

Human Lifespan & Development Revision Guide

Student name: _____

Life stage	Physical characteristics	Intellectual characteristics	Emotional characteristics	Social characteristics
Birth & Infancy 0 -3yrs				
Childhood 4 -10 yrs				
Adolescence 11 -18yrs	Voice breaks, pubic hair, broadening of chest, hips widen, shoulders, acne,	Driving, qualification, studying for exmas, part-time jobs	Sexual urges, mood swings,	Peer pressure, experimentation with drugs and alcohol, social networking
Adulthood 19-65 yrs				
Old Age 65+yrs				

Physical development

Intellectual development



Emotional development

Social Development

Life Stage Task sheet: _____ years

Physical development

Intellectual development



Emotional development

Social Development

Life Stage Task sheet: _____ years

Physical development

Intellectual development



Emotional development

Social Development

Life Stage Task sheet: _____ years

Physical development

Intellectual development



Emotional development

Social Development

Life Stage Task sheet: _____ years

Physical development

Intellectual development



Emotional development

Social Development

Case Study: Chloe Robinson



Chloe has just left 6th Form. She really wanted to go to University but thought she ought to get a job straight away because her parents are older than the norm and would like to retire. They have already supported both her older brothers through 'uni', although they were both very gifted at Maths and Science. Chloe is better at practical subjects like cookery and PE. Her father thinks she could have done better at school and compares her to her older brothers, her Mum thinks that she will be fine when she meets a nice boy and settles down to have a family.

Chloe worries that she is a little overweight and doesn't have the money to have her hair styled. Her Mum likes to go shopping for her and often brings her clothes she thinks will suit Chloe. Chloe appreciates this but doesn't always think they suit her! She wears them to please her Mum and Dad. She is looking forward to starting to work to earn some money of her own.

Chloe's brothers think she is daft to stay at home and think she ought to go to university. James lives in Leeds and has told Chloe to apply to a university near him so she can live with him and experience some freedom. He says he will help her and she only need to pay a contribution to rent, food etc. He understands how she feels but thinks she shouldn't worry about their Mum and Dad. He has told his parents about his offer although they didn't think it was a good idea. They are worried that Chloe will meet the wrong types of people and be influenced by girls who do not respect themselves and believe a nice girl should stay at home until she meets Mr. Right.

Chloe's teacher's think she should develop her expertise in food and nutrition. Her food teacher thinks she would make an excellent dietician or paediatric nurse (she did so well on work placement!), especially as she did so well in her 'A' Levels. Chloe doesn't think she did anything special and she isn't bright like her brothers.

- Highlight the different areas of Chloe's life. You should include a key which shows her Physical, Intellectual, Social and Emotion growth and development. An example has been done for you:

Physical

Intellectual

Choose 4 different life events that have happened to a celebrity and explain how they have affected the development and care needs of the individual.

E.g. Falling pregnant, separating/ divorcing, death, getting married, having a baby, drugs/alcohol

Life event	Development and care needs

1. Use the Sally Case Study to identify the different problems Sally has had throughout her life. Use a highlighter pen.
2. Create a time line of the life stages and add each of Sally's problems at the appropriate stage.
3. Explain the care Sally will need for each of these problems.



I grew up in a mining town and we had no central heating. I remember ice on the inside of the windows on really cold winter mornings! The house was cold and damp and I remember having bronchitis every year and having three weeks off my infant and junior school at a time. I remember my mum telling me off once when I was by the back door, with it wide open. I was so hot and couldn't understand why I got into trouble. My mum told me years after that I had measles and everyone was worried about me as measles could be very serious. We moved into a house with central heating when I was 11 years old. I have only had bronchitis once more, when I was pregnant and it started with a normal cold. I couldn't take any medication other than paracetamol!

When I was in my teens I had really bad period pain and I had to be taken home from school more than once. I was given tablets that made me really sleepy but took the pain away.

When I was about twenty I experienced a lot of burning in my throat and couldn't eat properly. I had to have an endoscopy and the surgeon found that I had a relaxed muscle at the top of my oesophagus. It meant that stomach acid could escape into my throat. I had to have medication and should have this medicine all my life. I have to be careful bending down or over and sleep on a slant to stop the acid travelling out of my stomach!

I had a miscarriage in my middle twenties and an ectopic pregnancy before I actually had a baby. Then I had two more babies!! I didn't want any more children so I went on the contraceptive pill.

I was in a car accident in my thirties and had to have some dental work done as my teeth were smashed. I have always looked after my teeth and hated the fact that I had to have porcelain veneers and didn't have all my own teeth anymore!

I chose this photograph because I am now 61 and I was in my late 30's when it was taken. I had good health then. I went through the menopause in my middle fifties and still suffer from night sweats and hot flushes now. I have to wear glasses as my eyesight has deteriorated and I also have arthritis in my fingers.

