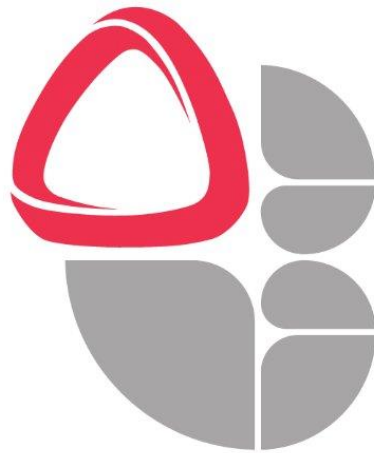


# Health and Social Care Component 1: Human Lifespan Development



Name \_\_\_\_\_

## LOCKDOWN REVISION BOOKLET

Teacher \_\_\_\_\_ 1 ½ - 2 hour lessons

This is a lockdown booklet, to complete at home, as a revision exercise. Component 1, is assessed by two pieces of course work, however, some of the learning is used in the Component 3 exam, in Year 11, so this is a good activity workbook.

**Task** – jot down what you remember of Component 1, below



## Component 1

### Learning content to be covered

#### **A1 Human growth and development across life stages**

Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.

#### **A2 Factors affecting growth and development**

Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development.

#### **B1 Different types of life event**

Life events are expected or unexpected events that occur in an individual's life. Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development.

#### **B2 Coping with change caused by life events**

Learners will explore how individuals can adapt, or be supported through changes caused by life events. People may react very differently to the same type of event.

#### **Learning Aim A: Understand human growth and development across life stages and the factors that affect it**

##### **A1 Main life stages:**

Infants (birth to 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).

##### **A1 PIES growth and development in the main life stages**

##### **Physical growth and development across the life stages, including**

Gross and fine motor skills,  
 Growth patterns,  
 Primary and secondary sexual characteristics,  
 Menopause,  
 Loss of mobility,  
 Muscle tone/strength and skin elasticity

**Intellectual/cognitive development across the life stages, including**

Language development,  
 Problem solving,  
 Abstract and creative thinking,  
 Development/loss of memory and recall

**Emotional development across the life stages, including**

Bonding and attachment,  
 Independence and self-esteem,  
 Security,  
 Contentment,  
 Self-image

**Social development across the life stages, including**

The formation of relationships with others and the socialisation process.

**A2 Factors affecting growth and development**

Physical factors, to include:	Genetic inheritance
	Experience of illness and disease
	Diet and lifestyle choices
	Appearance.
Social and cultural factors, to include:	Culture, e.g. community involvement, religion, gender roles and expectations
	Educational experiences
	The influence of role models
	The influence of social isolation
	Personal relationships with friends and family.
Economic factors, to include:	Income/wealth
	Material possessions.

**Learning aim B: Investigate how individuals deal with life events**

**B1 Different types of life event**

Physical events, to include:	Accident/injury
	Ill health.
Relationship changes, to include:	Entering into relationships
	Marriage
	Divorce
	Parenthood
	Bereavement.
Life circumstances, to include:	Moving house, school or job
	Exclusion from education
	Redundancy
	Imprisonment
	Retirement

**B2 Coping with change caused by life events**

How individuals adapt to these changes.

Sources of support:	Family, friends, partners
	Professional carers and services
	Community groups, voluntary and faith-based organisations.
Types of support:	Emotional
	Information and advice
	Practical help, e.g. financial assistance, childcare, transport.

## Key Terms

Prepared using the BTEC First Edexcel Health and Social Care book by Pearson, which you can access online.

**Life Stages:** A number of distinct phase's people pass through during their lives.

### What are PIES Developments?

**P – Physical Development** Gross motor skills and fine motor skills

**I – Intellectual Development** Language development – egocentric view of the world

**E- Emotional Development** Bonding with others

**S- Social Development** Interaction with others.

**Gross Motor Skill:** The ability to move and co-ordinate the movement of the large limbs of the body, e.g. crawling, walking, and climbing, running.

**Fine Motor Skills:** The ability to move and co-ordinate the movement of the hands and fingers, e.g. writing, painting, tying shoe laces, holding a spoon.

**Language Development:** The Process which children go through as they learn to communicate with others using words and speech.

**Egocentric:** Seeing things from only your own perspective or viewpoint.

**Bond:** To form an attachment with a parent or carer.

**Growth:** An increase in size, height and weight which can be measured.

**Development:** How the child gains skills and is able to control the actions their body makes

**Self-Image** The mental picture we have of ourselves. Some people see themselves in a positive light – for instance, intelligent, attractive and talented whereas other may see only negatives.

