline and muscle tone isn't as good as it was. People often feel they have lower energy levels than in early adulthood, and sight and hearing may begin to decline. As the skin begins to lose its elasticity wrinkles often become more noticeable. Hair becomes greyer and some men lose more of their hair and may become bald.



It is during this life stage that most women go through the menopause (usually between 45 and 55). Women produce less oestrogen and the menstrual cycle eventually stops for most women by the end of this life stage. Men also produce less testosterone and live sperm production decreases.

INTELLECTUAL DEVELOPMENT

Intellectual development continues throughout middle adulthood and many people choose to return to education to study. This sometimes happens by choice as some people want a new direction in life, but for others it may be sparked by the need to get new qualifications. Most people will have a variety of jobs throughout their working lives and therefore need retraining.

As we age, our memories might not be as quick as they once were, but older people have a lot of life experience.

Ellie has spent much of her life caring for her young children since starting a family when she was in her early thirties. Her eldest daughter has just started university and her two twin boys are in year 8 in secondary school. Ellie has applied for a job as a receptionist at her local council and has been successful. The local council have said that Ellie will need to attend an office skills course so that she can learn how to manage the computer systems at work.

How will attending the course affect Ellie's development?

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EMOTIONAL DEVELOPMENT

During middle adulthood hormone changes take place in the body which can be linked to changing feelings and emotions.

This leads many people to review their lives at this stage. Some try to recapture their youth through behaving in ways similar to those in early adulthood. They may dress younger than their years and start going out more. They may wish to try things they have never done before. This sort of behaviour has led to the use of the phrase 'mid-life crisis'.

These sorts of feelings are quite normal and may last for a number of years until people come to terms with who they are.

HOMEWORK

For homework, carry out some research on the term 'empty nest syndrome' and consider how this affects the emotional development of an individual in middle adulthood.

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SOCIAL DEVELOPMENT

As children may have left the family home and become independent, middle-ages people often tend to have more time on their hands and have more money to spend than ever before. This provides an opportunity for some people to extend their social lives.

Middle-aged people may start to build new relationships, travel more and just have more quality time to spend with the family. However, in more difficult financial times, with high unemployment and limited job opportunities, many middle-aged people may find themselves out of work or having to support their adult children financially and help with child support for grandchildren.

What are the positive and negative aspects of social and emotional development during middle adulthood?

Positive	Negative

HOMEWORK

Complete these questions on a separate sheet for homework.

The homework is due.....

Jozef (59) and Kamilla (55) have been married for 30 years. Their youngest child Beata (21) left home last year and lives nearby with her boyfriend and their baby.

- 1) Identify 3 features that indicate that people are ageing (3 marks)
- 2) Explain what is meant by the term 'mid-life crisis' (4 marks)
- 3) Explain why middle adulthood may be a time of opportunity for Jozef and Kamilla (4 marks)
- 4) In what ways are the social lives of Jozef and Kamilla different from Beata's social life? (6 marks)

Remember that explain questions are looking for an in-depth answer and your answers should be written in full sentences. You can use your class notes to help you and you will need to check that your work is clearly written and makes sense.

Later Adulthood (65+)

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



In fact, more people are now choosing to work until they are 70 and some even beyond this age. 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 very clear to see. The skin is thinner, joints are stiffer, muscles weaker and bones often more brittle. Older people are frequently less mobile than younger people and some begin to stoop and lose height. Physical development in this life stage can involve the loss of skills and physical capacities.



Although these changes may seem negative, people in later adulthood can still be very active. Many older people take regular exercise as they have more time than when they were working. Older people appreciate the benefits of regular exercise and keeping supple.

What types of exercise might you recommend to an individual during older adulthood?

Dementia - an illness that affects the brain and memory, and makes you gradually lose the ability to think and behave normally.

INTELLECTUAL DEVELOPMENT

Although speed of thinking and short-term memory might decline in later adulthood, it is thought that intelligence does not change with age. Many older people are keen to learn new things, develop their knowledge and keep their minds active. As older people have more leisure time they may take up new interests, such as learning a different language, gaining new experiences through travel and learning new skills.

Some older people may experience dementia as they age and it is more common now as more people live longer on average.

Make a list of activities that people in older adulthood might enjoy doing to help promote their intellectual development.