Developments in infancy

Age	Physical	Intellectual	Social	Emotional
3months	Can sit if supported	Make noises when spoken to	Newborn babies are interested in faces & soon recognise their main carer. They know their face, voice, smell and touch. At 6 weeks old they smile at their carer -	
6months	Can sit unsupported briefly. Can pull selves up Turn head		can tell people they know from strangers	Shy of strangers
9months	Sit unsupported for 10 mins Roll or crawl	Practice making sounds and repeating syllables Understand simple words like "no" and "bye bye"	Up to 2 years, infants play alone (solitary play)	
12months	Can get into sitting position without help Crawl rapidly Walk holding onto furniture	Know own name and several words Understand simple commands "come to mummy" etc		
15months	Get to feet alone Walk and crawl upstairs	Understand and obey simple commands Can say a few words		
18months	Run, walk and crawl downstairs	Try to join in nursery rhymes Put words together to make simple sentences		
2years	Walk downstairs		play near other children but don't know how to play with them (parallel play)	Show jealousy of sibling Cannot control emotions so may have tantrums
2½ years		Use 200 words	interested by other children playing, may join in for a few minutes, but still have no idea how to share playthings	
3years	Climb on play equipment Ride tricycle Throw and catch	Can carry on simple conversations	play with other children & understand how to play share (co-operative play) Can cope with being away from their carer for a few hours.	Can control emotions better

Life stage	Physical	Intellectual	Social	Emotional
Childhood	<p>More gradual than infancy, although there is a spurt between 5 - 7 years old. From 5 children develop their physical skills. They improve their co-ordination & control, can skip, throw & catch accurately & hit a ball with a bat</p>	<p>At the end of this stage we understand <u>concepts</u>. Concepts include colour, number, size & symbols. The child also learns right from wrong At age 5 they begin to learn new vocabulary as they listen to other children in their class and new words introduced by their teacher. They start to see things from someone else's point of view. Start to work things out, but need to see & touch things to understand & solve problems</p>	<p>Much better at understanding the feelings of others. They understand how to take turns. They can be separated from their main carer without distress. By 5 years old children are attending school, meeting lots of new children & choosing their own friends. They co-operate with other children in games & understand rules & fairness. Because children understand more about how others are feeling it becomes more important for them to have the approval of other children By 7 years children are aware of the sexual differences & prefer to play with children of the same sex. This will continue until adolescence</p>	<p>As children get older they become better at controlling the way they respond to their emotions. They learn they should express their emotions differently in different situations Children still depend on their carers & close family. How they are treated by them is still very important for their self-concept. Now there are other influences as well. As children get older they meet more people outside the family. Their self-concept is affected by their relationships with others - school friends, teachers. If they are popular in school & have lots of friends it will have a positive effect on their self-concept, being unpopular or bullied can have a negative effect.</p>

Growth - an increase in physical size e.g. mass and height

Development - the emergence and increase in sophistication of skills, abilities and emotions

Adolescence

PHYSICAL DEVELOPMENT IN GIRLS	PHYSICAL DEVELOPMENT IN BOYS
<ul style="list-style-type: none">▪ Develop breasts	<ul style="list-style-type: none">▪ Penis & testes grow larger
<ul style="list-style-type: none">▪ Grow pubic hair	<ul style="list-style-type: none">▪ Grow pubic, facial & underarm hair
<ul style="list-style-type: none">▪ Hips widen	<ul style="list-style-type: none">▪ Muscles develop, chest & shoulders broaden
<ul style="list-style-type: none">▪ Start to menstruate (have periods)	<ul style="list-style-type: none">▪ May have wet dreams, which shows they can ejaculate sperm
	<ul style="list-style-type: none">▪ Larynx (voice box) grows, voice breaks & becomes deeper

Intellectual development

- learn to think in different ways
- understand more difficult concepts than children
- learn to synthesis information - to blend information together from several different sources
- can also use information to solve problems in their heads without having to see them

Sometimes this new ability to think for themselves leads to arguments between adolescents and their parents & disagreements with others. Within a peer group someone who has developed the ability to think independently can exercise power over the other members of the group.

Emotional development

- The hormone changes emotions. They have mood swings. They may be excited one minute & depressed the next. They may be very moody & get angry very easily. It is sometimes very difficult for them and their families to cope with these mood swings.
- looking for a sense of personal identity, or to discover 'who they are'. One way is by reacting against their parents' ideas about politics or religion or by drinking and smoking.
- Insecurity can be a part of adolescent emotional development. It is a time when our personality is developed, based on our individual characteristics, habits and experiences.