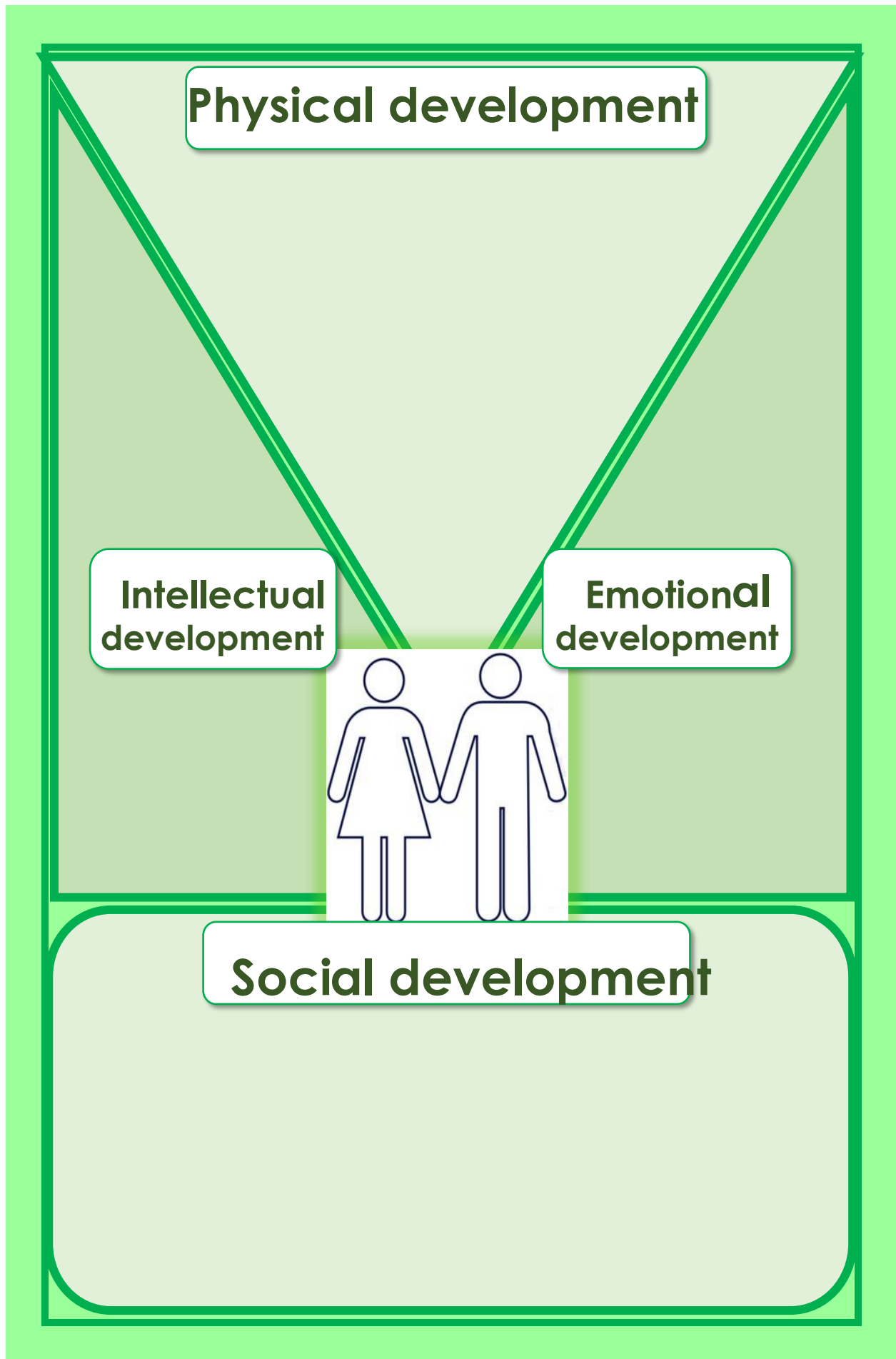
**Self Esteem** How much you like, accept and respect yourself – this is often talked about in terms of how much you value yourself.

**Social Development** The ability to interact with others and build relationships.

**Oestrogen:** A hormone produced in a woman's ovaries that controls the development of sexual characteristics and stimulates changes in the reproductive organs.

**Testosterone:** A hormone produced by the testes that controls the development of male sexual characteristics.

**Abstract thinking:** the ability to think about something that might not be there or even



**Lesson 1 – Complete pages 7-9**  
**Unit 1: Human Lifespan Development:**  
**The Life stages and key development**

Age	Life Stage	What key points for this life stage?	What life stages are your family? Name them
	Infancy		
	Early Childhood		
	Adolescence		
	Early Adulthood		
	Middle Adulthood		
	Later Adulthood		



**Unit 1: Human Lifespan Development**  
**Draw a Time Line starting at 0 to 70 years-old, using correct terms**

## Lesson 2; Pages 11-14

### Unit 1: Human Lifespan Development

#### Apply your learning to these case studies

Romeo is 15 years old.

He lives at home with his family and goes to the local school.

He enjoys playing football in his spare time.

Which life stage is Romeo in?

Romeo is in the .....life stage



This photo shows Jake with his grandparents.

Complete these sentences to show the current life stage of each person.

**(a)** Angie is in the ..... life stage.

**(b)** Jake is in the ..... life stage.

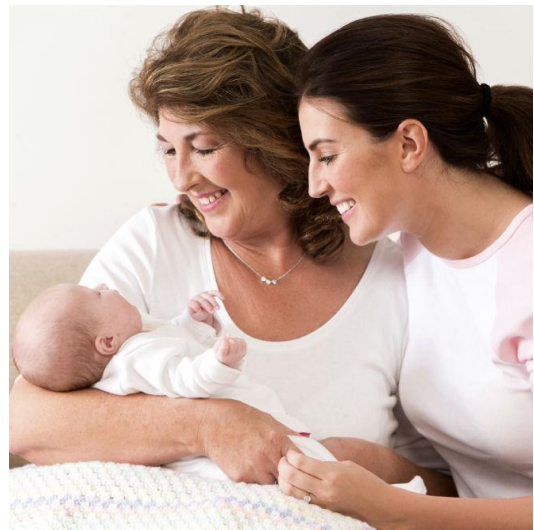
**(c)** Geoff is in the ..... life stage.

Sarah has just given birth to Maddie. Here is Sarah's mum Angela meeting her granddaughter for the first time.

