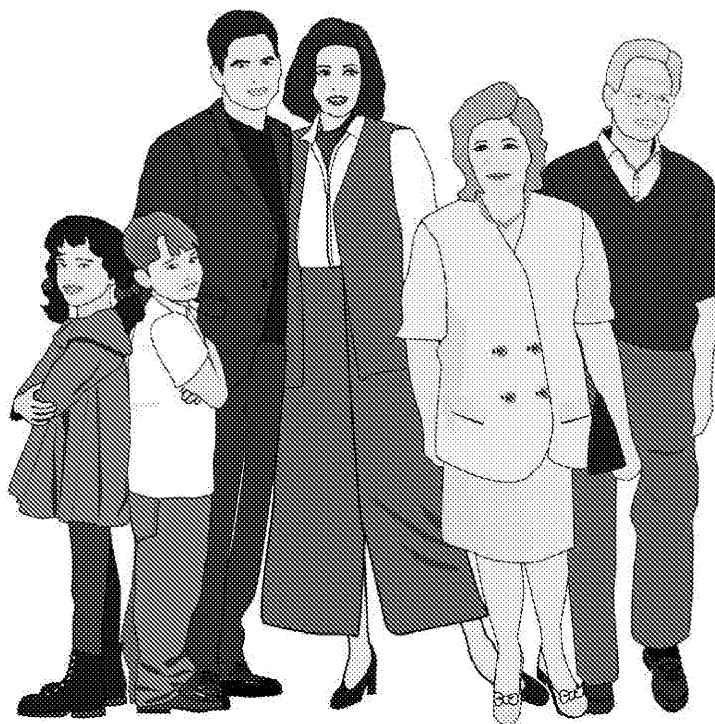


# Starters and Plenaries

*For BTEC L2 in Health and Social Care  
Unit 1: Human Lifespan and  
Development*



POD 5342

[hsc@zigzageducation.co.uk](mailto:hsc@zigzageducation.co.uk)  
[zigzageducation.co.uk](http://zigzageducation.co.uk)

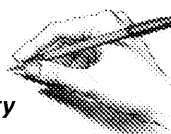
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## Teacher's Introduction

This pack contains 48 starter and plenary activities to assist the delivery of Health and Social Care Unit 1: Human Lifespan and Development. The activities have been designed to exactly match the specification and can be used to introduce and/or consolidate the learning of specific topics covered in Unit 1. The activities will enhance students' learning about the principles of human development across the lifespan and encourage application of these principles to health and social care practice.

Every activity is accompanied by Teacher's Notes which provide details of the aim of the activity and the student task, as well as instructions for the teacher on how to implement it. A range of activity types are included to meet the needs of students with different learning styles. In addition, many of the activities include differentiation, with suggestions for teachers to stretch students or extend their learning. The pack is divided into three sections, according to the unit specification. These divisions are marked by key revision activities which will consolidate the learning aims of the unit.

Throughout the pack, there are suggestions for individual, paired, small-group and whole-group activities, although teachers may use their discretion to adapt the activities to suit their teaching style and the learning style of the student group.

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## Activity 1: Human growth and development a

### Teacher's Notes

<b>Aim of the activity</b>	Starter activity to introduce the topic of human growth and stages
<b>Teacher's instructions</b>	Randomly allocate students to small groups of 3–4. Print a the next page for each student and hand it out at the start of to consider each of the life stages identified and agree an a Next, students should identify 2–3 key areas of growth and stage. At the end of the activity, ask students to feed back in Allow 10 minutes to complete this activity.
<b>Students' task</b>	Working in small groups, consider each of the life stages in range for each life stage. Once you have done this, identify development in each life stage.

### Suggested Answers

- Infancy, 0–2 years:  
e.g. sucking, crying, rolling over, sitting unaided, crawling
- Early childhood, 3–8 years:  
e.g. toilet trained, starting school, making friends, learning routines
- Adolescence, 9–18 years:  
e.g. puberty, menstruation, self-awareness, sexual awareness
- Early adulthood, 19–45 years:  
e.g. gender roles, relationships, job roles, physical maturity
- Middle adulthood, 46–65 years:  
e.g. menopause, ageing process
- Later adulthood, 65 years+:  
e.g. retirement, ageing process, new interests and hobbies, ailing health

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## Activity 1:

### Human growth and development across the life cycle

Working in small groups, consider each of the life stages identified below and agree a list of key areas of growth and development that occur during each stage. Once you have done this, identify 2–3 key areas of growth and development that are common to all life stages.

Infancy

Early childhood

Adolescence

Early adulthood

Middle adulthood

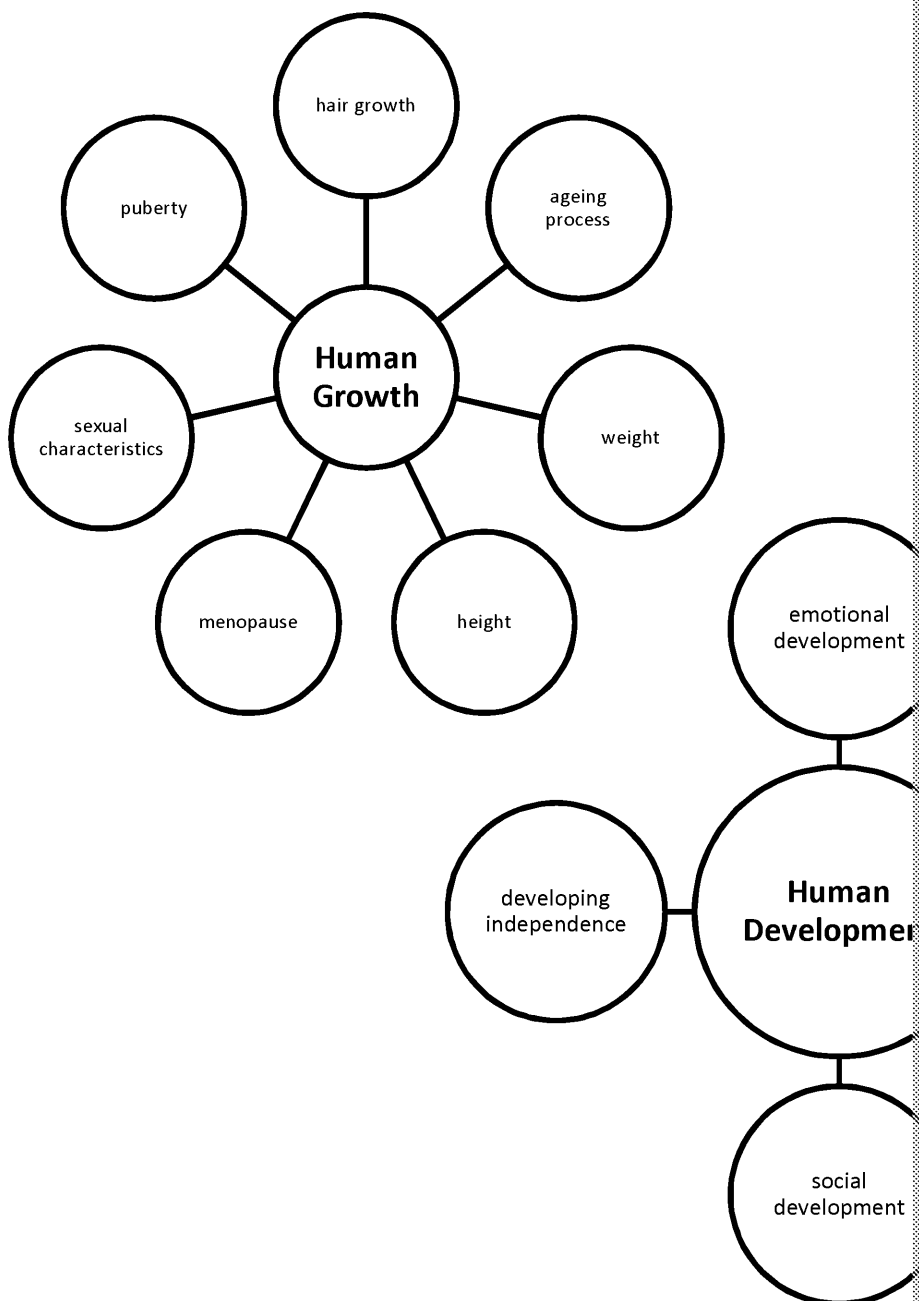
Later adulthood

## Activity 2: Introduction to human growth and development

### Teacher's Notes

<b>Aim of the activity</b>	Extension activity to prompt further exploration of growth and development. Record learning from the lesson.
<b>Teacher's instructions</b>	Individual activity: print a copy of the activity sheet on the back of the lesson. Students will have considered the differences between physical growth and development during the lesson. This activity can be used as a homework/plenary task.
<b>Students' task</b>	We have been considering the differences between physical growth and development. Record your ideas on the activity sheet.

### Suggested Answers



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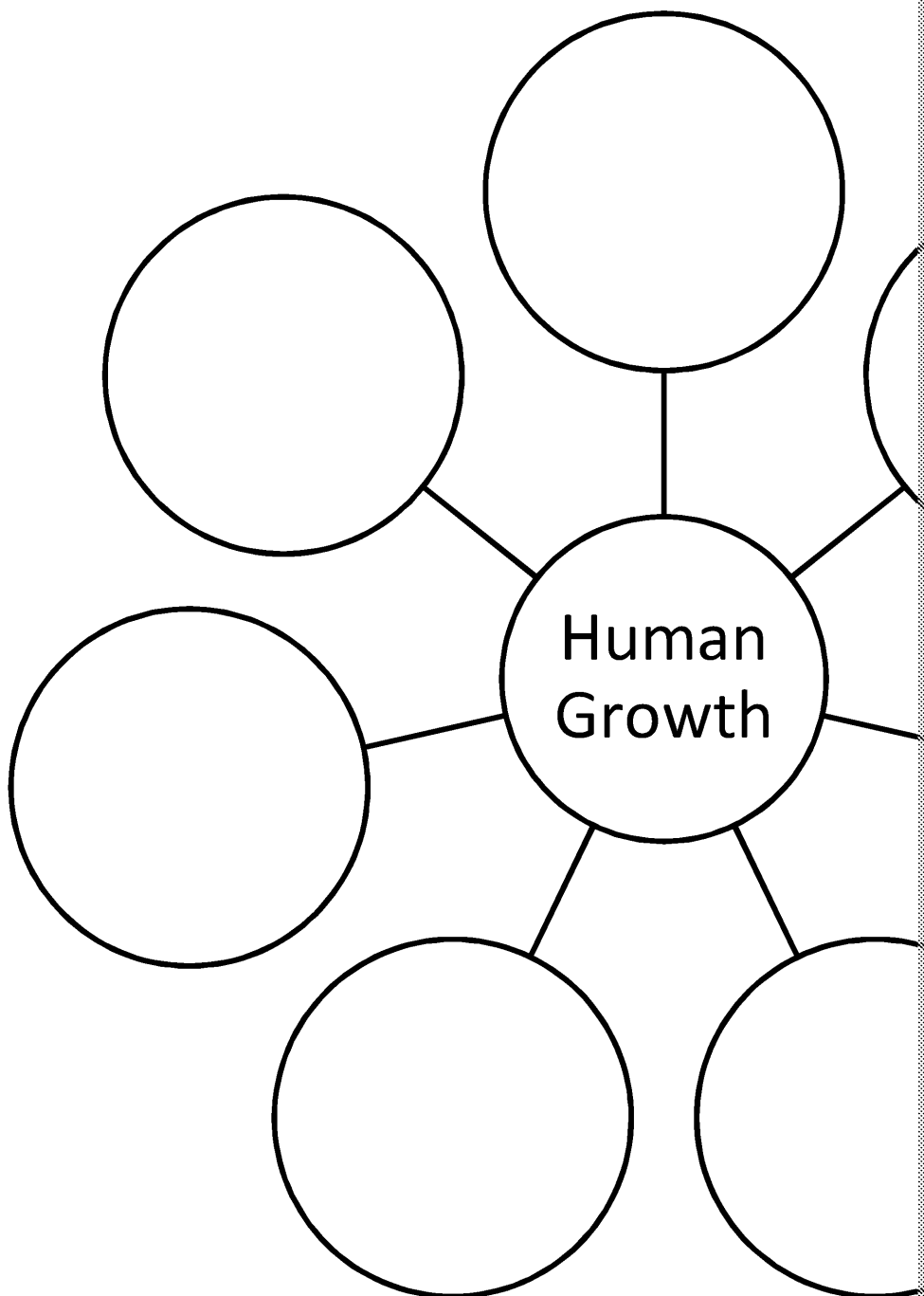
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## Activity 2:

### Introduction to human growth and

Human **growth** is about physical growth and **physiological** changes across the life  
How do we physically grow? Record your ideas below.