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EMOTIONAL DEVELOPMENT

Later adulthood offers the opportunity to spend more quality time with family and friends. Older people often enjoy seeing their children and grandchildren and spending time with them. Instead of rushing and fitting people in around work commitments, retired people can take things at a steadier pace. More time can be spent with people and closer friendships and relationships developed. This often leads to feelings of contentment and happiness.

However, later adulthood can also be a challenge for many people. It is during this stage that people often lose their life partner and friends as they die. Some of these relationships will have existed throughout the person's whole life. This can be distressing and hard to cope with. The support of family, other friends and neighbours can be really important at this stage to make sure the person does not feel isolated and lonely.

How could losing a life partner affects an individual's emotional development?

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SOCIAL DEVELOPMENT

Later adulthood is often split into two parts. The first stage is 65 to 75 and the second stage 75 plus. During the first stage people tend to be very active and often have a busy social life. They are often 'on the go' and say they don't know how they managed to fit work in when they were younger. As people age beyond 75 they tend to slow down, but this doesn't mean they socialise any less. It just means the type of social life they have may be different.

What are the positive and negative aspects of social and emotional development during older adulthood?

Positive	Negative

The Influences on Human Growth and Development

How people grow and develop depends on the genes they inherit from their parents and the events and factors that influence them as they go.

The influence of physical factors



With the exception of identical twins, we each have a unique set of genes. Children inherit physical features from their parents. If both parents are tall, for example, there is a much greater chance that their children will also be tall.

Skills and talents can also be passed from parents to children through genes. Talented athletes and sportspeople who marry other top athletes are much more likely to have children who have the same talents as well. Some people also argue that other aspects of human nature such as intelligence, personality and sexuality are also linked to our genes.

Do you think some people are just naturally smart?

Do you think people are born gay or nurtured that way?

Research and discuss these topics.

Some people inherit adverse genetic conditions, which they live with throughout their lives. Down's syndrome is one example. As we age degenerative diseases also develop as our bodies cope with everyday life. These factors will certainly affect how a person grows and develops across the different life stages.

Carry out some research to find out what types of learning disabilities can be inherited or caused before birth. Make a list below:

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The choices we make in life regarding diet, exercise, alcohol, smoking and drug use will also affect growth and development. If, for example, a person is heavily overweight this can affect their joints as they become older, and increase the risk of diabetes and heart disease. Type 2 diabetes and high blood pressure are often caused through the type of lifestyle choices we make.

Choose and explain how another lifestyle choice can affect our growth and development.

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During the first year of life the infant will begin to play alone. This is known as **solitary play**. By the age of two most children are involved in **parallel play** alongside other children, and they later move in to **social play**, which involves playing with others. This is sometimes called cooperative play, as children learn to share, use their imagination and get involved in role play. Children love to dress up and learn about the different jobs people have in the world. At this time children are learning the important skills of how to build relationships with others and how to behave as a friend.

How would playing with other children develop the physical, intellectual, emotional and social skills in children?

Physical	
Intellectual	
Emotional	
Social	

Role Model - someone whose behaviour and/or attitudes people try to copy because they admire

Role Models

As people grow and develop they are influenced by the people they interact with in their everyday lives. These people act as role models to children and adolescents, who look up to them and often copy their behaviour patterns. Many boys, for example, look up to sports stars such as footballers or rugby players, and many girls want to be like pop stars and models. Children as young as eight will copy the behaviour shown by others.

It is important that young people have good role models in their lives who demonstrate behaviour which has a positive effect on others and society as a whole.

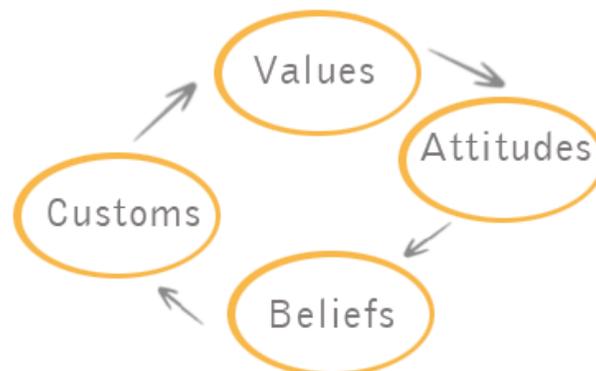
How could each of the following be a positive and negative role model? Think about behaviours children might copy.