**(a)** Maddie is in the ..... life stage.

**(b)** Sarah is in the ..... life stage.

**(c)** Angela is in the ..... life stage.

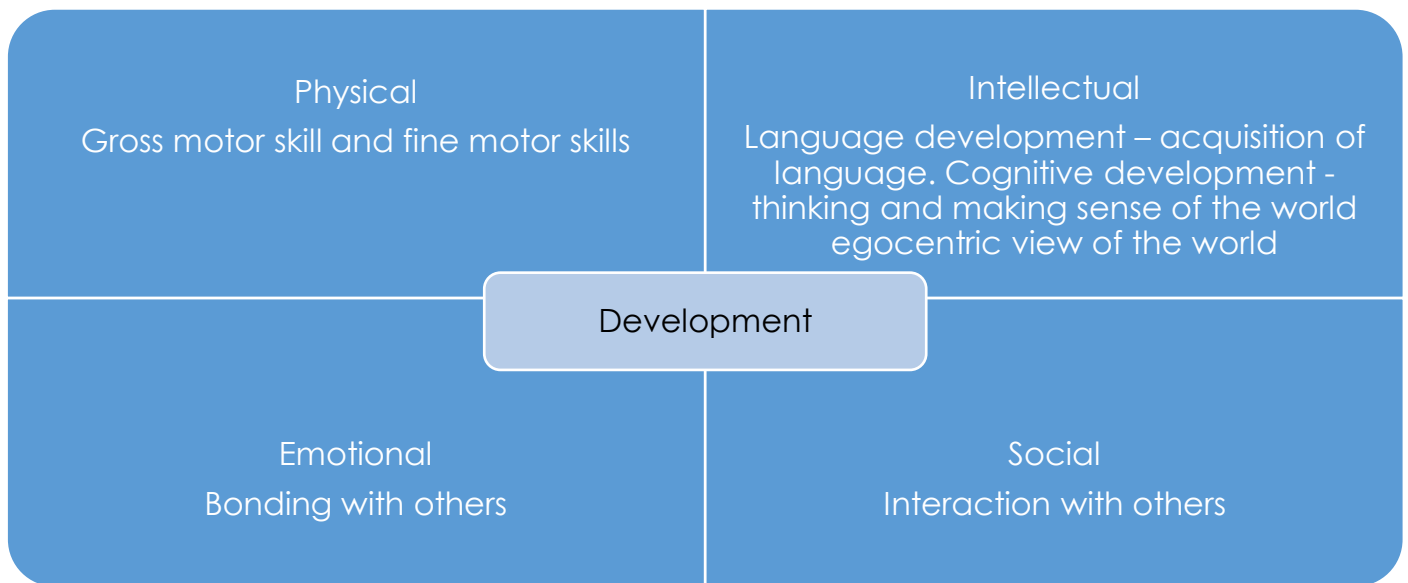


## Lesson 2

### Unit 1: Human Lifespan Development

Physical, Intellectual, Emotional and Social Development are also referred to as PIES. Development can be defined as the ability to acquire new skills and capabilities.

This can be done in all areas of PIES.



Match the definition to the correct area of development...

The ability to form friendships and relationships and to learn to be independent

The ability to cope with our feelings about ourselves and others

Intellectual development

Social development

The development of language, memory and thinking skills.

Physical development

Emotional development

Growth and other physical changes that happen to our body throughout life

**Lesson 2 – now write your understanding of the below**  
**Unit 1: Human Lifespan Development**

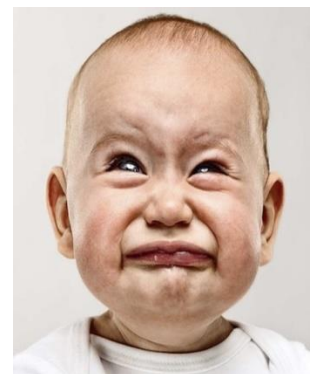
**Physical development**



**Intellectual development**



**Emotional development**



**Social development**



**Lesson 2**  
**Unit 1: Human Lifespan Development**  
**Apply your learning to the case studies below**

Nadeem was bullied in his last year at school. He is due to start College soon, but is worried because he now finds it difficult to socialise with other young people.

Identify **two** aspects of Nadeem's development that have been most affected by bullying.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

Baby Brad is 6 months old. His mother, Alexa, has taken him to the baby clinic for his six-month check-up. The photo opposite shows him being weighed.

Which aspect of Brad's development is the nurse checking?

(a) \_\_\_\_\_



What will be measured?

(b) \_\_\_\_\_

(c) \_\_\_\_\_

Where are the measurements put (on a graph), what is the graph called?

\_\_\_\_\_

**Lesson 2 – Baby Brad grows, write below, key points  
Unit 1: Human Lifespan Development:**

	<b>Physical</b>	<b>Intellectual</b>	<b>Emotional</b>	<b>Social</b>
Infancy				
Early Childhood				
Adolescence				
Early Adulthood				
Middle Adulthood				
Later Adulthood				

Lesson 3 – Pages 15-18

Unit 1: Human Lifespan Development

Task – MindMap FIVE points for each life stage

**Infancy**

**Early  
adulthood**

**Early  
childhood**

**Middle  
adulthood**

**Adolescence**

**Later  
adulthood**

**Lesson 3**  
**Unit 1: Human Lifespan Development**  
**Lockdown Home Learning**

- Think back to when you were in primary school. Write a paragraph describing the physical, intellectual, emotional and social development that you experienced at the time.
- If possible, add a picture or draw yourself from when you were that age!



**Lesson 3 – Muscle Development and movement**  
**Task; complete the below**

Physical  
Development

G\_ \_ \_ \_ M\_ \_ \_ \_ S\_ \_ \_ \_ \_

F\_ \_ \_ \_ M\_ \_ \_ \_ S\_ \_ \_ \_ \_

Definition

Definition

What type of activities help Physical Development and which are suitable for developing both Gross Motor Skills or Fine Motor Skills?

Activities that promote Gross Motor Skills

Activities that promote Fine Motor Skills

**Lesson 3**  
**Unit 1: Human Lifespan Development**  
**Task, complete the below**

1) Identify two examples of gross motor skills that infants are developing at 12 months (2 Marks)

2) For each gross motor skill, give one example of an activity that could be used to develop that gross motor skill (2 marks)

Complete the table below.