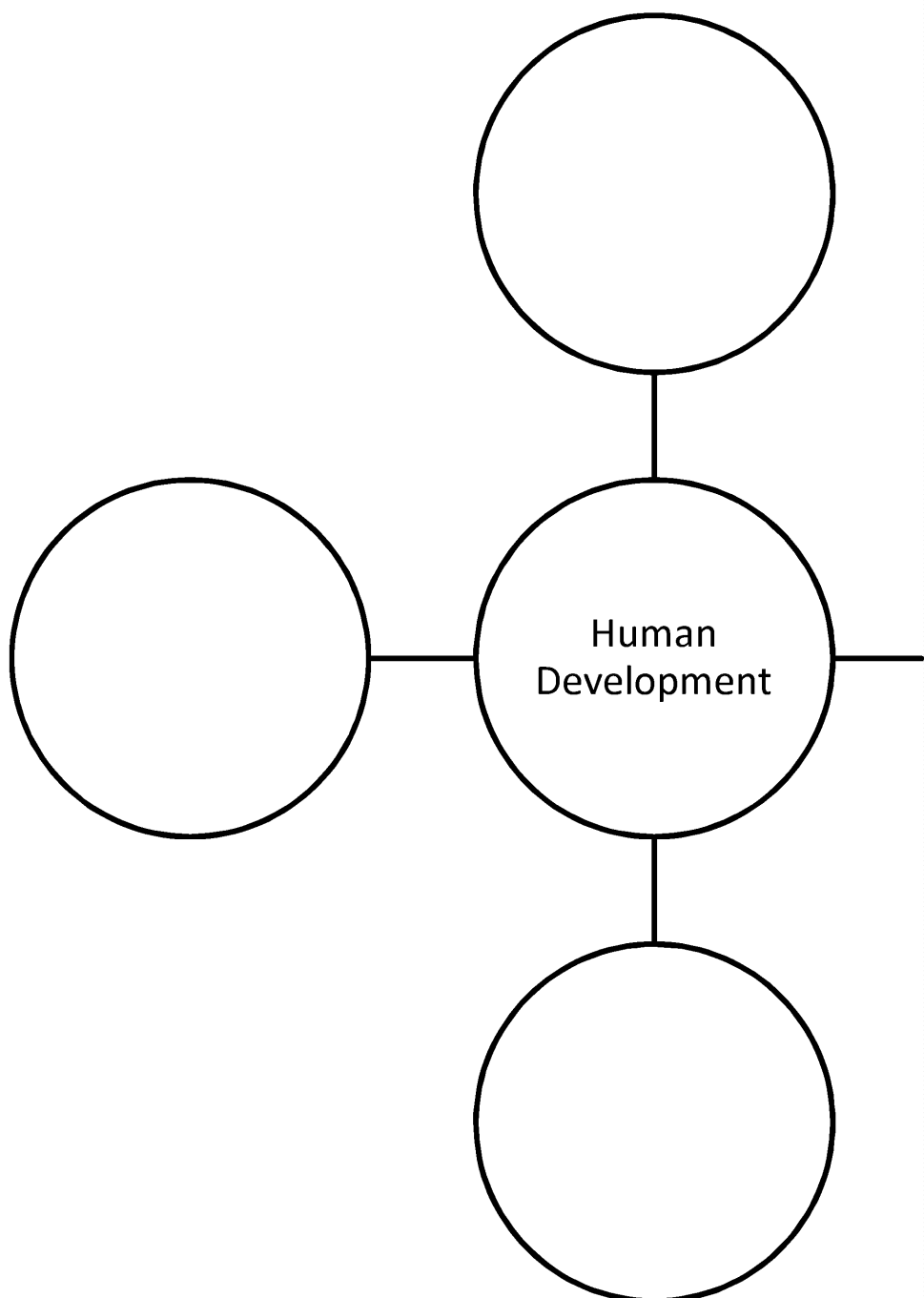
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Human **development** is about **psychological** changes across the life stages. How  
Record your ideas below.



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## Activity 3: Infancy and early childhood

### Teacher's Notes

<b>Aim of the activity</b>	Starter activity to introduce the topic of human growth and development and early childhood
<b>Teacher's instructions</b>	Randomly allocate students to small groups of 3–4. Print and photocopy the next page for each student and hand it out at the start of the lesson. Ask students to consider both of the life stages of infancy and early childhood, (1) identify the physical features, and (2) identify the capabilities and skills of a child in early childhood. Allow 10 minutes to complete this activity.
<b>Students' task</b>	Working in small groups, discuss the physical features and capabilities of a child in early childhood; in other words, what do they do?

### Suggested Answers

- Infancy, 0–2 years:  
e.g. physically unable to self-support, sucking, grasping, crying, rolling over, crawling, weaning, growth of hair and teeth, increase in physical size, strength and coordination
- Early childhood, 3–8 years:  
e.g. physical growth, taller, leaner body shape, toilet trained, starting school, learning of language, moral development, cognitive development, communication skills, and creative thinking

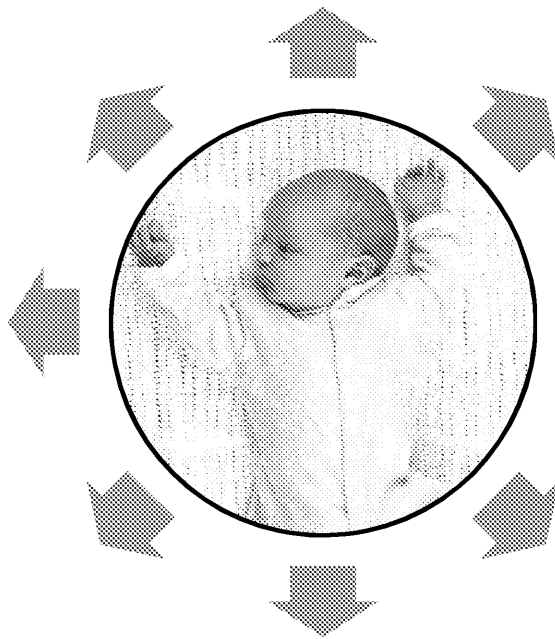
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## Activity 3: Infancy and early childhood

The life stage of infancy and early childhood involves rapid physical growth and physical development. Think about the differences in physical appearance between a newborn and a two-year-old child. Consider the differences in their intellectual and psychological development. Working in small groups, discuss the physical features and the capabilities of an infant and of a child in early childhood; in other words, what can they do?

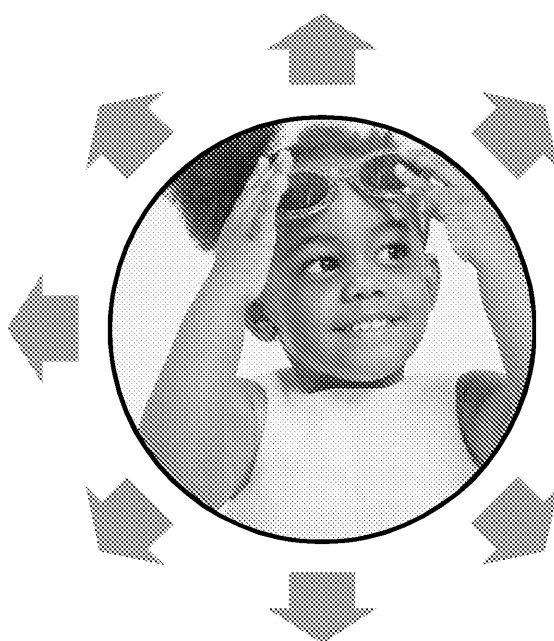


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## Activity 3: Infancy and early c



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## Activity 4: Common developmental milestones

### Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to consolidate learning of developmental milestones of early childhood
<b>Teacher's instructions</b>	Photocopy the activity sheet onto card and give one copy to each pair. They can study the sheet and test each other's learning from the sheet. (and if more time is available), instruct them to cut the table into strips and work together in pairs to match the age and skill.
<b>Students' task</b>	Working in pairs, test your knowledge of developmental milestones using the table provided.

### Suggested Answers

Age	Skills
1 month	Responds to noise, interested in faces, lifts head
2 months	Gurgles and coos, follows movement of objects with gaze, and laughs
3 months	Recognises familiar faces, responds to familiar voices, pushes and pulls
4 months	Can bear weight on legs, rolls from front to back, responds to name, weaning begins
5 months	Plays with hands and feet, rolls both ways
6 months	Turns to face noises, imitates sounds, sits without support, pulls to stand
7 months	Crawling begins, anxiety when separated from mother or caregiver
8 months	Can say 'mama' and 'dada', stands with support, searches for objects
9 months	Understands object permanence, can walk holding onto hand or furniture
10 months	Waves goodbye, picks things up, uses gestures to communicate, plays peek-a-boo or pat-a-cake
11 months	Stands unaided for seconds, understands 'no', puts objects in containers
12 months	Imitates gestures and actions, takes a few steps unaided
13 months	Takes pleasure in own reflection, bends down to pick up a toy
14 months	Responds to instructions, initiates games, can identify parts of objects
15 months	Can walk backwards, can scribble with a crayon, uses 'no' to refuse
16 months	Can turn pages of a book to simulate reading, can use a spoon, has tantrums
17 months	Enjoys pretend play, likes ride-on toys, can throw a ball, can say 'mama' and 'dada'
18 months	Can make basic sentences, can brush own teeth with assistance, can point to pictures in a book

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## Activity 4: Common developmental milestones

Working in pairs, test your knowledge of developmental milestones using the table below.

Age	Skills
1 month	Responds to noise, interested in faces, lifts head
2 months	Gurgles and coos, follows movement of objects with gaze, interest in own hands, smiles and laughs
3 months	Recognises familiar faces, responds to familiar voices, pushes something onto hands
4 months	Can bear weight on legs, rolls from front to back, responds to noise, may begin teething, weaning begins
5 months	Plays with hands and feet, rolls both ways
6 months	Turns to face noises, imitates sounds, sits without support, passes objects between hands
7 months	Crawling begins, anxiety when separated from mother or with strangers
8 months	Can say 'mama' and 'dada', stands with support, searches for hidden objects, points at objects
9 months	Understands object permanence, can walk holding onto hands or furniture, can feed self with fingers
10 months	Waves goodbye, picks things up, uses gestures to communicate, can join in games such as peek-a-boo or pat-a-cake
11 months	Stands unaided for seconds, understands 'no', puts objects inside other objects, develops new vocabulary
12 months	Imitates gestures and actions, takes a few steps unaided
13 months	Takes pleasure in own reflection, bends down to pick up an object
14 months	Responds to instructions, initiates games, can identify parts of the body
15 months	Can walk backwards, can scribble with a crayon, uses 'no'
16 months	Can turn pages of a book to simulate reading, can use a spoon, stacking building blocks, is attached to a special toy, has tantrums
17 months	Enjoys pretend play, likes ride-on toys, can throw a ball, dances to music
18 months	Can make basic sentences, can brush own teeth with assistance, can recognise and name pictures in a book

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## Activity 5: Learning gross and fine motor skills

### Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to check understanding of gross and fine motor skills
<b>Teacher's instructions</b>	This activity could be preceded by a visit to a nursery or recording clips of young children playing. Students could be encouraged to find clips, e.g. on YouTube. Randomly allocate students to pairs. Hand out a worksheet on the next page for each student and hand it out 10 minutes before the lesson. Students should be prompted to record definitions of gross and fine motor skills, and then consider examples of gross and fine motor skills, and promote these. Allow 10 minutes to complete this activity.
<b>Students' task</b>	Consider the examples of infants and young children you have seen. Which of gross and fine motor skills can you identify? How could you promote these skills in infants and young children?

### Suggested Answers

#### Gross motor skills:

Definition	Movements involving the larger muscle groups of the body
Examples	Crawling, walking, running, climbing, throwing, pushing, pulling
Activities to promote development	Encouraging infant to move towards you or a toy by reaching out, to climb and play in specially equipped soft-play areas, to throw a ball back and forth

#### Fine motor skills:

Definition	Movements involving small muscle groups, usually involving hand and finger coordination
Examples	Grasping, gripping, feeding, turning objects over, pointing, drawing, writing
Activities to promote development	Encouraging infant to feed itself with a spoon, to turn a screw, to use a shape-sorting toy, to complete a simple puzzle

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## Activity 5: Learning gross and fine

Consider the examples of infants and young children you have observed. What examples of skills can you identify? How could you encourage the development of these skills?

### Gross motor skills

Definition

Examples

### Fine motor skills

Definition

Examples

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## Activity 6: Development of language

### Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to consolidate learning about the development of language.
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. Give students 5 minutes before the end of the lesson. Instruct students to complete the activity by filling in the missing words. To stretch students, they can be given a list of missing words and attempt to complete the activity within 5 minutes to complete this activity.
<b>Students' task</b>	Complete the gapped handout to consolidate what you have learned about the development of language. See if you can do it without looking at the words.

### Suggested Answers

Infants and **children** mostly learn through **imitation**. Infants as young as 12 months respond to **noise** and learn to recognise familiar sounds, such as their mother's voice. It is thought that humans are programmed to be **social** from birth and that the potential for language is **innate**. At around **six** months, infants will imitate noises and mimic basic words they are talked to and listened to. Observations of **mothers** and babies suggest that infants join in **conversations** if the person speaking to them pauses, as if they are saying more. In this way, infants learn the to-and-fro, turn-taking nature of language. By **eight** months, infants can say 'mama' and 'dada', but most are unable to identify who belongs to who until a few **months** later. By their first birthday, most infants can use several **words** and can identify and name familiar **objects** with encouragement. By 18 months of age that infants begin to form basic **sentences**, although their early attempts are muddled and sometimes **nonsensical** to all except the most familiar family members.

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## Activity 6: Development of language

Complete the gapped handout to consolidate what you have learnt about the development of language. You can do it without looking at the list of missing words.

Infants and \_\_\_\_\_ mostly learn through \_\_\_\_\_  
\_\_\_\_\_ month old respond to \_\_\_\_\_ and learn  
such as their mother's \_\_\_\_\_. This suggests that humans are pre-wired  
\_\_\_\_\_ from birth and that the potential to develop language is  
around \_\_\_\_\_ months, infants will imitate noises and mimic behaviour  
if they are talked to and listened to. Observations of \_\_\_\_\_ and  
young infants join in \_\_\_\_\_ if the person speaking to them pauses  
\_\_\_\_\_, before saying more. In this way, infants learn the to-and-fro  
conversation. By about \_\_\_\_\_ months, infants can say 'mama' and  
to discriminate which name belongs to who until a few \_\_\_\_\_  
infants will have a repertoire of several \_\_\_\_\_ and can identify  
\_\_\_\_\_ with encouragement. It is usually around \_\_\_\_\_  
infants begin to form basic \_\_\_\_\_, although their \_\_\_\_\_  
and sometimes \_\_\_\_\_ to all except the most familiar family members.

.....  
fold line

children  
objects  
eight  
imitation  
response

innate  
one  
months  
social  
words

communication  
six  
noise  
nonsensical  
sentences

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## Activity 7 and 8: Piaget's theory of cognitive and

### Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to consolidate learning about Piaget's theory.
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. Give students 5 minutes before the end of the lesson. Instruct students to complete the missing cells. Stretch students by asking them to provide examples of the terms highlighted in bold. Allow five minutes to complete the activity. This activity can be used as an extension of this activity.
<b>Students' task</b>	Work individually to complete the table which provides an overview of cognitive development.

### Suggested Answers

Stage	Age	Description
Sensorimotor stage	0–2 years	Infants experience the world through their senses and are egocentric.
Pre-operational stage	2–7 years	Children acquire a greater range of concepts but gradually egocentrism diminishes.
Concrete operational stage	7–11 years	Logical thinking prevails but children struggle with conservation with practical and visual perspectives other than their own.
Formal operational stage	11 years +	Children are capable of abstract thought and conservation tasks in their mind.