Social development

- need to develop independence from their parents. Parents' opinions become less important to them than the opinions of other adolescents. It becomes very important for them to fit in with their peer group & gain their approval. It may become important to wear the right clothes or listen to the right kind of music to fit in with a group.
- In early adolescence teenagers tend to do things together in groups. It is in group situations that experimental behaviour takes place such as trying alcohol or drugs.
- With increasing sexual maturity, adolescents begin to look for a partner; they may start to experiment with sexual relationships.

Adults

Physical developments	Intellectual developments	Emotional developments	Social developments
<p>Adults are fully mature and there is little growth.</p> <p>Adults tend to gain weight as they age, but this is probably due more to a sedentary (inactive) lifestyle, rather than the ageing process.</p> <p>Physical development is completed early in adulthood. Physical decline starts quite early, although at first it is too gradual to notice.</p> <p>An important physical development for women towards the end of this life stage is menopause, between the ages 45 - 55 women's periods stop by hormonal changes, they can no longer have children. Some women feel a sense of loss when this happens.</p>	<p>Intellectual development continues through adulthood. Getting a job involves learning new skills. If a person wants to progress in a career, these skills have to be developed and extended.</p> <p>Many skills are also needed when a person leaves home and lives independently. These include cooking and managing a home and a budget. All these have to be learned. Raising children also involves learning new skills.</p> <p>As adults age they react more slowly and find it more difficult to remember things under pressure. However to balance this they have learned from experience and are better at problem solving and making decisions. This compensates for any decline in intellectual ability over the life stage.</p>	<p>When we leave home we have to be independent & self-reliant to cope. Living with a partner takes a high level of emotional maturity if the relationship is not to break down when there are problems. People have to understand their own emotions & those of their partner, & be able to control the way they respond to their emotions.</p> <p>Having children means accepting new responsibilities. Babies are very demanding & this can cause a lot of stress. Adults have to be emotionally mature to cope with this.</p>	<p>new types of relationships- may have a partner or get married -this means making decisions, accepting responsibility & sharing.</p> <p>Relationships with parents change. Young adults start to relate to their parents more as equals. Parents realise that their offspring now take responsibility for themselves.</p> <p>Starting a job involves developing working relationships. Formal relationships like those at work where certain rules have to be followed and informal relationships such as friends - casual or social relationships.</p>