Gross Motor Skill	Activity

3) Which phrase best describes the term fine motor skills? (1 mark)

- A  The development of movement in the large muscles in the arms and legs
- B  How development progresses from simple to more complex actions
- C  The development of movement of the small muscles of the fingers and hands
- D  How children grow and develop their physical skills

Think and make notes on what **gross** and **fine** motor activities humans might do at each life stage, from adolescence.

**Lesson 4 – Pages 19-21**  
**Lockdown Home Learning – carry out an interview**

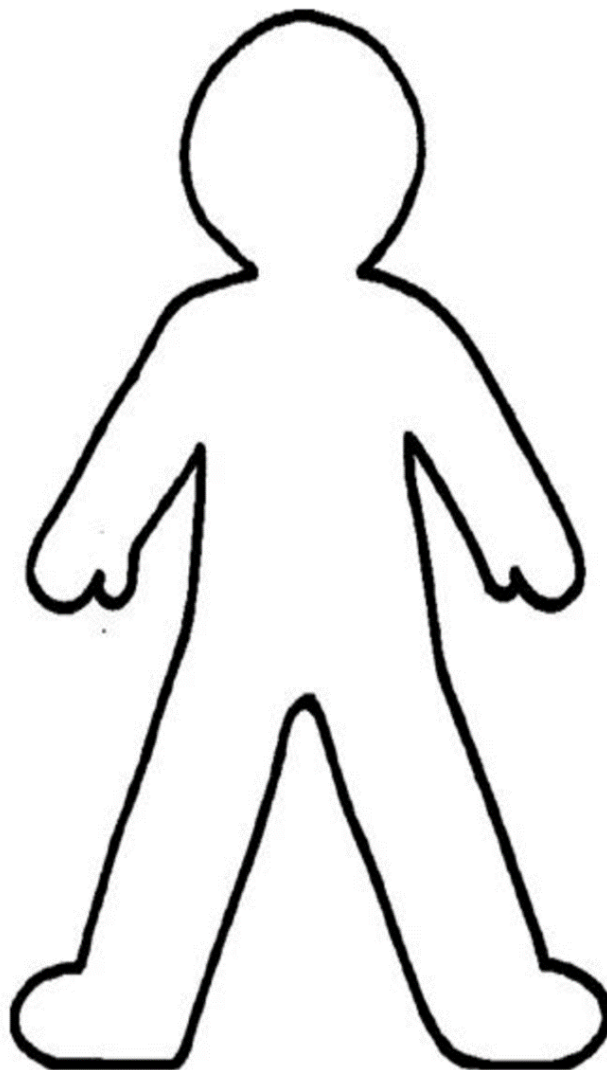
Speak to a parent/carer/grandparent to find out when you first reached some of the key developmental milestones. Carry out an interview. Here's some examples... sitting, crawling, walking, cycling, using a pencil, building with blocks. Ask if they have your little red book to show you.

**Lesson 4**

**Apply your interview to the below activity using PIES**

Turn the body outline into you!

Using the information that you found out from your interview, label the body outline with the physical milestones that you went through as a young child.



## Lesson 4 – Interview Number 2 Growth Patterns



Add these growth patterns to your body outline! P20

### 1. Top to toe

An infant's development starts from the head and works down the back and to the legs.

### 2. Inner to outer

An infant gains control of their torso, arms and legs. This control gradually moves out to hands and fingers, and feet and toes.

### 3. Same pattern at different rates

Infants and children follow the same patterns of development, but at their own rate, some quicker than other. You may have noticed this when you look at your own development compared to a sibling or cousin or friend . Interview a parent or carer about another member of your family and compare who did what first.

**Lesson 5 page 22 - 26**  
**Research task**

Complete this table by filling in examples of gross and fine motor **milestones** for each age group.

Age	Gross motor	Fine motor
1 month		Uses reflexes to grasp a finger
3 months	Holds up head and chest when lying on front	
6 months		Reaches out and grasps a toy
9 months	Sits without help	
12 months		Holds a crayon to scribble
18 months	Throws a large ball	
2 years		
2.5 years		
3 years	Walks backwards and sideways	
4 years		Threads small beads on a string
5 years		
6 years	Skips with alternate feet	

**Lesson 4 – Early Childhood apply and observe**  
**Apply your learning to case studies**

Kia is 4 years old. She is becoming independent and likes to dress herself for school. Give TWO examples of the fine motor skills that Kia might use when dressing herself.

---

---

---

---

( 2 Marks)

Explain two ways in which playing in the playground will help children's gross motor skills development.

---

---

---

---

( 4 Marks)

Observe a young brother, sister, cousin or infant child on at home or on YouTube and make some notes on how they are developing their gross/fine motor skills.

---

---

---

---

---

---

**Lesson 4 - adolescence**  
**Growth and physical development activity**

**Puberty prompts**

The onset of puberty varies among individuals. Puberty usually occurs in girls between the ages of 10 and 14, while in boys it generally occurs later, between the ages of 12

The process takes about four years overall.

The average age for girls to begin puberty is 11, while for boys the average age is

Puberty is when a child's body begins to develop and change as they become an adult.

**Primary and secondary sexual characteristics – what are they? Can you remember?**

Primary sexual characteristics-

Secondary sexual characteristics-



**Lesson 5 – Research and tables to complete**  
**Look in your text book or use the internet to complete this**

GIRLS	BOYS
Primary sexual characteristics	Primary sexual characteristics
Secondary sexual characteristics	Secondary sexual characteristics

**Lesson 5 – Early Adulthood**  
**Unit 1: Human Lifespan Development**

<b>Life Stage: Early Adulthood</b>	<b>Physical Characteristics</b>

Draw or cut and stick a picture of a person in early adult hood and mark the above details using arrows.