Key points of moral development include:

- Moral development is a mental process linked to cognitive development.
- Stages are innately determined.
- Maturation and disequilibrium = moral development.
- Stages are defined by the kind of thoughts employed.
- Emphasis on how we think rather than what we think.
- Moral principles and moral behaviour are linked.
- Development is influenced by equal-status contact with others.
- Children learn to understand others' perspectives (empathy).
- Group contact = compromise = develop social norms and morals.

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## Activity 7: Piaget's theory of cognitive development

Complete the table which provides an outline of Piaget's theory of cognitive development.

Stage	Age	Description
	0–2 years	
Pre-operational stage		
		Logical thinking prevails but children can apply conservation with practical and visual aids. They can consider perspectives other than their own.
Formal operational stage	11 years +	

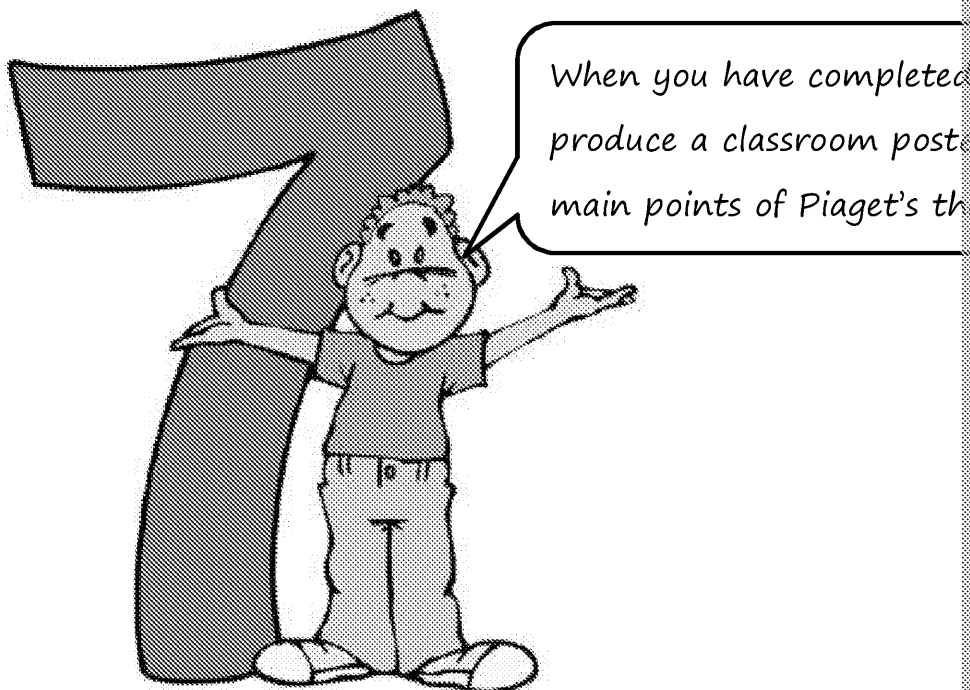
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## Activity 8: Piaget's theory of moral

*Conduct research in small groups to discover more about Piaget's theory of moral development and how it builds on his theory of cognitive development.*



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## Activity 9: Attachment

### Teacher's Notes

<b>Aim of the activity</b>	Starter activity to introduce the topic of attachment
<b>Teacher's instructions</b>	Allow students to work in small groups of 2–4 of their choice. Due to the sensitive nature of the topic, photocopy the activity sheet as a worksheet for each student. Instruct the groups to discuss attachment using the questions. At the end of the activity, ask students to feed back their ideas to the whole group to agree on a definition of attachment. Allow 10 minutes for the activity.
<b>Students' task</b>	Working in a small group, consider the questions about attachment. Try to think of a definition of attachment.

### Suggested Answers

Activity to introduce the topic and stimulate discussion, no suggested answers.

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## Activity 9: Attachment

Working in a small group, consider the questions about attachment written below and agree a definition of attachment.

Who are you  
attached to?

Will you always  
be attached to  
them?

How did you  
become attached  
to these people?

Think about your  
behaviour when  
you are apart  
from them...

Attachment is: .....

.....

.....

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## Activity 10: Emotional development: bonding, attachment and relationships

### Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to consolidate learning about attachment
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. Give students 5 minutes before the end of the lesson. Instruct students to complete the activity by filling in the missing words. To stretch students, they can be given a list of missing words and attempt to complete the activity within 5 minutes to complete this activity. Extension activity – identify the short and long term benefits of attachment and the four attachment types
<b>Students' task</b>	Complete the gapped handout to consolidate what you have learned about attachment. The initial letter of each word is included as a prompt.

### Suggested Answers

Attachment has been defined as: 'a close **emotional** relationship between an infant and its caregiver (Bowlby, 1993). The earliest attachment experience is that between **infant** and **caregiver**. Bowlby identified four key behaviours of infant attachment which are: 1) seeking proximity to caregiver; 2) showing signs of distress on **separation**; 3) pleasure when **reunited**; 4) **secure** attachment behaviour **towards** caregiver. There are both **short** and **long** term benefits of attachment to caregiver. Immediate benefits are to do with **food** and **survival**. The infant's working model (Bowlby) of the **relationship** it has with its **caregiver** who influences its future relationships throughout childhood, **adolescence** and adulthood.

- Immediate benefits of attachment – food, warmth, shelter, survival
- Long-term benefits of attachment – ability to relate, independence, survival, reproduction
- Type A – anxious avoidant – does not seek out caregiver, lack of distress on separation, little pleasure when reunited
- Type B – secure – seeks proximity to caregiver, some distress on separation, some pleasure when reunited
- Type C – anxious resistant – clings to caregiver, high distress on separation, little pleasure when reunited
- Type D – disorganised – observable as a mixture of anxious attachment and avoidant attachment

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## Activity 10: Emotional development, bonding, attachment, security

Fill in the gaps on the handout to consolidate what you have learned about attachment. A key word is included as a prompt.

Attachment has been defined as: 'a close emotional relationship between two people' (Bowlby, 1993). The earliest attachment experience is that between infants and their mothers. Psychologists have identified four key behaviours of infant attachment which are: 1) showing signs of distress on separation from caregiver; 2) showing signs of distress on separation from caregiver; 3) showing signs of distress on separation from caregiver; 4) showing general orientation of behaviour towards the caregiver. The benefits of early attachment are both short-term and long-term. The immediate benefits of early attachment are to do with feeding and sleeping. The infant develops a secure attachment (Bowlby) of the relationship it has with its caregiver which influences its future relationships throughout childhood, adolescence and adulthood.

**Extension activity:** What are the immediate and long-term benefits of attachment?

Immediate benefits of attachment	Long-term benefits of attachment

**Extension activity:** What are the four attachment types?

Attachment	Type	Characteristics
Type A		
Type B		
Type C		
Type D		

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## Activity 11 and 12:

### Physical and intellectual development in

#### Teacher's Notes

<b>Aim of the activity</b>	Starter activity to introduce the topic of physical and intellectual development in adolescence
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. Instruct students to consider the physical changes that happen during adolescence. Make sure they know the age range (10–18 years). At the end of the activity, ask students to feed back to the class. Allow 10 minutes to complete this activity. Stretch students to think about development in males and females separately and draw an additional diagram.
<b>Students' task</b>	Identify physical and intellectual changes which occur during adolescence to the diagram. If you have different coloured pens or highlighters, use one for physical changes and another for intellectual changes.

#### Suggested Answers

- Physical/females – development of breasts and hips, slender waist, menstrual cycle, underarm hair
- Physical/males – muscle bulk, facial hair growth, increase in body hair and voice, increase in size of genitalia
- Intellectual – development of self-image, changes to self-esteem, development of relationships including sexual relationships, independence, starting university or employment, learning to drive

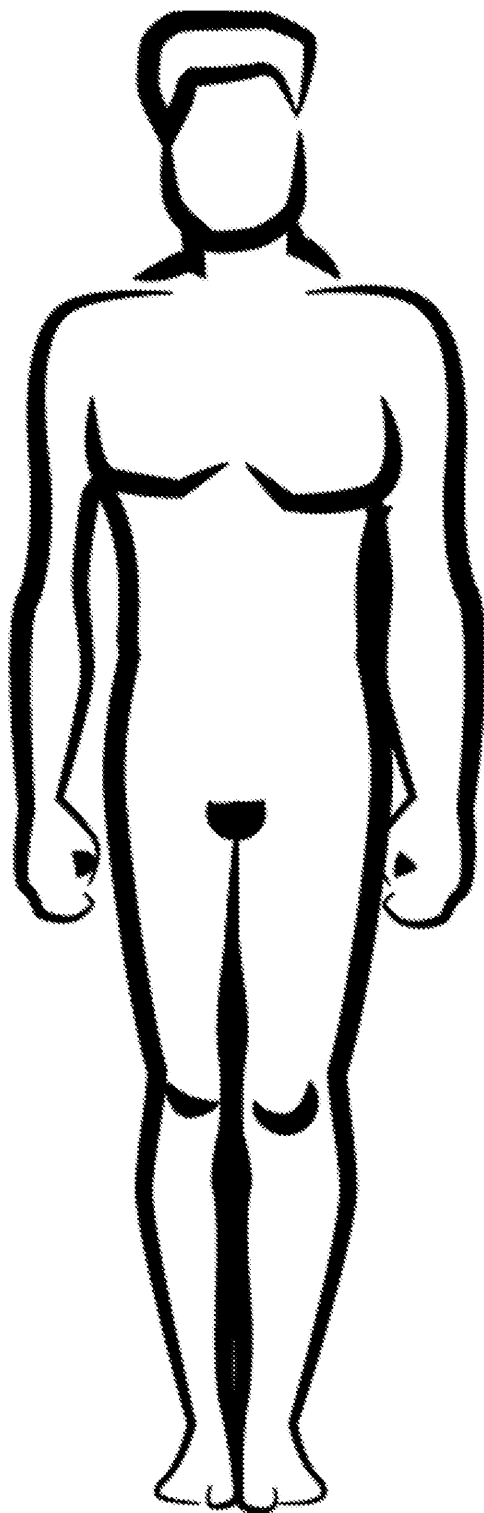
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## Activity 11: Physical and intellectual development in adolescence

Identify physical and intellectual changes which occur during adolescence and adolescence



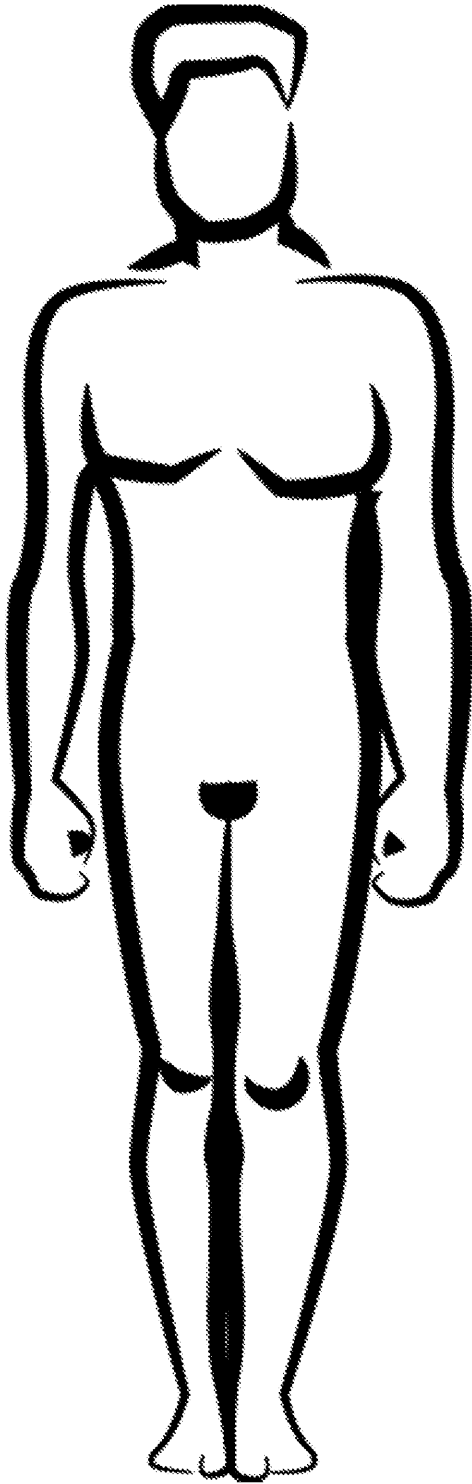
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## Activity 12: Gender differences in development in adolescence

Identify physical and intellectual changes which occur during adolescence according to the diagrams below.



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## Activity 13: Ageing

### Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to consolidate learning about the ageing process.
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. Give students 5 minutes before the end of the lesson. Instruct students to copy down the physical and psychological changes that happen during ageing and indicate which changes affect males and females. At the end of the activity, ask students to feed back their ideas. Give students 5 minutes to complete this activity.
<b>Students' task</b>	Identify physical and psychological changes which occur during ageing. Indicate which changes affect males and females and add these to the diagram.

### Suggested Answers

Both genders	Males only	Females only
Greying hair	Hair loss (head)	Menstruation
Dryness of skin	Hair growth (nose, ears)	Menstruation
Loss of skin elasticity	Loss of muscle bulk and tone	Menstruation
Slight memory loss	Sexual impotence	Menstruation
Change in eyesight		
Hearing loss		
Decline in libido		
Aching joints		
Less energy		
Loss of physical strength		
Loss of mobility		

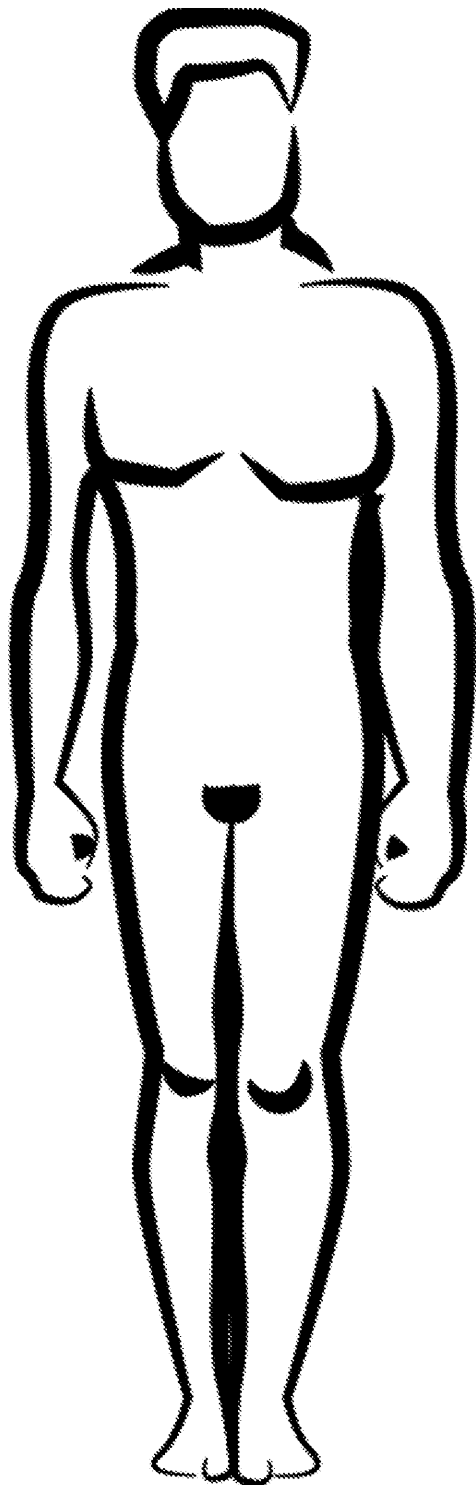
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## Activity 13: Ageing

Identify physical and psychological changes which occur during the ageing process and add these to the diagrams below.