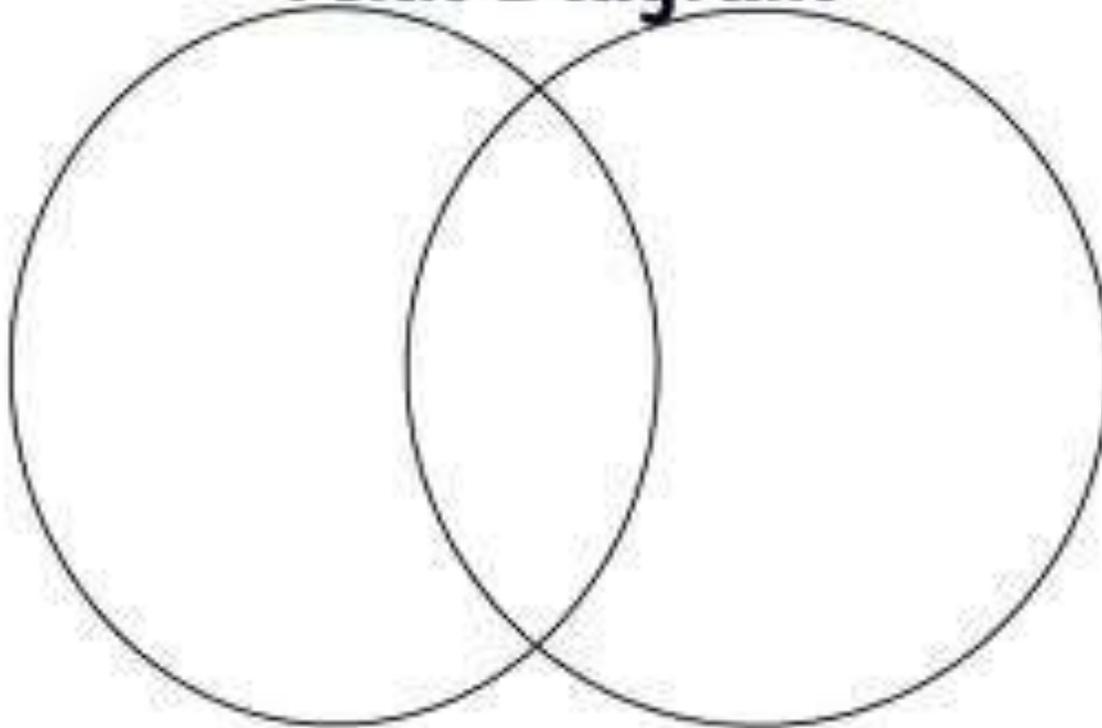
Later Adulthood

Physical developments	Intellectual developments	Emotional developments	Social developments
<ul style="list-style-type: none"> • Skin wrinkles because of the loss of elasticity. • Hair thins & goes grey; men often have hair loss. • Bones are more fragile as thinning makes them lighter & more brittle, especially in women. • Body organs are less efficient, including the heart, lungs, kidney & liver. • Sight gets worse as the eye's lens stiffens & is less able to focus on 	<ul style="list-style-type: none"> • More difficulty in remembering things, especially under pressure. Their reaction times are also slower. • However as they have more experience and judgement than a younger person, they may make better decisions as a result. • Some older people become too confused to manage their own affairs. Confusion is different from dementia. Dementia is when actual brain cells stop functioning. This is permanent. 		<ul style="list-style-type: none"> • a time of great social change for most people. • The official age of retirement is 65 for men. Soon men and women will retire at the same age. As lifespan increases & people become increasingly active in later life, they will spend a larger part of their lives in retirement, unless the retirement age is increased. • Some older people miss regular contact with workmates, others enjoy having more time to spend on their hobbies & interests. • How people are affected may depend on their

<p>close objects, making reading more difficult. The retina becomes less sensitive to light, so an older person may need a brighter light.</p> <ul style="list-style-type: none">• Hearing gets worse.• Mobility, may be affected as joints stiffen.• Sense of taste and smell is reduced.• Older people are less sensitive to cold, making them more at risk of hypothermia.• Balance becomes poor & fall more likely.	<p>Confusion is temporary and usually passes when the person is less flustered.</p>		<p>income.</p> <ul style="list-style-type: none">•The children of older adults will probably be adults, living their own lives, sometimes far away. The older person may feel isolated & not needed, they may have the pleasures of grandchildren, without being responsible for them•They may suffer bereavement (death) of close friends, partners, and relatives) They have to adapt to a smaller social circle.
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Title:

Venn Diagram



Complete the Venn diagram for Piaget and Vygotsky. (Nature vs. Nurture

Case Study

Holly is a 47-year-old woman who has been divorced for 6 years so she is now a single parent with the sole care of her two daughters who are aged 8 and 10. Her marriage was good in the early days, but became troubled when her ex-husband started drinking and became violent. Because of the violence she became estranged from her family so she moved to rural Lincolnshire for a fresh start and to provide a secure and new beginning for her two daughters. The school her daughters attend is a local village school with only 100 pupils and her girls enjoy going there. She enjoys time with her children and is very close to them, and they are happy not having contact with their father.

The house she rents is a basic two bed roomed terraced home with a small garden it is very old but in fairly good condition. Because of its age and rural location she has no central heating but has storage heaters that are expensive to run, the landlord has recently installed UPVC double-glazing but the home remains cold in winter. The rent is fair for the area and she gets housing benefit to contribute to the costs.

She works full time at a local farm as a fruit a vegetable packer this is also a cold and damp environment and she suffers from stiff joints by the end of her working day. There are 20 other members of staff some who are from Poland and Croatia but she enjoys the interaction with her co-workers and has picked up some of the language and enjoys learning about their varied culture.

She has a full car licence but cannot afford a car. Weak transport links make it difficult for her to shop so she relies on the corner shop which is expensive; this also leads to poor diet choices. Holly's health is a problem she currently smokes 40 cigarettes a day this has led to numerous chest infections this is not helped by the cold and damp at home. She is now overweight this also contributes to her lack of good mobility. She has no hobbies as all the transport links to the local town finish at 7pm this also affects her desire to want to go to evening courses to study foreign languages, as she would like to learn to become a translator.

Create a poster which outlines following information about Holly:

- Good things about her life.
- Bad things about her life.
- What impact this may have on her children?
- What effect this could have on her PIES as she gets older?
- The difference between growth and development.

ADULT
ASPECTS
BABY
BIRTH
BRAIN
CONCEPTION
DEVELOPMENT
EMOTIONAL
GROWTH
HAPPY
HEIGHT
INFANT
INTELLECTUAL
LANGUAGE
LIFE
PHYSICAL
PUBERTY
SAD
SOCIAL
WEIGHT

L B Y X L A C I S Y H P U C U
A I N F A N T A N C B A H N G
I R N O I D D F C L U A P N N
C W N T W J U H Z C F V Y P O
O Y X D E V E L O P M E N T Y
S B V V M L F I T U T S O Z M
G A Y X O A L F L B E T Q N G
B B B D T N G E Q E W C B W W
H Q Q T I G L T C R P E R Y P
T A J H O U R G G T P P A I J
R U T G N A Q O X Y U S I W S
I V W I A G F H W W M A N F D
B R O E L E R G J T V R L B O
H Z U W U T H G I E H R S R D
N O I T P E C N O C T T R B H