**Lesson 6 Pages 27 - 28**  
**Lockdown Home Learning – Revisit adolescence**

<i>What is the difference between primary and secondary sexual characteristics?</i>	<i>Name one example of a primary sexual characteristic.</i>
<i>Name three examples of secondary sexual characteristics in females.</i>	<i>Name three examples of secondary sexual characteristics in males.</i>

Imagine that you are a school nurse, working at a secondary school in Sheffield.

Create a **leaflet** for young adolescents, explaining the physical changes that they will experience as they start to go through puberty. This could be a tri-folding leaflet

This can be done on a computer or hand drawn. Plan this below and then stick this onto your next page

Stick your leaflet below here



**Lesson 7 – Pages 29-31**  
**Task – answer the questions below**

What age groups do 'middle adulthood' and 'later adulthood' cover?

Give an example of someone you know in your own life who is in 'middle' or 'later' adulthood, and describe their physical development.

Compare the physical development of this person to your own physical development- what are the key differences?

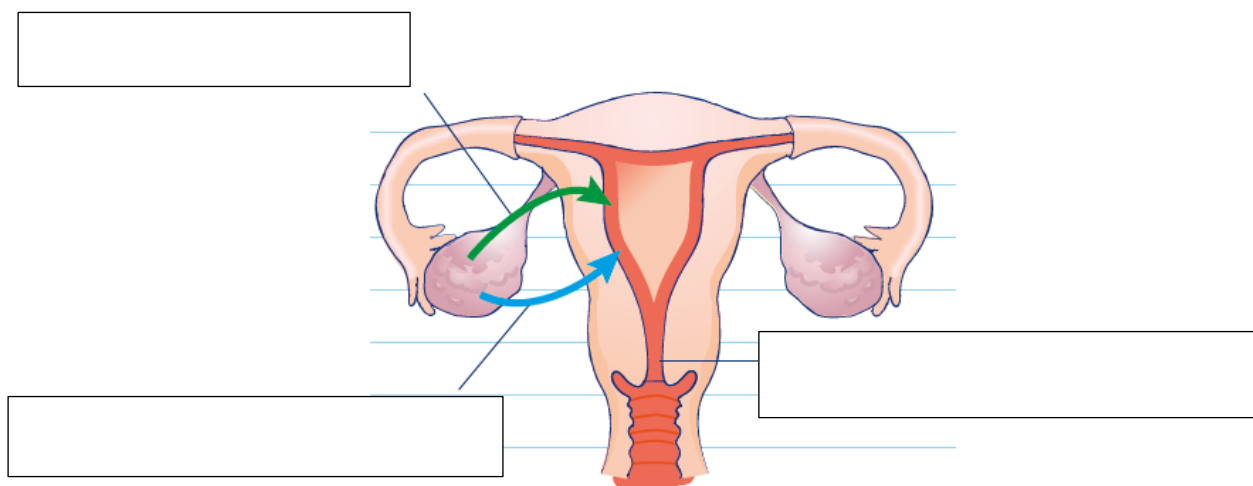
What could be a problem with labelling people with 'middle' and 'later' adulthood?  
Hint; PIUS

## Lesson 7 Middle Adulthood; The Menopause

What is the menopause? Describe what it is...

Carry out research on what happens during menopause and complete the activities below.

1. Label the illustration to show the process of menopause.



2. Describe how menopause may affect women in middle adulthood. The first sentence has been started for you. The reduction of oestrogen causes physical changes such as

---

---

---

---

3. Women may also notice changes in their:

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

Write down a list of questions for an older person, about the effects of ageing, an interview ... remember to cover PIES.. (Aim to ask, at least 6 and make sure they are polite and not offensive!)

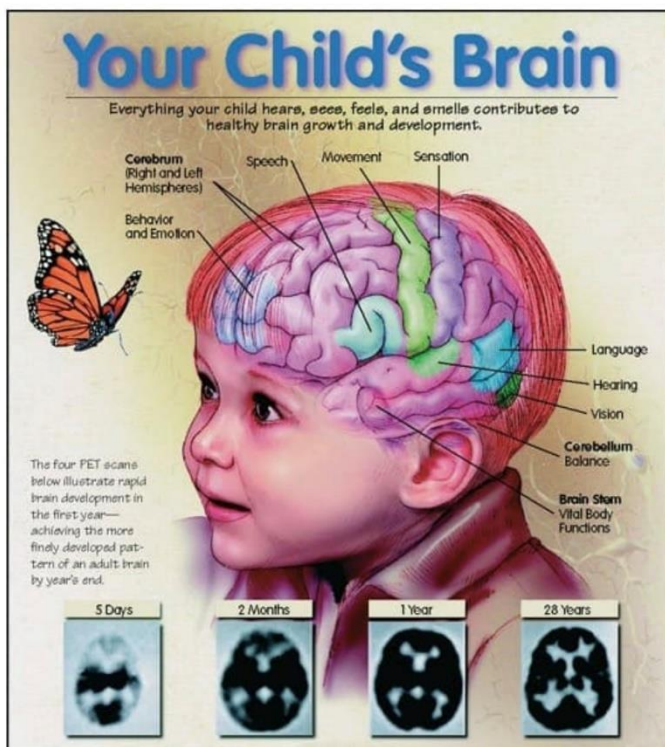
Now carry out your interview, of an older relative about the effects of ageing and note down their answers here



## Lesson 8 Pages 33-36 Intellectual Development

Try and definitions for each key term, below

- Problem solving
- Abstract and creative thinking
- Memory
- Recall



What does this picture show?

**Lesson 8**  
**Human Life stages Intellectual Development**

Intellectual Development Research Task and group feedback	
<b>Infancy</b>	
<b>Early childhood</b>	
<b>Adolescence</b>	
<b>Early adulthood</b>	
<b>Middle adulthood</b>	
<b>Later adulthood</b>	

## Lesson 8 – Language Development Lockdown Home Learning

Talk to an older family member, like a parent or a carer about your language development throughout your life, up until now e.g your first word, when you started talking in sentences etc. You may have to use FaceTime

Make notes about what they tell you.