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## Activity 14: Menopause

### Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to consolidate learning about the menopause
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. 5 minutes from the end of the lesson. Instruct students to complete the statements that happen during menopause and indicate them on the diagram. During the activity, ask students to feed back their ideas to the whole class. Allow 10 minutes to complete the statements about the menopause. Allow 10 minutes for the activity.
<b>Students' task</b>	Identify physical changes which occur during the menopause and complete the diagram.

### Suggested Answers

- Headaches
- Hot flushes
- Smaller, flatter nipples
- Darker, thicker pubic hair
- Vaginal dryness and itching
- Loss of bone mass and density
- Dry skin

### Extension

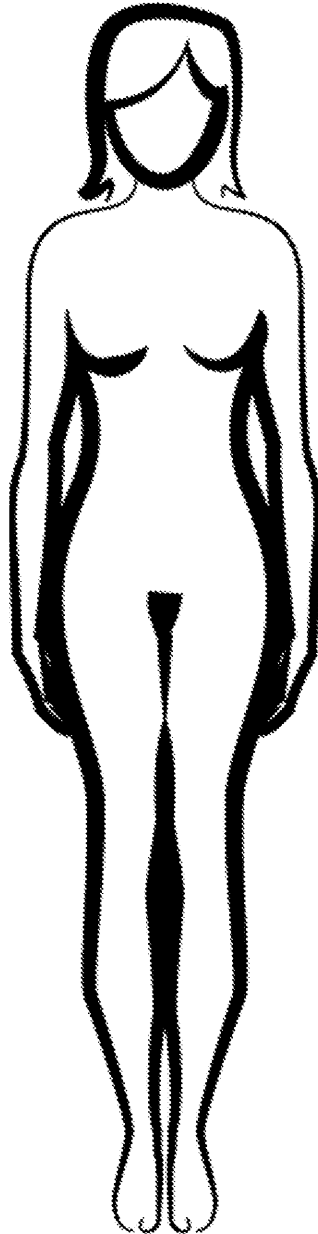
- The term 'menopause' means the end of monthly cycles.
- It is a period of transition which occurs in females in middle adulthood, usually in the early 50s.
- Menopause is the result of a reduction in female hormones and signals a transition from a reproductive to a non-reproductive state.
- Menopause is formally diagnosed when there has been an absence of menstruation for 12 months.

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## Activity 14: Menopaus



Identify physical changes which occur during the menopause and add these to the

**Extension activity:** Complete the following sentences about the menopause.

The term 'menopause' means: .....

It is a period of transition which occurs in females aged: .....

Menopause is the result of: .....

.....

Menopause is formally diagnosed when: .....

.....

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## Activity 15: Self-image

### Teacher's Notes

<b>Aim of the activity</b>	Starter activity to introduce the topic of self-image
<b>Teacher's instructions</b>	Randomly allocate students to small groups of 3–4. Print a copy of the next page for each student and hand it out at the start of the lesson. Ask students to consider the term 'self-image' and add their ideas to the list. Then ask them to come up with a definition of self-image. Stretch activity – ask students to consider positive and negative self-image. At the end of the activity ask them to share their ideas to the whole class. Allow 10 minutes to complete.
<b>Students' task</b>	Working in small groups, consider what is meant by the term 'self-image'.

### Suggested Answers

- Self-image: how one sees oneself
- Influences:
  - comparisons with peers
  - comparisons with media images in magazines and TV
  - body size
  - weight
  - facial features
  - disability
  - past experience of positive/negative comments
  - celebrity
  - culture

#### Stretch:

- Positive self-image: healthy attitudes to size, weight and appearance in life, self-esteem, confident personality, compliments about image
- Negative self-image: unhealthy attitudes to size, weight and appearance, low self-esteem, comparisons with unrealistic celebrity role models and media

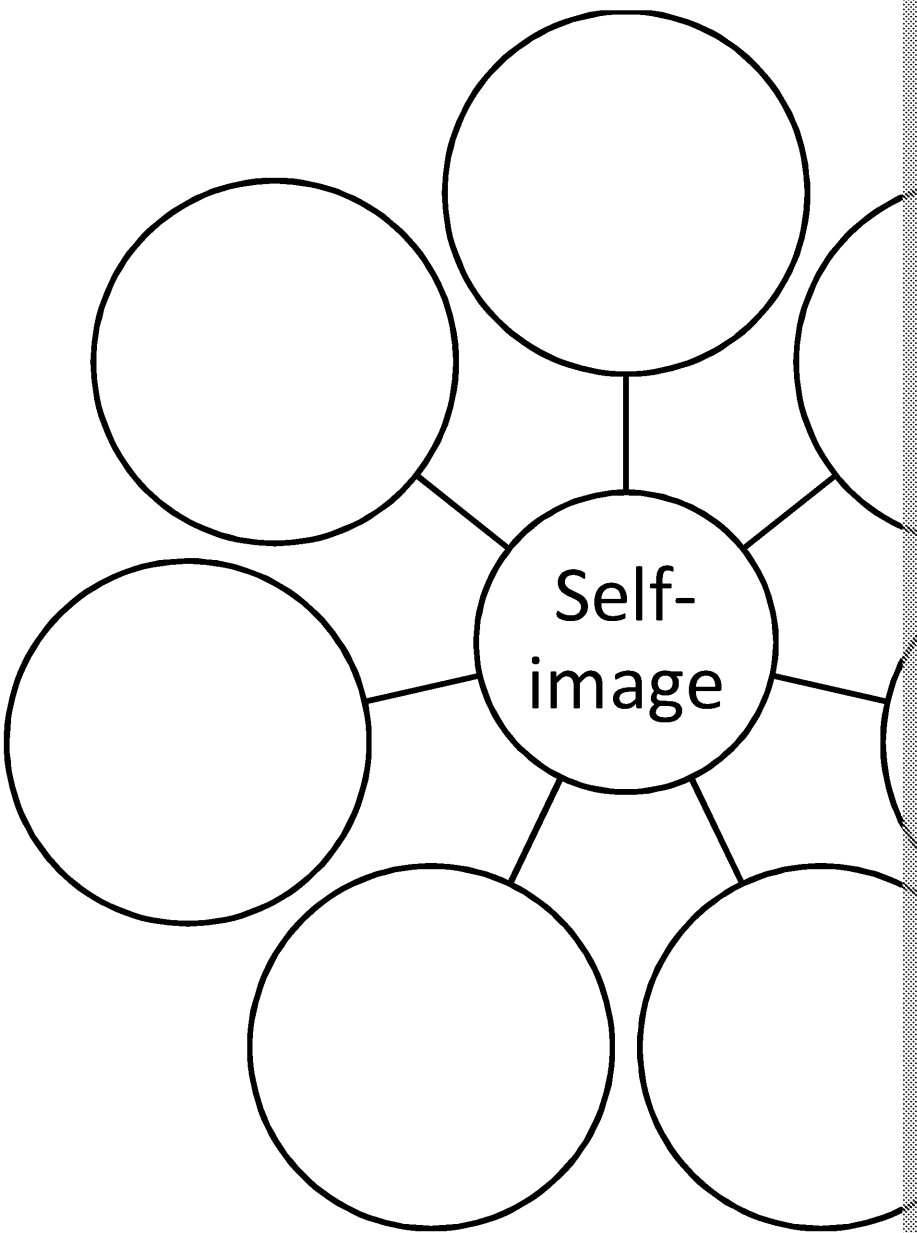
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# Activity 15: Self-image

Working in small groups, consider what is meant by the term 'self-image' and record your ideas in the diagram below.



**Stretch activity** – identify possible reasons for positive and negative self-image.

Positive influences	Negative influences

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## Activity 16 and 17: Self-esteem

### Teacher's Notes

<b>Aim of the activity</b>	Starter activity to introduce the topic of self-esteem
<b>Teacher's instructions</b>	Randomly allocate students to small groups of 3–4. Print a copy of the next page for each student and hand it out at the start of the lesson. Ask students to consider the term 'self-esteem' and add their ideas to the board. Then ask them to come up with a definition of self-esteem as different from self-image. Ask them to identify possible reasons for positive and negative self-esteem. Finally, ask students to feed back their ideas to the whole class. Also, ask them to complete this activity. Extension or homework activity: Print a copy of the next page for individuals to write down their positive and negative thoughts about themselves on a scale of 1–10?
<b>Students' task</b>	Working in small groups, consider what is meant by the term 'self-esteem'. How is it different from (but related to) self-image.

### Suggested Answers

- Self-esteem: feelings about one's value and one's abilities
- Influences:
  - ♦ experiences of success/failure or positive/negative comments about
    - ◇ academia
    - ◇ work
    - ◇ sports
    - ◇ peers
  - ♦ experiences of relationships or friendships
  - ♦ links with self-image

#### Stretch:

- Positive self-esteem: positive home environment (loving, nurturing and valuing), confident personality, previous achievements
- Negative self-image: negative home environment (neglectful, abusive, insensitive), repeated failures or inability to acknowledge successes

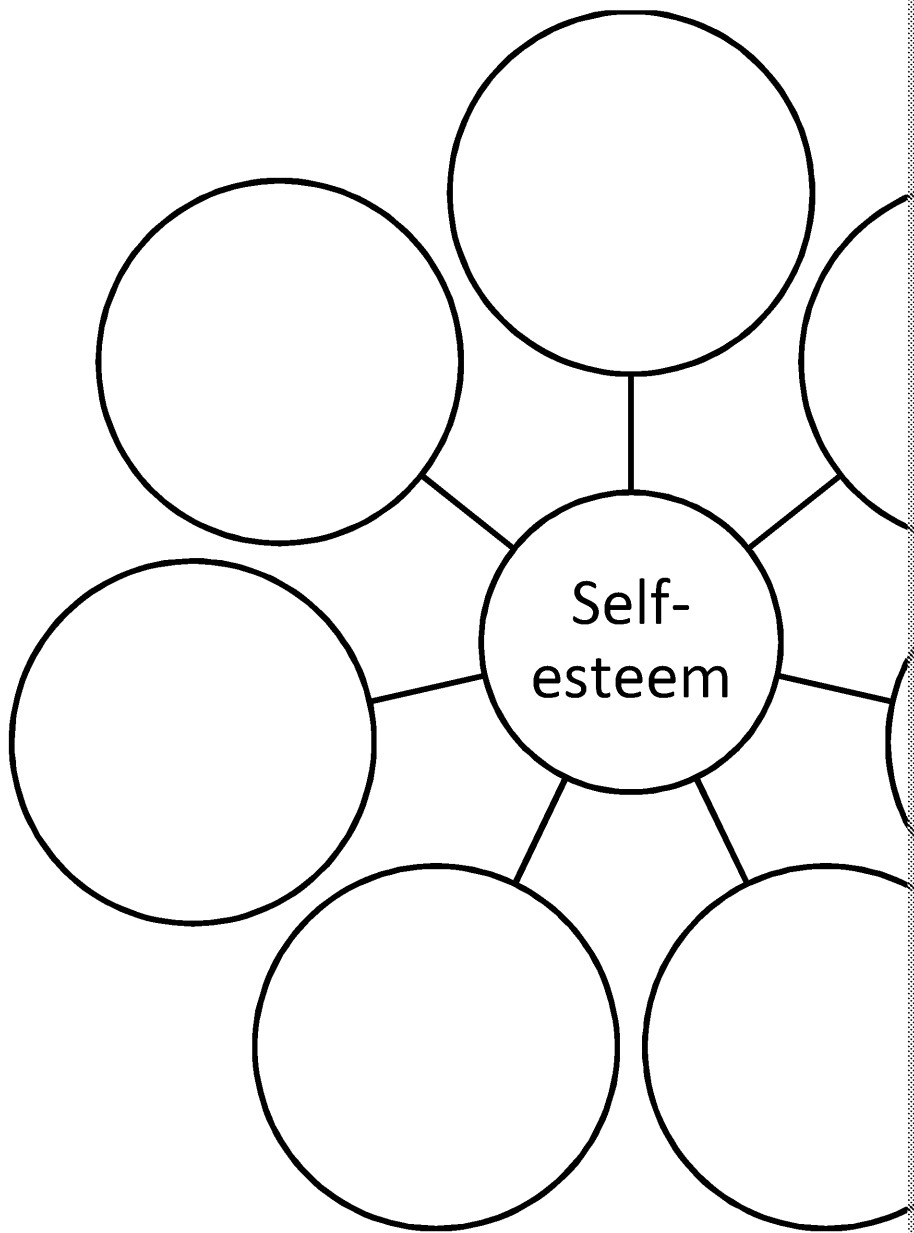
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## Activity 16: Self-esteem

Working in small groups, consider what is meant by the term 'self-esteem' and re



**Stretch activity** – identify possible reasons for positive and negative self-esteem

Positive influences	Neg

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## Activity 17: Myself

**Extension activity:** Record your positive and negative traits and rate your self-esteem. How could your self-esteem be improved?

My positive traits are:


My negative traits are:


My self-esteem score is: .....

It could be improved by: .....