	Positive	Negative
Celebrities		
Parents		
Teachers		

Culture

How people develop is influenced by the community they live in and the values and beliefs which their family and friends hold. Religion can influence how people choose to lead their lives, the food they eat and how they choose to dress. Some people live in communities which hold traditional values about marriage and family roles, while others may live in communities with very different beliefs and values. For example, a Muslim woman may find being examined by a male doctor or nurse traumatic because strict Muslims forbid any physical contact between males and females who are not married.

It is important that people feel accepted as part of their family and community. Being involved with others makes people feel wanted and valued. This helps people have good self-esteem and promotes growth and development. Unfortunately, some people feel socially isolated from their families and have few friends. This can have a negative impact on growth and development.



Economic factors

How people grow and develop is also influenced greatly by the work they do and how much money they earn. People whose jobs involve manual work are often more affected physically by their work than people who do non-manual jobs such as a desk job. Non-manual and professional jobs also tend to be more highly paid than manual jobs.

Being employed provides workers with an income, allowing them to buy the things they need for themselves and for their families. Work can lead to feelings of contentment and worth and raise self-esteem. Conversely, being unemployed and living on a limited income can lead to feelings of stress and anxiety and a lowering of self-esteem. Some people inherit wealth, which gives them the possibility of a lifestyle very different from that of people who have limited income.

Why is income important for growth and development?

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Read the case study and answer the following questions:

Anthony is 22 and works as a manual labourer for a local building company. He works outside all day moving heavy loads and helping the skilled trades people. He earns a minimum wage and lives at home with his parents and two younger brothers.

- 1) Explain two effects on health and wellbeing of living on a limited income. (4 marks)

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- 2) Explain two possible effects of being employed in manual work on physical health. (4 marks)

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Physical environmental factors

Where you live and work can have a major effect on your development, health and wellbeing.



City centres can be noisy and crowded with many more health risks. Crime rates tend to be higher and there is often more air and noise pollution.

Air pollution has been linked to increases in illnesses, such as asthma. Having space, warmth and a clean home environment all have positive effect on growth and development. Living in rural areas often provides families with more green space so children can play outside more and have more freedom.

Housing can often be cheaper in rural areas, but a disadvantage is that there is often less work available. Rural occupations are often low-paid.

Read the case study on the next page and complete the question. Ensure that you use examples in your answer.

Psychological factors

People have a wide range of different relationships in their lives. These can be split into three main types:

- Those with family members
- Friendships
- Personal and intimate relationships with partners

Having positive relationships with other people is really important. There are times in life when we will all need the support of our family and friends to help us deal with the problems we face.

When might we need to turn to family and friends for support?

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If a person is having difficulties with members of their family or friends this might have an effect on how they grow and develop. For example, some children grow up in care and this can sometimes have a negative effect on their self-esteem as they think they are different from other children.

As people progress through different stages in life they may experience stress from life events and this can affect all aspects of growth and development. High levels of stress at work can lead to high blood pressure and increase the risk of heart attacks and strokes.



In the early life stages the family is crucially important as infants and children depend on their parents to meet nearly all their needs. Parents give their children security and accept them as they are. This is known as **unconditional acceptance**.

As children move into adolescence they begin to be influenced more by their friends and the views and opinions they have. It is also in adolescence that many young people develop their first close and intimate relationship with other people.

Relationships are important for growth and development, and having positive relationships with others lead to the development of a good self-image and high self-esteem. Having a good network of close friends can lead to a sense of happiness and contentment. Most people also enjoy spending time with others and taking part in social activities. However, on some occasions friends can cause distress to others through their actions.

Expected and Unexpected

Life Events

Having a supportive family and friends is important for everyone.

As we pass through life we face a whole range of events that will affect aspects of our growth and development. For example, moving to a new house in a different part of the country will be a challenge for all members of a family. Children will have to make new friends and will probably miss the friends they used to see every day. Starting a new school could affect a young person's intellectual development as well. A teenager who moves to a new school part of the way through Year 10 might not be able to complete the course they were doing in their previous school, which could affect their examination results at 16 and influence them for the rest of their life.

Expected Life Events

It is important to remember that some life events are expected and predictable, and can therefore be planned for and managed. These might include:

- Starting school and leaving school
- Moving house
- Entering employment
- Retirement
- Marriage
- Living with a partner
- Parenthood



Even though these events are expected they will still affect our development.

Choose 3 of the expected life events from the list and discuss in a small group how these can affect us positively and negatively.

Create a poster highlighting your key points for each event.

