

## Summer Independent Learning

<b>Subject/Group</b>	<b>BTEC Foundation Diploma in Health and Social Care (Y11-Y12)</b>
<b>Topic</b>	<b>Human Lifespan Development</b>
<b>Timescale</b>	<b>9 HOURS</b>
<b>To be completed by</b>	<b>This work must be completed and handed in to your subject teacher on the first day of term.</b>

### **Background Information/Context**

*Human Lifespan Development is a mandatory unit which is externally assessed. This unit is made up of four areas of study. They are human growth and development through the life stages, factors affecting human growth and development and the effects of ageing.*

**\*\*If you have difficulty in accessing IT resources to produce this work, you may complete it by hand, making sure you write clearly and neatly.**

### **Task 1 – PIES**

This unit uses the abbreviation of PIES to represent the FOUR areas of human development.

PIES stands for:

- **Physical development**
- **Intellectual development**
- **Social development**
- **Emotional development**

Produce a spider diagram or a mind map which includes the following information:

- a. A definition for each of the PIES in relation to human development
- b. Examples of how each area of human development can be recognised in children and people.

You can choose to write your examples, draw images, or use photos. The image here represents physical development as it shows children running in a race.



## **Task 2 – Growth and Development**

a. Answer the questions in the box:

Define the term 'Growth'

Explain the 4 principles of Growth:

1.

2.

3.

4.

Identify ways we can record/measure Growth

b There are SIX life stages in human development. You need to know them all, using the correct terminology.

Fill the gaps in the table:

0-2 years	Infancy
	Childhood or Early Childhood
9-18 years	
	Early Adulthood
	Middle Adulthood
65+ years	

### **Task 3 – Physical Development - Motor Skills**

Produce a poster, with appropriate images, which explains the motor skills developed in children between the ages of 0-5 years old. You must include BOTH gross motor skills and fine motor skills with examples.

### **Task 4 - Housing**

Poor quality housing is associated with poor health and quality of life. Nearly a third (31%) of adults in Britain – 15.9m people – have had mental or physical health problems because of the condition of, or lack of space in, their home during lockdown, according to a new YouGov survey (July 2020).

**You need to create an A3 spider diagram, firstly to identify the different types of poor housing conditions; you then need to explain the possible effects this may have on someone's physical and mental health for each poor housing condition you have identified.**

### **Task 5 - Bullying**

Bullying can happen at any stage of life. It has a negative effect on everyone involved: the victim, the bully and the onlookers. The four forms of bullying we will cover are:

- VERBAL – using words to hurt
- EMOTIONAL – causing psychological hurt
- PHYSICAL – using force
- CYBER BULLYING

**You need to create a table, explaining the short-term and long-term effects of each form of bullying listed above.**

### **Task 6 – Intellectual Development**

Intellectual development is about how individuals organise their ideas and make sense of the world around them.

There are 5 types of intellectual development. **Explain each one in detail:**

Problem solving	
Language development	
Memory	
Abstract thought and creative thinking	
Moral development	

### **Piaget's Theory**

Click on the link and watch the following video:

<https://www.youtube.com/watch?v=IhcgYgx7aAA>

Complete the table below:

Stage	Approx. age	Things children can do	Things children find difficult
Sensorimotor stage			
Pre-operational stage			
Concrete operational stage			
Formal operational stage			

To support you with this task, you can use the following link:

<https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>

### **Task 7 – Emotional Development**

Emotional development is related to the bonds we make with each other as well as how we see ourselves. There are several key terms which need to be understood.

Research the key terms below and find definitions for each:

<b>Key Term</b>	<b>Definition</b>
Self-concept	
Empathy	
Self esteem	
Self-image	
Attachment	
Emotional Literacy	

Read the following case study: *Carly is 13 years old and not yet reached puberty. Two of her close friends have reached puberty. They are both much taller than Carly and have developed breasts. They have also started menstruating. Carly is receiving comments about her lack of physical development on social media.*

How might Carly's experiences affect her self-image and self-esteem?

To support you with this task, you can use the following links:

<https://www.verywellmind.com/what-is-self-concept-2795865>

<https://mentalhealthcenterkids.com/blogs/articles/self-concept-vs-self-esteem>

### **Task 8 – Attachment Theory**

The bonds we make with others are called attachments. This process starts in infants and determines how we form relationships with others.

Click on the links to gain an understanding of Schaffer and Emerson's attachment theory:

<https://www.youtube.com/watch?v=WRQICcH351E>

<https://www.simplypsychology.org/attachment.html>

Produce a spider diagram, identifying the stages of attachments. Explain each stage including details of how children behave. Include the age for each type of attachment.

### **Task 9 – Predictable and Unpredictable life events**

Everyone experiences major events during their life. These can be predictable (something that is likely to happen to most people), or unpredictable (something that is not expected). Using P.I.E.S, you need to create a mind map identifying predictable and unpredictable life events for each.

<b>Make sure you have put your name on all sheets of paper.</b>
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## Learning Resources

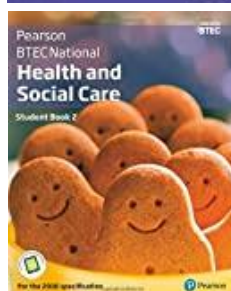
BTEC Pearson's have produced a several learning resources which will be useful for you. They have textbooks, revision guides and study guides designed to help you complete the course and do well in the relevant exams. The resources include:



### **BTEC National Health and Social Care Student Book 1**

Publisher: Pearson ISBN: 9781292126012

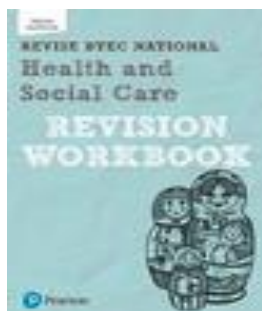
Author: Marilyn Billingham, Pamela Davenport, Hilary Talman, Nicola Matthews, Beryl Stretch, Elizabeth Haworth



### **BTEC National Health and Social Care Student Book 2**

Publisher: Pearson ISBN: 9781292126029

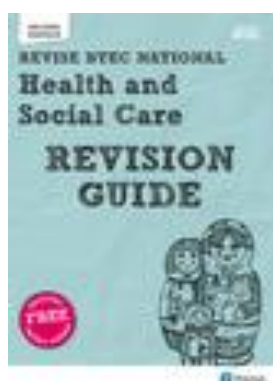
Author: Carolyn Aldworth, Nicola Matthews, Sue Hocking, Pete Lawrence, Marjorie Snaith, Mary Whitehouse, Elizabeth Haworth



### **Revise BTEC National Health and Social Care Revision Workbook**

Publisher: Pearson ISBN: 9781292299082

Author: Georgina Shaw, James O'Leary, Elizabeth Haworth, Brenda Baker



### **BTEC National Health and Social Care Revision Guide**

Publisher: Pearson ISBN: 9781292230443

Author: Brenda Baker, James O'Leary, Marie Whitehouse, Georgina Shaw