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## Activity 18: Friendships and relationships

### Teacher's Notes

<b>Aim of the activity</b>	Starter activity to introduce the topic of friendships and relationships Activity to consolidate learning
<b>Teacher's instructions</b>	Randomly allocate students to small groups of 3–4. Print and photocopy the next page for each student and hand it out at the start of the lesson. Ask students to consider friendships and relationships at each of the life stages. At the end of the activity, ask students to feed back their ideas to the whole class. At the end of the lesson, students can use the activity sheet to consolidate learning about the nature of friendships and relationships at different life stages.
<b>Students' task</b>	Consider friendships and relationships at different life stages. What are the characteristics of friendships/relationships with? How are they formed and maintained? Feed back ideas to the activity sheet.

### Suggested Answers

- **Infancy, 0–2 years**  
relationships with family members  
based on survival needs (food, nurture, etc.)
- **Early childhood, 3–8 years**  
friendships with family friends and school peers, usually same gender  
friendships form and break down readily
- **Adolescence, 9–18 years**  
based on common interests  
mixed-gender friendship groups, gangs, friendships outside the family
- **Early adulthood, 19–45 years**  
based on common interests or workplace  
sexual relationships become priority  
close friendship groups, usually same gender
- **Middle adulthood, 46–65 years**  
based on common interests or workplace  
sexual relationships are a priority  
close friendship groups, usually same gender
- **Later adulthood, 65 years+**  
diminishing friendship groups, loss of spouse, family moving away  
new friendship groups formed due to new interests







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## Activity 18: Friendships and relationships

Consider friendships and relationships at different life stages. Who are these friends? Where are they formed and what are they like? Add your ideas to the activity sheet below.

Infancy 	Early childhood 	Adolescence 
Early adulthood 	Middle adulthood 	Late adulthood 

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## Activity 19: Independence

### Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to consolidate learning about independence
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. Give students 5 minutes before the end of the lesson. Instruct students to identify the meaning of independence at each of the life stages and identify events that illustrate independence at each life stage. Weaker students can be paired with stronger students to complete the activity. At the end of the activity, ask students to feed back their ideas to the class. Give students 5 minutes to complete this activity.
<b>Students' task</b>	Identify activities that promote independence and events that illustrate independence at different life stages and list them on the activity sheet.

### Suggested Answers

Life stage	Events that illustrate independence	Activities
Infancy	Learning to manage frustration/anxiety/desire	Controlled crying
Early childhood	Sleepovers, scout camp, performance in shows/sports	School, extra-curricular
Adolescence	Travelling to/from school by bus, walking to shops alone, attending groups, choosing options, choosing college course, part-time job, driving	School, college, youth club
Early adulthood	Earning money, living independently, shopping, cooking, cleaning, starting a family	Leaving home, employment
Middle adulthood	Responsible for self and family financially and physically	Parenting, starting a business
Later adulthood	Day trips, bingo, tea dances	Pensioners' clubs

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## Activity 19: Independence

- List the six life stages in the left-hand column.
- Identify events that illustrate independence at each life stage and record them in the middle column.
- **Stretch activity** – identify activities relevant to each life stage which enable independence at that life stage and record them in the right-hand column.

Life stage	Events that illustrate independence	Activities that enable independence

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## Activity 20: Keywords for topics A.1

### Teacher's Notes

<b>Aim of the activity</b>	Revision activity to consolidate learning from topics: A.1 pass through during the life course; and A.2 key aspects development at each life stage.
<b>Teacher's instructions</b>	Photocopy the list of keywords and give a copy to each student. A number of ways to revise the topic. Students can work together. A small A-Z address book is good to use for this purpose, or small groups can use the keywords to test each other's knowledge. Keywords written by individuals, dividing the keywords among the groups. They can match the definitions with the keywords. The teacher can use the activity sheet like a bingo card, marking off keywords that have been defined. There are endless possibilities. Maybe your students can use other activities using keywords or add more keywords to the list.
<b>Students' task</b>	Use the sheet of keywords to test your knowledge of topics A.1 and A.2.

### Suggested Answers

Life stage: period of human life according to age	Growth: physical change	Development: psychological change
Psychological: to do with the mind and cognitive processes	Gross motor skills: large muscle group movements	Fine motor skills: small muscle group movements using hand-eye coordination
Cognitive: brain processes, e.g. thought, memory, language	Loss of mobility: less able to move around freely due to pain or lack of strength or energy	Egocentric: focused on own experiences, cannot see things from another perspective
Logical thinking: capacity to make sense of things	Abstract thinking: capacity to think about things beyond own experience	Moral development: learning about right and wrong
Disequilibrium: psychological state of imbalance when new experiences are different from stored experiences	Attachment: emotional bond between two persons	Separation anxiety: distress displayed by infant when separated from caregiver
Stranger anxiety: distress displayed by infant in presence of a stranger	Adolescence: life stage of 9–18 years	Puberty: physiological changes accompanying adolescence
Physical maturity: physiological capacity to reproduce	Self-esteem: feelings about one's value and one's abilities	Self-image: how one sees oneself
Ageing process: physical and psychological changes as one ages	Muscle tone: elasticity in muscles (lessens during ageing)	Hair loss: physical change with ageing, especially in males
Bonding: process of forming friendships and relationships	Innate: born with	Sensory loss: loss of e.g. hearing, sight, taste
Friendships: relationships with others, usually platonic	Relationships: bond between friends, family and partners	Independence: capacity to carry out activities without depending on another person

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## Activity 20: Keywords for topics

life stage	growth	development
psychological	gross motor skills	fine motor skills

cognitive	innate	egocentric
logical thinking	abstract thinking	moral development

disequilibrium	attachment	separation anxiety
stranger anxiety	adolescence	puberty

physical maturity	self-esteem	self-image
ageing process	muscle tone	hair loss

bonding	loss of mobility	sensory loss
friendships	relationships	independence

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## Activity 21: Revision questions for topics

### Teacher's Notes

<b>Aim of the activity</b>	Revision activity to consolidate learning from topics: A.1 the pass through during the life course; and A.2 key aspects of development at each life stage.
<b>Teacher's instructions</b>	Photocopy the revision questions and give a copy to each student. Some of the questions can be graduated to suit the student group. Students use their notes to answer the exam-style questions in pairs, students answer the exam-style questions without notes, students answer the exam-style questions under exam conditions. In class, mark together as a whole group to consolidate learning.
<b>Students' task</b>	Answer the exam-style questions according to the instructions.

### Suggested Answers

1. Janey – early adulthood  
Tolo – early adulthood  
Lily – infancy
2. (i) pushes self up with hands  
(ii) crawls  
(iii) walks by holding onto furniture or adult's hands

3.

<b>1 month</b>	Responds to noise, interested in faces, lifts head
<b>2 months</b>	Gurgles and coos, follows movement of objects with gaze, and laughs
<b>3 months</b>	Recognises familiar faces, responds to familiar voices, pushes
<b>4 months</b>	Can bear weight on legs, rolls from front to back, responds to weaning begins
<b>5 months</b>	Plays with hands and feet, rolls both ways
<b>6 months</b>	Turns to face noises, imitates sounds, sits without support, pulls

4. Any two of:
  - Encourage Lily to move towards a toy by placing it slightly out of reach.
  - Encourage Lily to climb and play in specially equipped soft-play area.
  - Encourage Lily to kick or throw a ball back and forth.
5. Any two of:
  - Encourage Lily to feed herself with a spoon.
  - Encourage Lily to turn pages of a book.
  - Encourage Lily to complete a simple puzzle.
6. Lily will learn language through imitation. At around six months, she will learn from her mother and father. By about eight months, Lily should be able to say 'mama' and 'dada'. By her first birthday, Lily will have a repertoire of several words. She will name familiar objects in English and Spanish if both are spoken at home.

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7. Piaget's stages of cognitive development

Stage	Age	Description
Sensorimotor stage	0–2 years	Infants experience the world through movement. They are <b>egocentric</b> .
Pre-operational stage	2–7 years	Children acquire a greater range of fine motor skills. Gradually egocentrism diminishes.
Concrete operational stage	7–11 years	Logical thinking prevails but children can only think with practical and visual aids. They can think about things other than their own.
Formal operational stage	11 years +	Children are capable of abstract thinking and solving tasks in their mind.

8. Secure  
Anxious resistant  
Anxious avoidant  
Disorganised

9.

	Male adolescents	Female adolescents
1	Increase in body hair	Mature breasts
2	Enlarged Adam's apple	Wider hips
3	More muscular body shape	Pubic hair
4	Mature genitals	Menstruation

10. Life stage: middle adulthood  
Developmental change: menopause

11. (i) Self-image is a person's belief about what they look like whereas self-esteem is a person's belief in their own worth.  
(ii) Self-esteem may vary in different contexts and over time whereas self-image is stable across contexts and resistant to change over time.

12. Life stage: middle adulthood  
Self-image: lack of affection may have a negative effect on self-image.  
Self-image: losing his job may have a negative effect on self-image.

13. Positive effects of educational success  
Positive effects of a fulfilling hobby

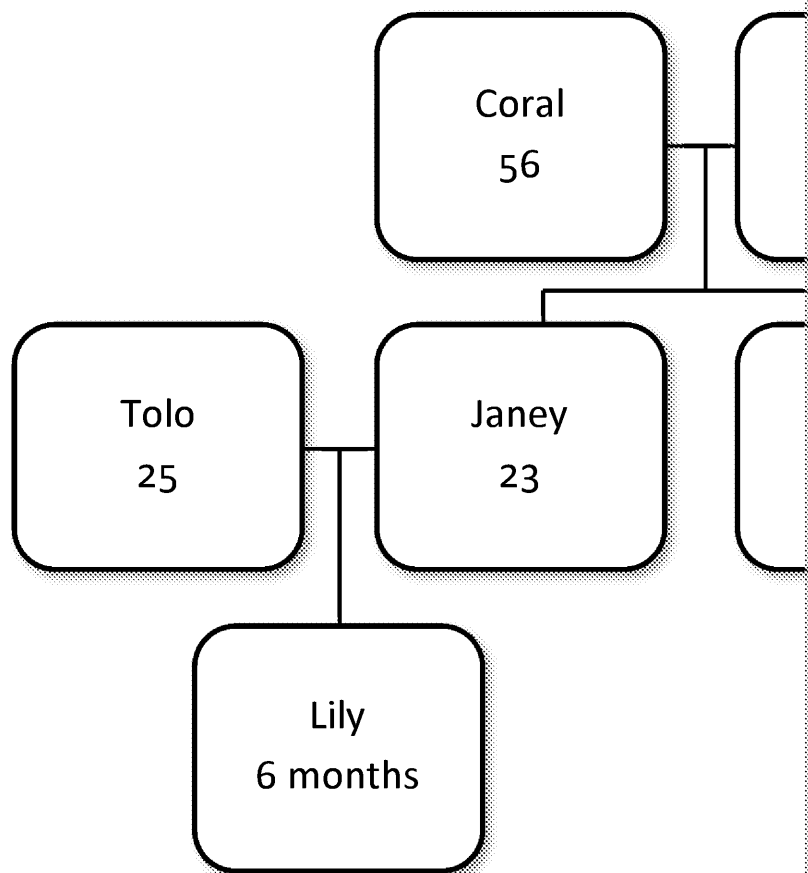
14. Self-esteem: end of a serious relationship may have negative impact on self-esteem.  
Self-image: end of relationship may raise doubts about personal attractiveness.

15. The distance between Sadie and her family and friends in the UK may put her at risk of loneliness. Moving to a new country will be an opportunity for Sadie to build new relationships.

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## Activity 21: Revision questions for topics A



1. Janey and Tolo are a young married couple in their twenties. They recently had a baby. Identify the life stages of the three family members.

Janey: .....

Tolo: .....

Lily: .....

2. Identify three aspects of physical development relevant to Lily in her first year.

(i) .....

(ii) .....

(iii) .....

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3. What developmental milestones might Janey have noticed during Lily's first 6 months?

Age	Developmental milestones
1 month	
2 months	
3 months	
4 months	
5 months	
6 months	

4. How can Janey and Tolo encourage development of Lily's gross motor skills?

.....

.....

.....

5. How can Janey and Tolo encourage development of Lily's fine motor skills?

.....

.....

.....

6. Janey's first language is English and Tolo's first language is Spanish. How will development during infancy?

.....

.....

.....

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7. Complete the following table of Piaget's stages of cognitive development.

Stage	Age	Description
		Infants experience the world through their senses and are <b>egocentric</b> .
	2–7 years	
Concrete operational stage	7–11 years	
		Children are capable of abstract thinking and conservation tasks in their mind.

8. Identify the four attachment types in children.

- (i) .....
- (ii) .....
- (iii) .....
- (iv) .....

9. Identify four physical changes in males during adolescence and four changes in females during adolescence.

	Male adolescents	Female adolescents
1		
2		
3		
4		

10. Janey's mother Coral is 56 years old. She is experiencing headaches, dry skin, urinary incontinence and vaginal dryness. Identify Coral's life stage and developmental changes.

Life stage: .....

Developmental change: .....

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11. Identify two differences between self-image and self-esteem.

(i) .....

(ii) .....

12. Coral's husband, Donald, has recently been made redundant from the account he worked for 22 years. At 61, he thinks it is unlikely he will get another job. He is becoming irritable and less affectionate towards him. Identify Donald's life stage and the recent events on his self-image.

Life stage: .....

Self-image: .....

Self-image: .....

13. Tolo's brother, Paulo, is 21 and has recently graduated from university with a degree. He has been accepted onto a graduate teaching programme with a placement in a primary school. Give two possible reasons why Paulo might have high self-esteem.

(i) .....

(ii) .....

14. Paulo met his girlfriend, Sadie, in their first year at university. They have been together for two years. Recently Sadie has said she wants to end their relationship as she feels they are not compatible. Suggest how Sadie's decision might affect Paulo's self-esteem and self-image.

Self-esteem: .....

Self-image: .....

15. Since Sadie left university, she has decided to spend a year living and working in New York. Suggest the impact of moving to New York on Sadie's relationships?

.....

.....