You have 20 minutes to complete this task.

Unexpected life events

Unfortunately, life does not always go to plan and unexpected life events will happen. For example, if a close relative dies in a car accident this will have both short and long-term effects on other people's growth and development.

Unexpected life events might include:

- **Death of a partner, relative or friend**
- **Exclusion/dropping out of education**
- **Accident/injury**
- **Ill health**
- **Promotion**
- **Imprisonment**
- **unemployment**



Explain the difference between expected and unexpected life events.

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Managing changes

Managing the challenges and changes we face in life can be difficult. It is important to seek the help of others when it is needed. The support people can access can be split into two main types.

- Formal support
- Informal support

Most people can access a whole range of professional support to help them deal with difficult life events, such as serious illness or accidents.



Professional carers, such as doctors, nurses and counsellors are all examples of people who can provide formal support. Formal support comes from people who are trained and skilled in their work and they are paid for what they do. The specialist training formal carers have also means they have the knowledge and experience to help others handle the life events they may never have experienced before. Dealing with the death of a loved one can make some people depressed, and counsellors can be a great support in helping people deal with their grief.

Family and friends are also able to offer support to others in difficult times, helping with everyday physical tasks such as shopping, housework and washing and bathing. These people offer informal support. Informal supporters are not trained for what they do and don't get paid for their work. However, the work they do is really important. Many people in later adulthood rely on the informal support they receive from their families and friends to be able to remain independent and continue to live in their own homes.

In the UK there are thousands of people who act as informal supporters every day, working in different ways to improve the lives of others. Many of these informal supporters are under the age of 16. Spending time with family and friends who are housebound or going through a difficult time in life can be a great source of emotional and social help.

Explain the difference between formal and informal support.

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How are you doing?

Read the case study and complete the following questions:

John is 31 years of age and a care assistant in a day centre for older people. He works closely with Betty and Ray, who are both 83 years of age.

Betty and Ray both have problems with walking and mobility. They find completing everyday tasks quite difficult. They have two children and a number of close friends who live very near their home.

- 1) Identify the current life stages of John and Betty'. (2 Marks)

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- 2) Give two examples of physical changes which occur in middle adulthood. (2 Marks)

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3) Explain how two different types of informal support could help Betty and Ray with their everyday living. (4 marks)

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4) Assess the possible impact attending the day centre may have for Betty and Ray's development. (8 marks)

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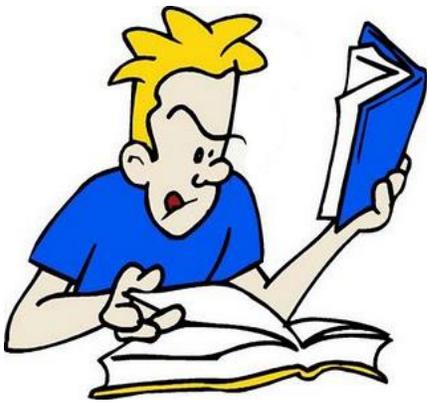
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TIME TO REVISE

In order to be as successful as possible in your exam you will need to revise the information in this booklet. Complete the following tasks to help you revise as homework and bring them to class.

The deadline to complete the revision tasks is:

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TASK ONE

Produce a glossary of key terms and definitions. You will need to read through this booklet to find them. There is a section at the back of your booklet to write them in. Compare your list with a friend to check you haven't missed any. You will need to make sure your definitions are accurate and revise these for the exam.

There is a template on the next page for you to complete your glossary in.

Glossary

Key Term	Definition

Key Term	Definition

TASK TWO

Read through your booklet and write 7 questions to ask another person in your class. Make your questions as difficult as possible and make sure you know the answers.

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Q2)

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Q3)

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Q4)

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Q5)

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Q6)

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Q7)

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TASK THREE

Create a poster describing the key physical, intellectual, emotional and social characteristics of each life stage. Your poster should include **ALL** of the life stages and main characteristics.

TASK FOUR

Create a mind map on how growth and development can be influenced by different factors. Remember to read through the notes in this booklet to help you. Make your mind map as colourful and detailed as you can.

TASK FIVE

Create a revision timetable to help you prepare for your exam. Think about the best time for you to go through your notes and feedback from your teacher. You would have probably completed some practice tests that you could look at too. Decide when you should revise each section of your notes and how you will test your knowledge. You might want to think about organising a revision group with your friends too.

And finally, good luck in your exam!