**Lesson 9 – Pages 36 - 38**  
**Language Development**

1) Write down in a sentence, what you think language development is.

Try and write down all the different ways in which we communicate with one another e.g. non-verbal communication and describe what you mean.

## Key Terms

**Receptive speech:** what a person understands

**Expressive speech:** the words the person produces

**Articulation:** the person's actual pronunciation of words

Babies are born with a desire and a need, to communicate with others before they can express themselves through speaking. Learning how to communicate (to listen and to speak) begins with **non-verbal communication** which includes:

- Body language e.g. facial expression, eye contact, pointing, touching and reaching for objects
- Listening to others talk to them
- Making sounds to attract attention
- Copying sounds made by others

In the early stages of language development, a baby might:

- Babble
- Cry
- Gurgle
- Cooing

These are ways in which a baby might try to **communicate** with another person. E.g. crying to get their attention because they are sad/upset/want attention.

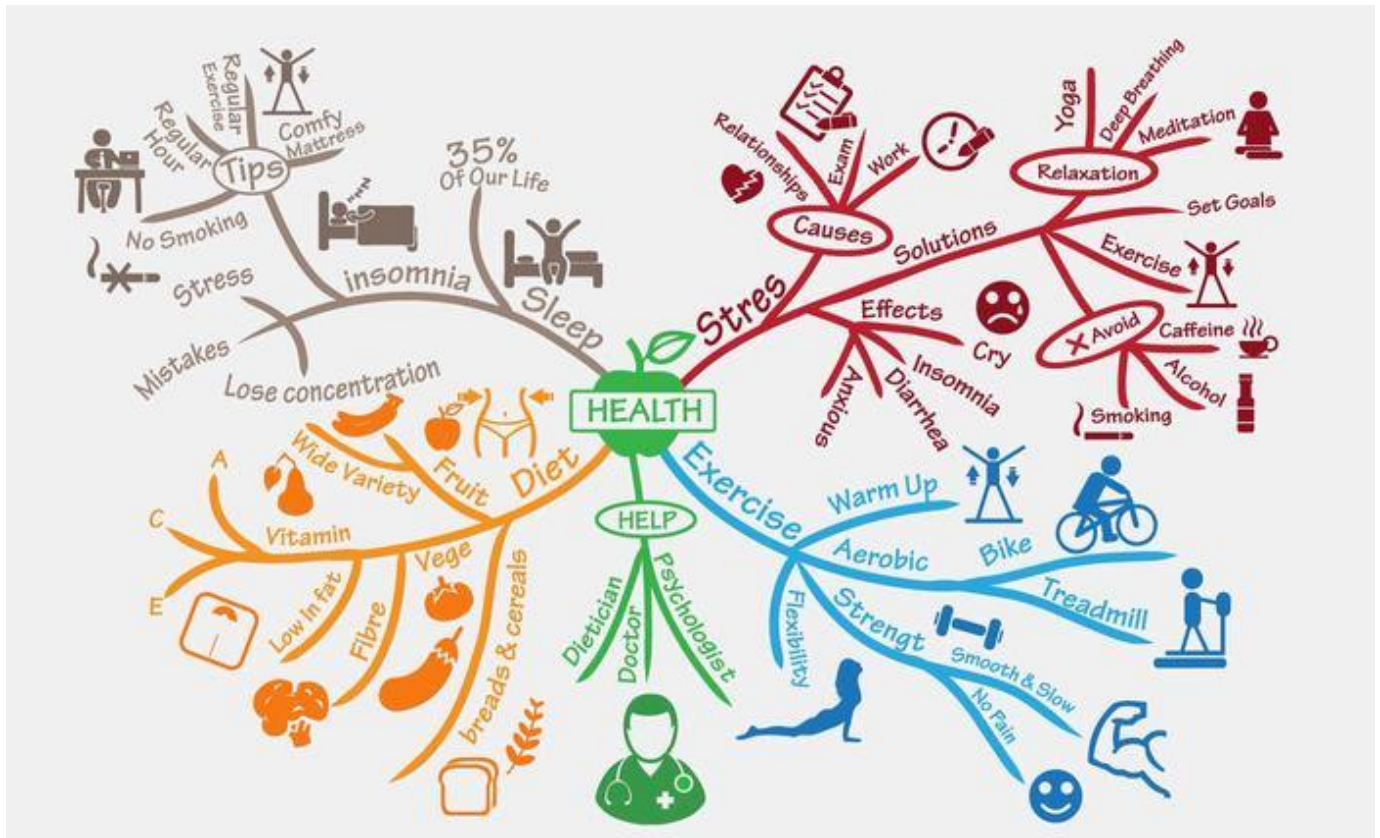
Ask the person you interviewed about how you were before you were one, how noisy you were! Make a note below:

## Lesson 9

### Language Development understanding

1. Language development in **Infancy** key facts, explained
2. Language development in **Early childhood** key facts, explained
3. Language development in **Adolescence** key facts, explained

Lesson 10 Page 39 - 42  
Emotional Development Mind map



Task create a mind map of all the emotions that you may experience/feel during infancy and early childhood.

Once you have identified the main emotions, you should stem from the emotion and identify events/times that may provoke that particular emotion.

## Lesson 10

### Emotions we feel and show how we feel

Draw images to help represent each of the emotions.

**Example: Emotion - Anger**

- Being told 'no' by a parent
- A friend calling you nasty names
- Seeing someone you love upset



**Lesson 10**  
**Emotional Development - security**

What is emotional development?

What do infants need to feel emotionally secure?