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## Activity 22:

### Physical factors that affect human growth and development

#### Teacher's Notes

<b>Aim of the activity</b>	Starter activity to introduce the topic of physical factors
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each start of the lesson. Working in pairs, students should discuss factors that affect growth and development and add them to the diagram below, asking them to identify internal and external factors. At the end of the activity, ask the students to feed back their ideas to the whole class. Allow 10 minutes for the activity.
<b>Students' task</b>	Working in pairs, consider the <u>physical</u> factors that affect growth and development and add them to the diagram below

#### Suggested Answers

Internal factors	Can be either internal or external
Inheritance	Illness
Disability	Disease

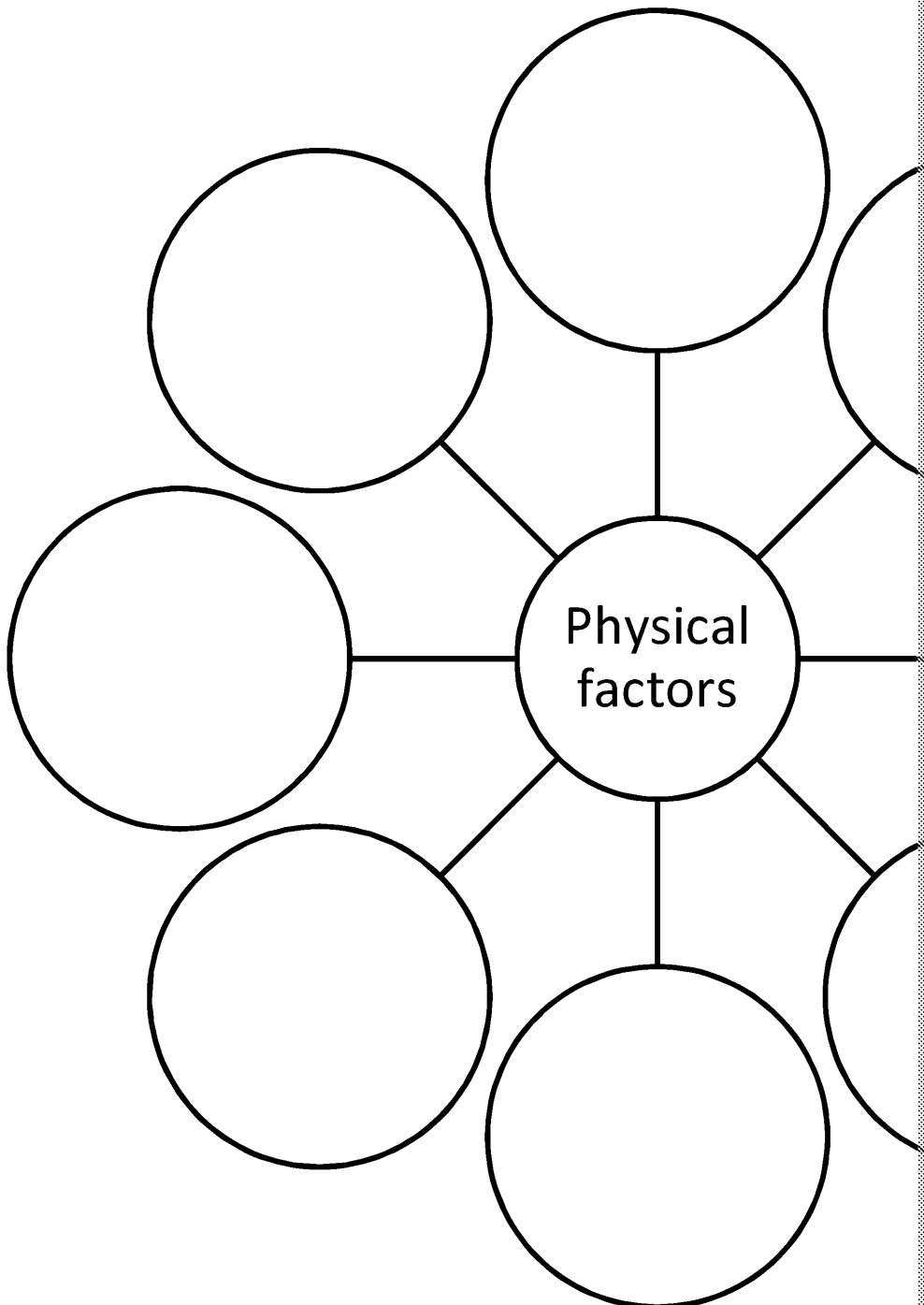
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## Activity 22: Physical factors that affect growth and development

Working in pairs, consider the **physical** factors that affect growth and development below.



**Stretch activity:** differentiate between internal and external factors and indicate

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## Activity 23: Genetic inheritance

### Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to check learning about genetic inheritance.
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. Working individually, students complete the sentences by filling in the missing words. Stretch activity: Students complete the missing words and attempt the activity from memory. At the end of the lesson, discuss the correct completed sentences with the whole class. Allow time for reflection on the activity.
<b>Students' task</b>	Complete the statements below about genetic inheritance. Use the list of missing words and attempt the activity from memory.

### Suggested Answers

1. Every cell in the body contains **23** pairs of **chromosomes**.
2. Chromosomes contain **genes** inherited from our parents.
3. Each pair of chromosomes contains one inherited from the **mother** and one from the **father**.
4. Genetic information is contained in **DNA**.
5. Chromosomes may contain different forms of the same gene called **alleles**.
6. We inherit characteristics from dominant alleles inherited from our **parents**.
7. The allele for brown eyes is more dominant than the one for **blue** eyes.
8. We inherit characteristics contained in **dominant** alleles.
9. We do not inherit characteristics contained in **recessive** alleles.
10. If one parent has brown eyes and the other's eyes are blue, we will inherit **dominant** alleles.

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## Activity 23: Genetic inheritance



Complete the statements below about genetic inheritance by folding over the list of missing words and attempting to match them to the correct statement.

1. Every cell in the body contains \_\_\_\_\_ pairs of \_\_\_\_\_.
2. Chromosomes contain \_\_\_\_\_ inherited from our parents.
3. Each pair of chromosomes contains one inherited from the \_\_\_\_\_ and \_\_\_\_\_.
4. Genetic information is contained in \_\_\_\_\_.
5. Chromosomes may contain different forms of the same gene called \_\_\_\_\_.
6. We inherit characteristics from dominant alleles inherited from our \_\_\_\_\_.
7. The allele for brown eyes is more dominant than the one for \_\_\_\_\_ eyes.
8. We inherit characteristics contained in \_\_\_\_\_ alleles.
9. We do not inherit characteristics contained in \_\_\_\_\_ alleles.
10. If one parent has brown eyes and the other's eyes are blue, we will inherit \_\_\_\_\_.

fold line

alleles  
dominant  
mother

blue  
DNA  
parents

brown  
genes  
recessive

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## Activity 24: Inherited characteristics

### Teacher's Notes

<b>Aim of the activity</b>	Starter activity to extend topic of inherited characteristics
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each start of the lesson. Working in pairs, students should discuss what could be inherited and add them to the diagram. Stretch students to consider psychological factors. At the end of the activity, ask students to share ideas to the whole class. Allow 10 minutes to complete this task.
<b>Students' task</b>	Consider the physical characteristics that an infant could inherit and record them on the diagram. Stretch: Add a new shape to the diagram for psychological inherited characteristics.

### Suggested Answers

Physical inherited characteristics	Psychological inherited characteristics
Eye colour Hair colour Facial features Body shape Height Weight	Intelligence Personality traits Sense of humour Temper Specific skills or talents

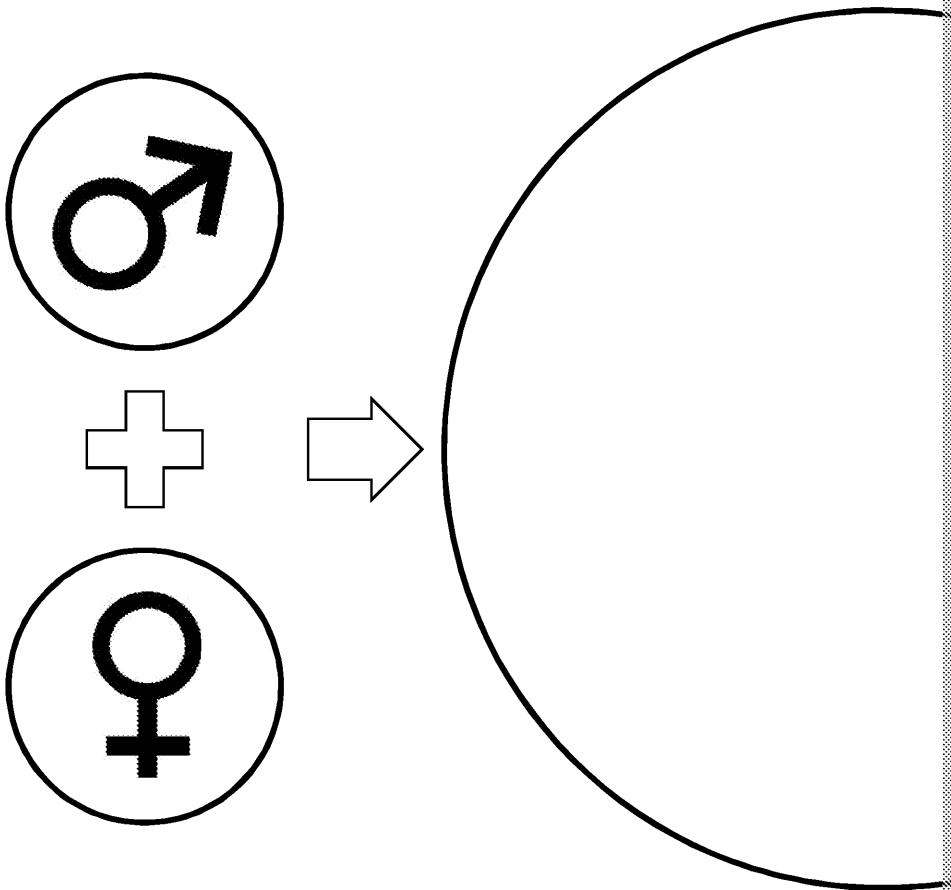
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## Activity 24: Inherited characteristics

Consider the physical characteristics that an infant could inherit from their parents and complete the diagram.



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**Stretch:** Add a new shape to the diagram to record the psychological inherited characteristics.

## Activity 25: Non-genetic factors

### Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to check the learning of non-genetic factors
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each start of the lesson. Working individually, students should discuss during the lesson according to the three categories of disease and add them to the diagram. Stretch students by using terms 'genetic' and 'non-genetic'. At the end of the activity, discuss their ideas to the whole class. Allow 10 minutes to complete.
<b>Students' task</b>	Record the non-genetic factors which affect human growth on the chart.

### Suggested Answers

- Lifestyle, e.g. exercise, diet, drugs, alcohol, active, sedentary
- Illness, e.g. cancer
- Disease, e.g. Multiple Sclerosis (MS), Myalgic Encephalomyelitis (ME) also Chronic Fatigue Syndrome (CFS), diabetes, Cerebral Palsy (CP), Irritable Bowel Syndrome
- Genetic: inherited factors such as predisposition to disease
- Non-genetic: factors not related to inheritance such as lifestyle choice and environment

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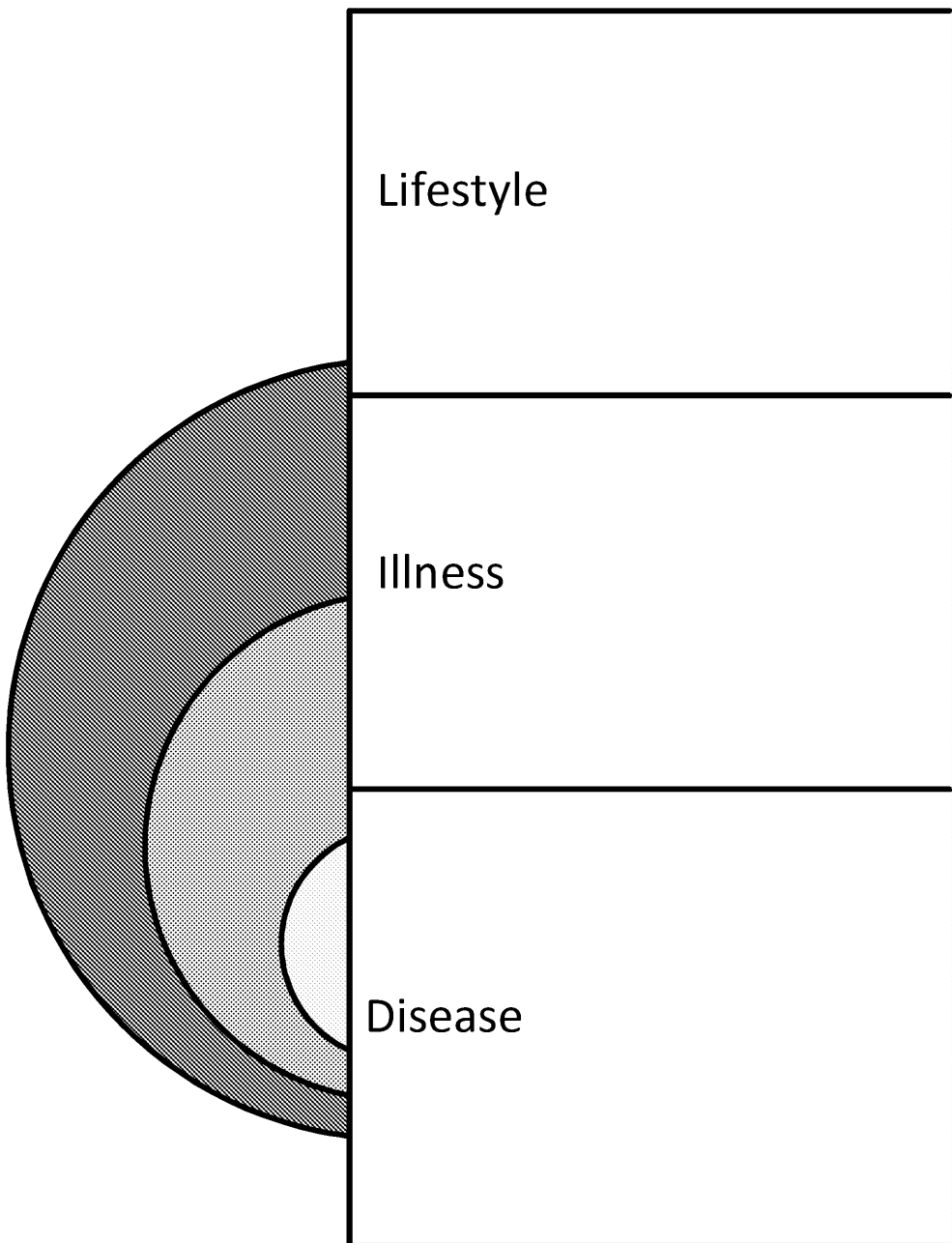
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## Activity 25: Non-genetic factors

Record the non-genetic factors which affect human growth and development on the chart.



