

Health and Social Care Revision

Topics

- Today we are going to work through each topic reminding you of key points.
- We will also look at exam and how to respond to the different command verbs

Write down each life stage with the appropriate ages (there are 6!)

- Infancy 0-2 years
- Early childhood 3-8 years
- Adolescence 9-18 years
- Early Adulthood 19-45 years
- Middle Adulthood 46-65 years
- Later Adulthood 65+ years

Infancy 0-2 years



PHYSICAL

Gain weight and height rapidly/fine & gross motor skills
3-4 months: head control, roll over, reach for objects
6-9 months: sit up, grasp objects, teething have solid food.
9-12 months: crawling, walk holding on to something
12-18: months walking, eat food
18-24 months: run can use fingers to turn the pages of a book.

INTELLECTUAL

Born with no understanding of the world
Learn through the senses (smell, taste, hearing, touch and sight)
Begin to use language
Recognise familiar voices
Recognise their own name
Understand words such as yes/no

EMOTIONAL

Develop a sense of trust and attachment with their parents and carers
Express feelings through crying, facial expressions and eventually speech
Have temper tantrums

SOCIAL

Interactions mainly with family during this life stage eventually makes friendships outside the home at play groups etc.

Motor Skills

- Define the terms fine and gross motor skills.

Gross motor skills are the **use** and **control** over the larger muscles in the body

Fine motor skills are the **use** and **control** of smaller more precise movements such as the hands and fingers.

Early Childhood 3-8 years

PHYSICAL

Gain greater control over their bodies.

Better balance

Running

Skipping

Catch a ball

INTELLECTUAL

Think about objects and ideas that are not in front of them, this helps them learn;

Colours

Numbers

Letter

Their drawings represents the world

Ask lots of questions

Better speech and thinking skills

EMOTIONAL

Get better at controlling feelings such as anger, jealousy and frustration.

SOCIAL

Learn how to behave when with others such as taking turns

Make friends outside the home

Chose their own friends.

Adolescence 9-18 years

PHYSICAL

Boys and girls both experience puberty and develop secondary sexual characteristics. Both boys and girls continue to grow and gain weight.

Girls: wider hips, breasts, periods start, pubic hair

Boys: Public hair, deeper voice, penis grows and begin to produce sperm.

INTELLECTUAL

Develop abstract thinking; this means that teenagers are able to understand what is implied rather than just what is said.

Can solve more complex problems.

EMOTIONAL

Can be a difficult time emotionally
Hormones can lead to mood swings
Become more aware of own feelings
Development Self image and self esteem

SOCIAL

Relationships with friends is important
May develop an intimate relationship with another person
Meet different people
Independent from parents/family

Early Adulthood 19-45 years

PHYSICAL

Reach physical maturity/peak

Between 30-45 develop more fatty tissue

INTELLECTUAL

Good abstract thinking skills

Good at problem solving

Develop skills through study/hobbies/work

Gain new skills

EMOTIONAL

Emotionally mature

Can deal with feelings

More self aware

Responsibilities with families and work can cause emotional stress

SOCIAL

Leave home

Meet new people

Want to find a partner

Middle Adulthood 46-65 years

<p>PHYSICAL</p> <p>Experience hair loss Slower movement Poorer hand eye co-ordination Wrinkles Women: menopause</p>	<p>INTELLECTUAL</p> <p>Good abstract thinking skills Good at problem solving Develop skills through study/hobbies/work Gain new skills</p>
<p>EMOTIONAL</p> <p>Emotionally mature Can deal with feelings More self aware Responsibilities with families and work can cause emotional stress</p>	<p>SOCIAL</p> <p>Experience empty nest syndrome when children move out</p> <p>May have more time for social activities when they retire</p>

Later Adulthood 65 years+

PHYSICAL

Heart and lungs don't function as well
Joint/ muscle problems
Weaker muscles
Grey/white hair
Poorer eyesight/hearing

EMOTIONAL

May suffer from the death of a loved one
Develop emotionally through become grandparents

INTELLECTUAL

PEOPLE DO NOT BECOME STUPID BECAUSE THEY ARE OLD!
The time it takes the brain to deal with information is longer
May develop illness like dementia that affect the brain

SOCIAL

May become socially isolated because of illness or the death of friends or husband/wife

May have the chance to meet new people because they no longer work

FACTORS AFFECTING GROWTH AND DEVELOPMENT

- Physical factors (genetics/illness/lifestyle)
- Social (play) emotional (social isolation) and cultural(gender/media/role models) factors
- Economic factors (wealth v's poverty)
- Physical environment factors
(pollution/housing)
- Psychological factors
(stress/relationships/growing up in care)

Exam question practise

- You are now going to use your revision guides to help you practice some exam questions.
- Remember:
 - Use PIES to structure where you can
 - Take care with hand writing & spelling
 - Use key terms where you can
 - Follow the command verb.

Question One

- Jenny is 8 and lives by a main road near a factory. There are high levels of noise pollution in the area.
- Explain how this would affect Jenny's growth and development (4).

'Perfect' Answer.

The noise pollution in Jenny's area could affect her in a number of ways.

Physically the noise may cause problems with her hearing and it could stop her from sleeping, the chemicals from the cars and factory could also mean she has problems with her breathing. Intellectually if she is ill and not sleeping she might not do well at school.

Emotionally she may feel upset because she is poorly and missing school friends.

Socially she may not be able to play out in the area because it is not safe.

Question 2

- Jordan is 14, he has been in care for 6 months. He lives in a children's home that is 20 miles away from where he lived before. He has just had to move school.
- Assess the impact this would have on Jordan's growth and development (8).

Question 3

- Jamila and her husband have recently had a baby. They had been trying for their baby for a long time.
- Explain how becoming a parents could have a positive affect on Jamilia's growth and development and her relationship with her husband. (6)

Question 4

- Robert and Rachel have been married for 10 years, they have twin boys aged 9. Robert has just been sent to prison.
- Identify and explain 3 ways that Roberts imprisonment would affect the family.

Life Events

Expected	Unexpected

Define the four types of support that is available for people trying to deal with life events.

- **Formal support** is offered by trained professionals such as doctors and social workers
- **Informal support** is offered by friends and family.
- **Emotional support** is the type of support offered by listening to how someone feels.
- **Physical support** is the support that is given when a person needs help with physical activities such as dressing and mobility (moving)

Example question

- Russ has worked for the same company for 25 years as an ICT advisor. He was made redundant 3 months ago and has found it difficult to find another job. Russ has a wife who does not work and 3 children.
- State the life event that Russ has experienced. (1)
- Is this an expected or unexpected life event? (1)
- State 2 affects the identified life event could have on Russ. (2)
- Explain 2 different types of support that Russ may need during this time. (4)