Create a mind map to show factors that contribute to emotional security, how does emotional security happen? What happens in life, when you are small?

**Lesson 10**  
**Emotional Development - attachment**

What do we mean by 'attachment'? In what ways might infants form attachments?

Give specific examples to support your answers.

Research John Bowlby's theory of attachment

**Stage 1:**

Age ranges:

**Stage 2:**

Age ranges:

**Stage 3:**

Age ranges:

**Stage 4:**

Age ranges:

**Schaffer and Emerson (1964): Stages of Attachment – Summary Sheet**

**Task:** Using images only, draw the four stages of attachment outlined by Schaffer and Emerson (1964).

## Lesson 10

### Schaffer and Emerson (1964): Stages of Attachment

Age Range	Attachment Stage	Explanation
0-6 weeks	<b>Asocial</b>	Very young infants are asocial (avoids social interaction) in that many kinds of stimuli, both social and non-social, produce a favourable reaction, such as a smile.
6-7 months	<b>Indiscriminate attachments</b>	Infants enjoy human company and most babies respond equally to any caregiver. They get upset when an individual doesn't interact with them. From 3 months infants smile more at familiar faces and is comfortable around their regular caregiver(s).
7-9 months	<b>Specific attachment</b>	<p>Special preference for a single attachment figure e.g. their mother. The baby looks to particular people for security, comfort and protection. It shows fear of strangers (stranger fear) and unhappiness when separated from a special person (separation anxiety).</p> <p>Some babies show stranger fear and separation anxiety much more frequently and intensely than others, but nevertheless they are seen as evidence that the baby has formed an attachment. This has usually developed by one year of age.</p>
10 months+	<b>Multiple attachment</b>	<p>The baby becomes increasingly independent and forms several attachments. By 18 months the majority of infants have form multiple attachments.</p> <p>The results of the study indicated that attachments were most likely to form with those who responded accurately to the baby's signals, not the person they spent more time with.</p> <p>Intensely attached infants had mothers who responded quickly to their demands and, interacted with their child. Infants who were weakly attached had mothers who failed to interact.</p>

**Lesson 11 Pages 45-48**  
**Emotional Development: Home Learning: Teen Self-Esteem**

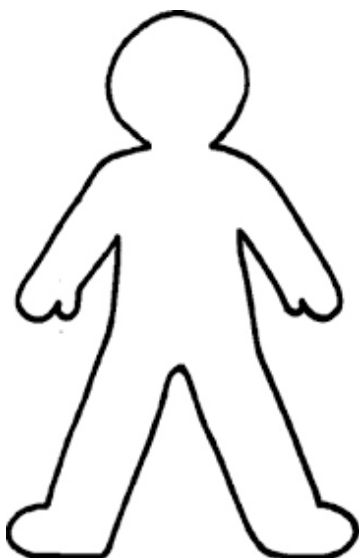
Task; Adolescent activities – divide them into two groups; activities completed independently and activities they need support with

Independent	Dependent

Explain why a teenager may need support with some activities

**Lesson 11– remember these?  
Emotional Development: Security/Insecurity**

Secure/Content	Insecure/Discontented



Draw 4 emoji's showing how you have felt today

**Lesson 11**  
**Emotional Development: perception of identity**

What does self-concept mean?

How is self-concept built?	How is self-concept damage?

What is self-esteem?

## Lesson 11

### Emotional Development: contentment

Positive emotional development is dependent on our feeling of security and **contentment**.

1. Why contentment is an important in emotional development?

2. Write a definition below.

Contentment means ...

3. What makes individuals feel contented or discontented, complete the table below. Try to give one reason for each of the life stages. Some examples have been added.

Life stage	Contented	Discontented
<b>Infant</b>		Not having needs met – e.g. needing to have a nappy changed
<b>Early childhood</b>		
<b>Adolescence</b>	Being happy with own looks and body image	
<b>Early adulthood</b>		Having unrealistic expectations of own achievements
<b>Middle adulthood</b>	Succeeding at a work project	
Later adulthood		



**Lesson 12 Pages 49-50**  
**Lockdown Home Learning – all about you**

Write a paragraph (as a minimum) about yourself during your infancy/early childhood years.

Have you been told your favourite types of play and you may need to ask questions or recall your early memories

1. What game/activity did you play the most when growing up?
  
2. Why do you think you enjoyed playing this way?
  
3. Did your game involve others, if not, why?
  
4. What was your role in the game/activity?
  
5. Did you ever find yourself in conflicts with others because of the game/activity? If so, how did you resolve it?
  
6. How do you think playing help your PIES development?

Ensure you explain all points and give examples where possible, please



**Lesson 13 Pages 51-53**  
**Task; Forming relationships**

Make a list of all the relationships which will be formed during infancy and childhood.

**Types of relationships**

**Formal relationships**

Formal relationships, such as those formed by senior workers and managers, are structured and usually arise out of an organisation's overall agreed aims. They are defined by rules, regulations and policies. Attitudes and behaviours that involve respect, empathy (understanding how others feel) and professionalism are also important characteristics of formal relationships.

**Informal relationships**

Informal relationships, by contrast, are not defined by rules and regulations and are usually formed out of a friendship or a close personal connection, such as those between individuals and their families and friends. Knowing each other well, sharing common interests and intimacy are important characteristics of informal relationships.

## Lesson 13

### Task; Types relationships

- What types of relationships examples are formal and informal? E.g. friends, boss, Explain why
- Which relationships characteristics are positive, in a sibling relationship (informal)
- Which relationships between siblings that can be negative?
- Could any of these relationships easily turn negative/positive?

## Lesson 13

### Task: Adolescence to Adulthood - Relationships

Draw yourself in the middle of the sheet. Firstly, draw links to everyone you have a relationship with. E.g. your family members, friends.