**Stretch:** define the terms 'genetic' and 'non-genetic'.

Genetic: .....

Non-genetic: .....

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## Activity 26: Lifestyle, illness and disease

### Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to consolidate learning of lifestyle, illness and disease.
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. Give students 5 minutes before the end of the lesson. The teacher assigns each student a number from 1 to 3. Small groups are formed by grouping the 1s together, the 2s together (you may have two groups for each number depending on the number of students in the class). Allocate a category to each group: 1 = lifestyle, 2 = illness, 3 = disease. Each group selects one physical factor that affects growth and development and identifies the ways in which it affects growth and development. The teacher photocopies one activity sheet from each group to be shared with the class. Give students 15 minutes to complete this activity, including feedback. Encourage students to be encouraged to conduct further research in their own time.
<b>Students' task</b>	Select one factor that affects growth and development from the list provided. Identify ways in which your chosen factor affects growth and development and record your findings on the activity sheet.

### Suggested Answers

Answers will vary according to the selection of factors by student groups.

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## Activity 26: Lifestyle, illness and

- Select one factor that affects growth and development from your allocated disease.
- Identify ways in which your chosen factor affects growth and development on the activity sheet.
- Share your findings with the group.

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## Activity 27: Social and cultural factors

### Teacher's Notes

<b>Aim of the activity</b>	Starter activity to introduce the topic of social and cultural factors
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. Encourage the group to distinguish between social and cultural factors that affect growth and development. Record their definitions on the activity sheet. Working in pairs, discuss the social and cultural factors that affect growth and development. Stretch students by asking them to consider the effects of social and cultural factors and of social isolation. At the end of the lesson, ask students to share their ideas with the whole class. Allow 10 minutes to complete the activity.
<b>Students' task</b>	As a whole group, define the terms 'social' and 'cultural'. Discuss the social factors affecting growth and development and the cultural factors affecting growth and development. Stretch – consider the emotional effects of social and cultural factors and of social isolation.

### Suggested Answers

- Social: relates to local society and social norms
- Cultural: wider term relating to culture and cultural norms
- Social factors: e.g. housing, jobs, society, groups, neighbours, friends, resources
- Cultural factors: e.g. religion, spirituality, community
- Emotional affects: e.g. belonging/isolation, individual/group, sense of self
- Social isolation: e.g. low self-esteem, loneliness

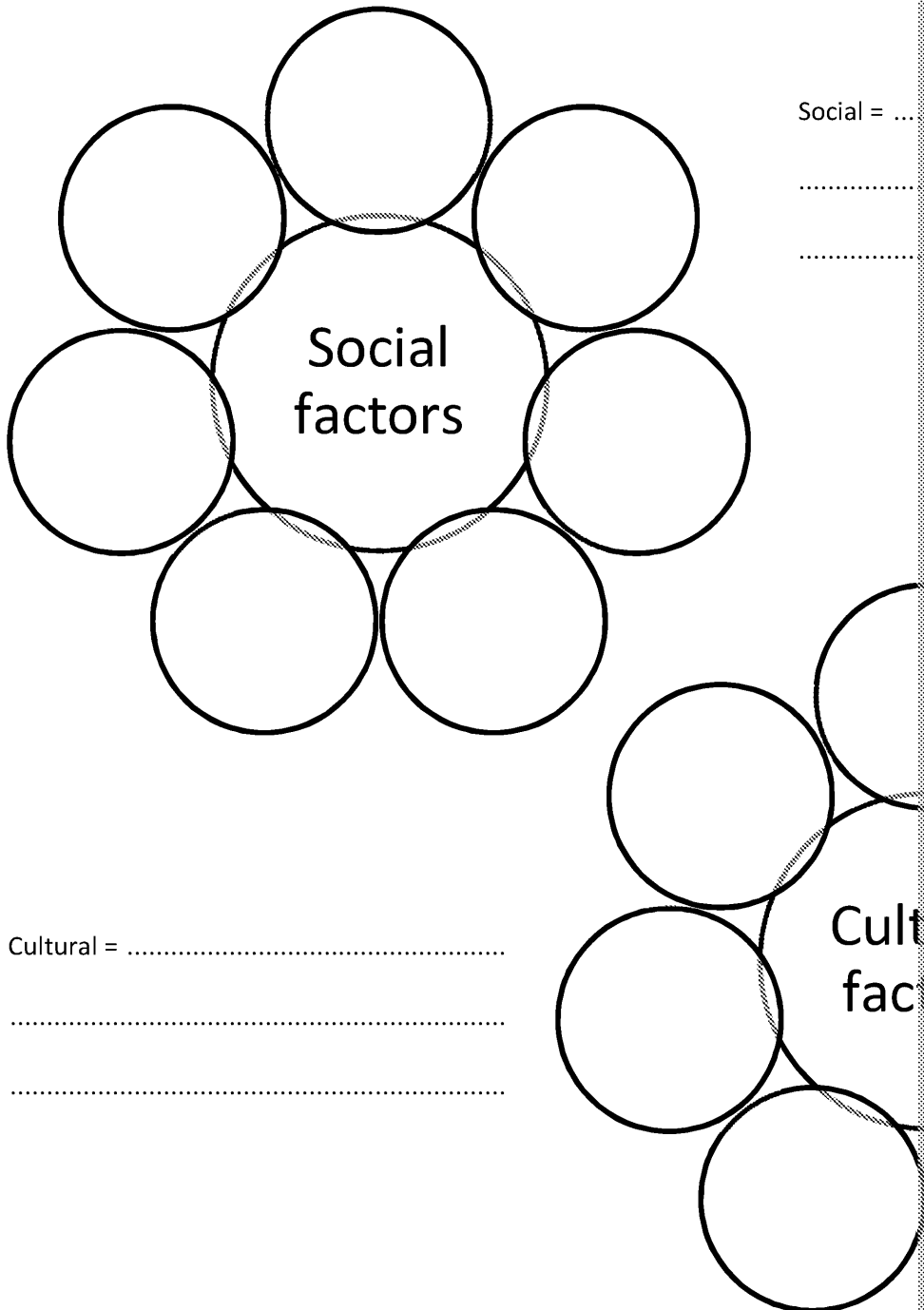
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## Activity 27: Social and cultural

1. Define the terms 'social' and 'cultural'.
2. Consider the social factors affecting growth and development and add them
3. Consider the cultural factors affecting growth and development and add them



**Stretch 1:** What are the emotional effects of social and cultural factors? .....

.....

**Stretch 2:** What is the effect of social isolation? .....

.....

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## Activity 28: Role models

### Teacher's Notes

<b>Aim of the activity</b>	Starter activity to introduce the topic of role models
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each start of the lesson. Working in pairs, students should discuss the question prompts. Instruct all groups to attempt the base first and to record their ideas on the activity sheet. Once completed the stretch questions or complete these at the end of the lesson ask students to feed back their ideas to the whole class. Allow 10 minutes for this activity.
<b>Students' task</b>	Working in pairs, consider the meaning of 'role model' and give an example of a role model. Next, think about your own role models and why they are important. The questions can be attempted at the end of the starter or as a plenary for learning from the lesson.

### Suggested Answers

- Role model: person who we observe, admire and imitate
- Who are role models: parents, teachers, group leaders, peers, celebrities
- Why we are influenced by role models: higher social status, high achievement, person we hope to be like

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## Activity 28: Role model

1. Complete the 'What – Who – Why' task in pairs.
  - Basic: What do we mean by 'role model'?
  - Intermediate: Who might act as a role model?
  - Stretch: Why are we influenced by role models?

What?

Who?

2. Complete the 'Who – Why – How' task on your own .
  - Basic: Who are your role models?
  - Intermediate: Why do they influence you?
  - Stretch: How do they affect your growth and development?

Who?

Why?

How?

Who?

Why?

How?

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## Activity 29: Play through the life stages

### Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to consolidate learning of play through the life stages
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. Working in pairs, students identify examples of play during each life stage and add them to the diagram. They could use highlighters to identify solitary and social play. Stretch students by asking them to identify play in terms of religion, community and gender. At the end of the lesson, students could feed back their ideas to the whole class. Allow 10 minutes.
<b>Students' task</b>	Identify examples of play during each life stage and record them on the activity sheet. Aim to identify types of both solitary and social play. Stretch: identify additional influences in terms of religion, community and gender.

### Suggested Answers

Life stage	Solitary play	Social play
<b>Infancy, 0–3 years</b>	Sucking, gazing, grasping	Peek-a-boo, shape sorters, action songs
<b>Early childhood, 3–8 years</b>	Dolls, cars, building	Role play, hide-and-seek, action games
<b>Adolescence, 9–18 years</b>	Console games	Online computer games, sports teams
<b>Early adulthood, 19–45 years</b>	Console games	Sports teams
<b>Middle adulthood, 46–65 years</b>	Hobbies and crafts, crosswords	Sport or quiz team games
<b>Later adulthood, 65 years+</b>	Hobbies and crafts, word games	Day trips, bingo

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## Activity 29: Play through the life stages

- Identify examples of play during each life stage and record your ideas on the worksheet.
- Aim to identify types of both solitary and social play.
- Stretch: identify additional influences in terms of religion, community and gender.

Infancy



Early childhood



Early adulthood



Middle adulthood



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## Activity 30: Gender

### Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to check learning about the influence of gender
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. Give students 5 minutes before the end of the lesson. Working individually, ask students to answer the questions on the activity sheet based on learning from the lesson. They can use their notes as reference. Stretch students by asking them to answer the questions without their notes. At the end of the activity, ask students to share their answers with the whole class. Allow 10 minutes to complete this activity.
<b>Students' task</b>	Working individually, complete the questions about the influence of gender, if possible.

### Suggested Answers

- Gender roles at home and in the workplace defined by social and cultural norms.
- More opportunities for men to progress in business, suspicion against males in roles such as childcare.
- Males likely to earn a higher income than females.
- Males and females may be treated differently, e.g. acceptable for males to be in a role but not OK for females; females perceived as weaker sex.

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## Activity 30: Gender

1. How does gender influence social expectations?

.....

.....

.....

2. How does gender influence employment opportunities?

.....

.....

.....

3. How does gender influence pay?

.....

.....

.....

4. How does gender influence social equality/inequality?

.....

.....

.....

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## Activity 31: Occupational effects

### Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to consolidate learning about the effects of
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each group. 5 minutes before the end of the lesson. Students work in small groups, allocated a category of high income, middle income, low income. They work together to identify an employment type, level of income, social effects and emotional effects relevant to their designated category. At the end of the activity, ask students to feed back their ideas to the whole class. Give them this opportunity to add to the activity sheet ideas from other groups to complete this activity.
<b>Students' task</b>	Work in small groups to identify an employment type, level of income, the social effects and emotional effects relevant to their category.

### Suggested Answers

- High income, e.g. banking, professional, high status, high income of £100K+, high related pay, long working hours, socialise with colleagues, little time for family, risk of burnout
- Middle income, e.g. teacher, professional status, income £25–£35K, security and regular holidays allows for social life, rewarding and challenging work, low stress
- Low income, e.g. cashier, low status, minimum wage, security varies according to employer, impact social life, low-stress job
- NEET, e.g. low status, low income based on benefit allowance, impact on self-esteem, low sense of self-worth, financial pressure

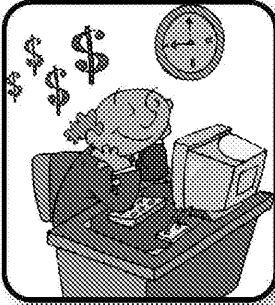
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## Activity 31: Occupational e

1. Identify one occupation for your chosen category.
2. Identify the level of income associated with that occupation.
3. Identify the security of income associated with that occupation.
4. Identify the social effects associated with that occupation.
5. Identify the emotional effects associated with that occupation.



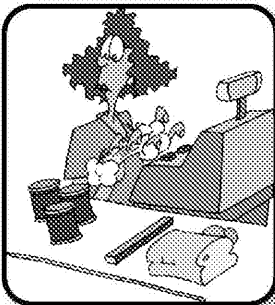
### High-income occupation

- 1.
- 2.
- 3.
- 4.
- 5.



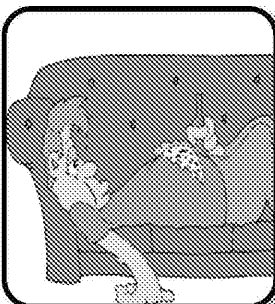
### Middle-income occupation

- 1.
- 2.
- 3.
- 4.
- 5.



### Low-income occupation

- 1.
- 2.
- 3.
- 4.
- 5.



### Not in employment, education or training

- 1.
- 2.
- 3.
- 4.
- 5.

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## Activity 32: Living Conditions

### Teacher's Notes

<b>Aim of the activity</b>	Starter activity to introduce the topic of environmental factors
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each start of the lesson. Working in pairs, students should discuss factors that affect growth and development and add them to the diagram. After the activity, ask students to feed back their ideas to the whole class and complete this activity.
<b>Students' task</b>	Working in pairs, consider the environmental factors that affect growth and development and add them to the diagram below.

### Suggested Answers

For example, social housing, tower block or housing estate, run down and in need of repair, poor ventilation, poor insulation, inadequate heating, overcrowding, poor decoration, etc.