Once you have done this, colour code the relationships based on whether they are:

- Formal e.g. a work employer, teacher
- Informal e.g. parents, friends

Type of YOUR early and current relationships	Life stage when this was developed	Explanation	Extension: In what ways could this relationship breakdown?

**Lesson 14 Pages 55-56**

**Task: Adolescence to Adulthood - Relationships**

List down 4 reasons a relationship breaks down: two for an informal relationship and two for a formal relationship.

How could each of your reason, listed above, be prevented?

## Lesson 14 – About your Lockdown Home Learning

**Evaluate your relationships:** Identify two different relationships and in paragraph format, you should explain the following:

Explain the ways in which each relationship has **positively impacted** your life, but the ways in which it has not. Write in detail – PEE – Make a **p**oint, **E**xplain your point and give an actual **e**xample

NB: If you do not feel comfortable writing about your own personal relationships, you may use someone else and interview them to be able to write about the positives/negatives (an evaluation) of their relationships.



## Lesson 15 Pages 57-60

### Overview of Learning Consolidation Activity



What factors may affect an individual girl, aged 17 when she is growing up and developing? Give the girl a name and write about her like you know her.

What events may have happened in her life that affected her? Use your imagination, be creative!

## Lesson 15

### Factors Affecting Growth and Development

Physical factors are influences which can have a direct impact on an individual's development and growth.

Example: Lifestyle choices, such as diet – this can impact an individuals' development and growth as they may be malnourished which means that they will not develop properly.

What other lifestyle choices may influence a person's physical development? Two negatives and two positives, explained below ....

**Lesson 15**  
**Task; Overview of factors Affecting Growth and Development table**

Explain what each of the below are, in your own words and how they may impact on an individuals development

<b>Genetics e.g. down syndrome</b>	<b>Environment e.g. access to facilities</b>	<b>Lifestyle e.g. diet and exercise, substance misuse, sexual activity</b>	<b>Socio-economic e.g. healthy recreations, housing, diet</b>

## Lesson 15

### Task; Factors Affecting Growth and Development table

Show your understanding about inherited factors (nature) and observed and learned factors (nurture) – Complete the table below.

#### Disposition, skills and abilities

Do individuals **inherit** their disposition, skills and abilities or are these learned? Explain your answer and give 3 examples

#### Physical characteristics

How do inherited physical characteristics affect growth and emotional development? Explain your answer and give 3 examples

What physical characteristic have you inherited.... But don't like!

**Lesson 17- Pages 61- 63**  
**Factors effecting growth and development: Illness and Disease**

- How illness and disease might affect PIES development
- Choose one (1) illness and one (1) disease to conduct your research on, choose from the boxes below

**Illnesses:**

- Asthma
- Epilepsy
- Diabetes
- Crohn's disease
- Cystic fibrosis

**Diseases:**

- Meningitis
- Tuberculosis
- Polio
- Chronic fatigue syndrome
- Measles

**Task;** You must complete this by writing in paragraph format, below

Useful websites

<http://www.nhs.uk/pages/home.aspx>

<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&np=304&id=2578>

Life stages	Give a detailed example of a lifestyle choice made in each life stage and explain why this is so
Infancy (0-2 years)	
Early Childhood (3-8 years)	
Adolescence (9-18 years)	
Early Adulthood (19-45 years)	
Middle Adulthood (46-64years)	
Later Adulthood (65+)	

In your opinion, which life stage can we be most confident about the decisions we make and why?

**Lesson 17**  
**Activity: Healthy and Unhealthy diet**

**A healthy diet**

1. List examples of a healthy diet

2. Assess the ways in which a healthy diet can impact PIES development, starting with the following sentence:

A healthy diet can...

**An unhealthy diet**

1. List examples of an unhealthy diet

2. Assess the ways in which an unhealthy diet can impact PIES development, starting with the following sentence:

An unhealthy diet can...

**Lesson 18 – Pages 64-67**  
**Activity Web Designer: Lifestyle Choices**

Choose from one of the following lifestyle choices:

- Exercise
- Personal hygiene
- Sexual behaviours/choices
- Misuse of substances (i.e. alcohol, illegal drugs, prescription drugs)

Task: Design a web page on a selected lifestyle choice to educate people about the importance of positive lifestyle choices.



**Lesson 18**

**Task; Impact of Lifestyle choices has on individual PIES**

Q: How can substance misuse affect an individual's PIES development?

A:

Q: How can diet affect an individual's PIES development?

A.

Q: How can sexual behaviours affect an individual's PIES development?

A.

Q: How can exercise affect an individual's PIES development

A.

## Lesson 18

### Choices and available relationships

- How would living alone affect development?
- How would a lack of social interaction affect development?
- How do you think the local community could help? Make a few suggestions and explain them

**Lesson 18**  
**Different factors that can impact on development**

Q: What is social interaction?

A:

Q: How does culture affect development?

A:

Q: How does religion affect development?

A:

Q: Why is it important to be part of a community?

A:

**Lesson 19 Pages 68-72**  
**How do culture and religion affect lifestyle?**

- Is there a difference in **diets** eaten? Why would this affect an individual's development?
- Do people in society have different **values**?
- Is **marriage** seen differently by different cultures and religions?
- Are **family values** seen differently by different cultures and religions?
- Are **communities** important to all different cultures and religions?

Mind map your thoughts about gender 'roles'



Education helps to shape an individual's identity eg. male/female or an individual  
What are the positive and negative effects of education on a person's development?

What is meant by income? Give examples of what this is

What is expenditure? Give examples of what this is

What is meant by the term, material possessions? Give examples

How can having a low income, effect a person's growth and Development negatively?

How can having a low income, effect a person's growth and Development negatively?

How can having a low income actually be a positive? (Hint; new skills, creative

And finally, just for fun...

What would you but if you won a million pounds?!!