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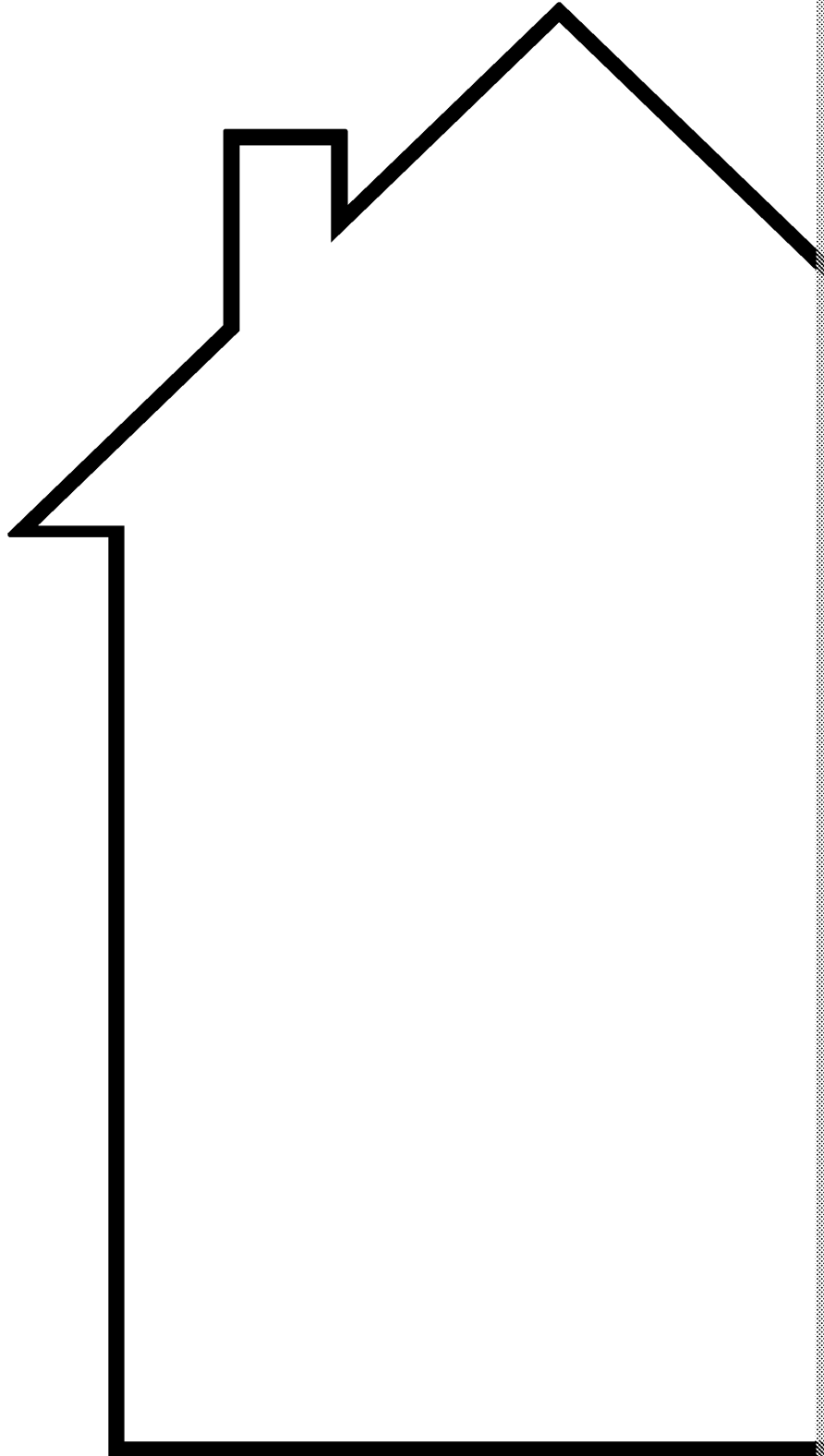
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## Activity 32: Living Conditions

This house is not a healthy house. Identify the factors which contribute to poor living conditions inside the house. Think about the inside as well as the outside of the house. What does it look like? What does it smell? Who lives inside?

What are the effects of poor living conditions on growth and development?



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## Activity 33: Environmental factors

### Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to check learning about environmental factors
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. Working in pairs, students consider factors associated with poor housing and the effects of each factor. Stretch students by asking them to consider the types and causes of each factor. At the end of the activity, ask students to feed back their ideas to the class to complete this activity.
<b>Students' task</b>	Working in pairs, consider factors associated with poor housing and the effects of each factor on growth and development.

### Suggested Answers

Housing conditions	Effects on children
Tower block or housing estate	Access, effects of noise
Run down, in need of repair	Risk to physical safety
Poor ventilation	Risk to physical health
Poor insulation / inadequate heating	Risk to physical health
Overcrowding	Risk to physical and mental health
Poor decorative state	Affect self-esteem of children

Pollution	Effects on children
Air pollution, e.g. factories or busy roads	Affects physical health
Noise pollution, e.g. antisocial behaviour, industry	Affects physical health and emotional health

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## Activity 33: Environmental

Identify factors associated with housing conditions and the effects of these factors on growth and development.

Housing conditions	Effects on growth and development

Identify factors associated with different types of pollution and the effects of these factors on growth and development.

Pollution	Effects on growth and development

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## Activity 34: Keywords for B.1, B.2, B.3

### Teacher's Notes

<b>Aim of the activity</b>	Revision activity to consolidate learning from topics B.1, B.2, B.3
<b>Teacher's instructions</b>	Photocopy the list of keywords and give a copy to each student. Students can work in a number of ways to revise the topic. Students can work in pairs or small groups. These can be used to build a dictionary for the topic/unit as part of the course (a small A–Z address book is good to use for this purpose on a smartphone). Pairs or small groups can use the keywords to write definitions. Definitions can be written by individuals, dividing the keywords between the group, and then students can match the definitions back with the keywords. They can read out definitions and the students can use the activity to mark off the keywords that have been defined. There are many other activities your students could think of some other activities using keywords to the list.
<b>Students' task</b>	Use the sheet of keywords to test your knowledge of topics B.1, B.2, B.3

### Suggested Answers

Physical factors: factors such as lifestyle, illness and disease	Growth: physical change	Development: psychological change
Genetic inheritance: hereditary characteristics	Chromosomes: contain genes	Genes: genetic information inherited from parents contain chromosomes
Inherited characteristics: hereditary physical and psychological factors	Disability: chronic physical or psychological impairment, usually from birth	Lifestyle choices: factors affecting growth and development, such as diet, exercise, addictions
Exercise: levels of physical activity affecting growth and development	Alcohol: consumption affects growth and development	Smoking: consumption affects growth and development
Illness: acute or chronic state of physical ill health	Prescription drugs: medication prescribed by a doctor to treat an illness or disease	Disease: medical condition, can be chronic or acute
Cultural: relating to culture and cultural norms	Emotional: psychological effects relating to feeling states	Role models: individuals who are observed, admired and imitated

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Solitary play: creative activities carried out alone	Social play: creative activities carried out in a group setting	Religion: beliefs and practices based on particular faiths
Community: sense of belonging to a local neighbourhood	Gender equality: fair value and treatment regardless of gender	Gender inequality: unequal value and treatment dependent on gender
Pay: remuneration for work done	Social expectations: norms of behaviour according to society	Economic: relating to financial matters
Wealth: high amounts of income and savings	Occupation: type of employment	Status: hierarchy, related to occupational income
Financial security: sense of contentment and satisfaction linked to level of income	Unemployment: not in employment, without occupation	Education: formal learning provided at school, college or university
NEET: not in employment, education, or training	Environment: the external world	Living conditions: standards of housing and local environment
Overcrowding: too many people living in too small a space	Noise pollution: high levels of noise affecting health	Air pollution: contamination of the atmosphere by harmful substances
Hygiene: activities that promote good health	Physical health: physiological well-being, absence of illness or disease	Emotional health: feelings of well-being and contentment with a lack of normal emotional effects

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## Activity 34: Keywords for B.1, B.2

physical factors	growth	development
genetic inheritance	chromosomes	genes

inherited characteristics	disability	lifestyle choices
exercise	alcohol	smoking

illness	prescription drugs	disease
cultural	emotional	role models

solitary play	social play	religion
community	gender equality	gender inequality

pay	social expectations	economic
wealth	occupation	status

financial security	unemployment	education
NEET	environment	living conditions

overcrowding	noise pollution	air pollution
hygiene	physical health	emotional health

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## Activity 35: Revision questions for B.1, B.2

### Teacher's Notes

<b>Aim of the activity</b>	Revision activity to consolidate learning from topics B.1, B.2
<b>Teacher's instructions</b>	Photocopy the revision questions and give a copy to each student. In completing the questions can be graduated to suit the student's ability. (basic) working in pairs, students use their notes to answer the exam-style questions. (intermediate) working in pairs, students answer the exam-style questions. 3. (stretch) students answer the exam-style questions under time pressure. To go through the marking together as a whole group to consolidate learning.
<b>Students' task</b>	Answer the exam-style questions according to the instructions.

### Suggested Answers

#### Revision questions for B.1, B.2, B.3 and B.4

- Complete the table below to provide examples of physical factors that can affect health. (6)

Answers could include:

Genetic factors	Lifestyle factors	Social/Cultural factors
<ul style="list-style-type: none"> <li>•1. disability</li> <li>•2. body size</li> <li>•3. physical health</li> </ul>	<ul style="list-style-type: none"> <li>•1. diet</li> <li>•2. smoking</li> <li>•3. alcohol</li> </ul>	<ul style="list-style-type: none"> <li>•1. age</li> <li>•2. gender</li> <li>•3. height</li> </ul>

- Each human cell contains 23 chromosomes. (F)
  - Chromosomes contain genes. (T)
  - Recessive genes are inherited from parents. (T)
  - DNA contains genetic information. (T)
- Smoking is linked to lung cancer and heart disease. Smokers die younger.
- Positives of a good diet – body gets all the nutrients it needs to function. Negatives of a poor diet – malnutrition and associated disorders such as obesity.
- Heart disease, can be congenital or acquired; blood vessels are blocked; blood flow; can be fatal  
Asthma, a lifelong disease of the lungs; respiratory tract is irritated; affects inhalers and oxygen  
Diabetes, caused by insufficient insulin which affects the amount of glucose; injections and dietary management  
Cancer, effects a specific cell in the body, e.g. breast cancer, lung cancer; can be treated by chemotherapy but no known cure
- Religion and spirituality are examples of social/cultural factors that affect health.
- Religion and/or spirituality affect psychological and emotional development.

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8.

Type of play	Definition	
Social play	Playing with others in formal or informal games	Promotes relationships, social norms, working together
Solitary play	Playing alone in formal or informal activities	Encourages exploration, development, trial and error

9. Infancy: e.g. shape sorting, blocks, simple puzzles  
 Early childhood: e.g. team games, throw and catch, hide and seek  
 Adolescence: e.g. computer and console games  
 Early adulthood: e.g. team games, sport  
 Middle adulthood: e.g. quiz games, arts and crafts  
 Later adulthood: e.g. word games, sudoku, bingo

10.

	Males	
Typical occupations	Builder, plumber, bank manager, car mechanic, head teacher	Class teacher, hairdresser
Pay	May receive higher pay for same job as females; more likely to be appointed to higher-paid jobs	May receive lower pay than males; more likely to be appointed to lower-paid jobs
Status	More likely to be promoted to high-status positions	Less likely to remain in high-status positions

11. Gender differences are likely to affect self-esteem and self-image.
12. (a) John is a NEET  
 (b) Social – may feel isolated from peers  
 Emotional – may suffer low self-esteem and feel low in mood  
 Income – low
13. Social – may have negative effect due to longer working hours  
 Emotional – may have positive impact due to increased self-esteem  
 Financial – likely positive impact due to increase in income
14. Risk factor for cardiovascular disease  
 Risk factor for respiratory problems  
 Linked to low birth weight in babies
15. Characteristic: deprived neighbourhood with poor access to resources  
 Effect: poor access to health and social care has a detrimental effect on development

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## Activity 35: Revision questions for B.1, B.2, B.3

1. Complete the table below to provide examples of physical factors that affect human growth and development.

Genetic factors	Lifestyle factors
<ul style="list-style-type: none"> <li>• 1.</li> <li>• 2.</li> </ul>	<ul style="list-style-type: none"> <li>• 1.</li> <li>• 2.</li> </ul>

2. Mark the following statements as true or false:

Each human cell contains 23 chromosomes.
Chromosomes contain genes.
Recessive genes are inherited from parents.
DNA contains genetic information.

3. Identify one effect of smoking on growth and development.

.....

4. Identify one positive effect of a good diet and one negative effect of a poor diet.

.....

.....

5. Choose **one** disease from the list below and outline its effect on growth and development.

heart disease	asthma	diabetes
---------------	--------	----------

Disease: .....

Outline: .....

.....

6. Religion and spirituality are examples of **social/cultural** factors that affect human growth and development. Give an example of a factor that is **not** appropriate.

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7. What aspects of growth and development are affected by religion and/or spirituality?

.....

8. (a) What is the difference between social and solitary play?

.....

.....

.....

(b) What are the effects of each type of play on development?

Type of play	Definition	
Social play		
Solitary play		

9. Play is an important influence on growth and development across the life stages. Complete the table by describing the types of play for each of the six life stages.

<div></div> Infancy	<div></div> Early childhood	<div></div> Adolescence
<div></div> Early adulthood	<div></div> Middle adulthood	<div></div> Late adulthood

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10. Outline possible gender differences in the workplace.

	Males	
Typical occupations		
Pay		
Status		

11. Outline the possible effects of gender differences in the workplace.

.....

.....

12. (a) John dropped out of college two years ago and has not managed to find a job. What is John's educational status?

.....

(b) Identify the social, emotional and income effects of John's status.

Status: .....

Social effects: .....

Emotional effects: .....

Income effects: .....

13. Sarah has worked in a bank for six years and has recently been promoted to a senior position. Outline the likely effects in terms of social, emotional and financial factors of Sarah's promotion.

Social effects: .....

Emotional effects: .....

Income effects: .....

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14. List three effects on health of pollution.

1. ....
2. ....
3. ....

15. Identify one characteristic of poor living conditions and the possible effect on health.

Characteristic: .....

Effect: .....

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## Activity 36: Identifying psychological

### Teacher's Notes

<b>Aim of the activity</b>	Starter activity to introduce topic of psychological factors
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each start of the lesson. Working in pairs, students should discuss emotional and social development and add them to the diagram asking them to identify positive and negative influences. Ask students to feed back their ideas to the whole class. Allow 10 minutes for activity.
<b>Students' task</b>	Identify factors which may affect emotional and social development wheels below. Try to think of both positive and negative influences.

### Suggested Answers

Emotional development	Social development
Contentment	Housing
Depression	Employment
Stress	Resources
Happiness	Friendships
Love	Environment
Mood disorders	Culture
Illness/disease	Religion
Self-esteem	Spirituality

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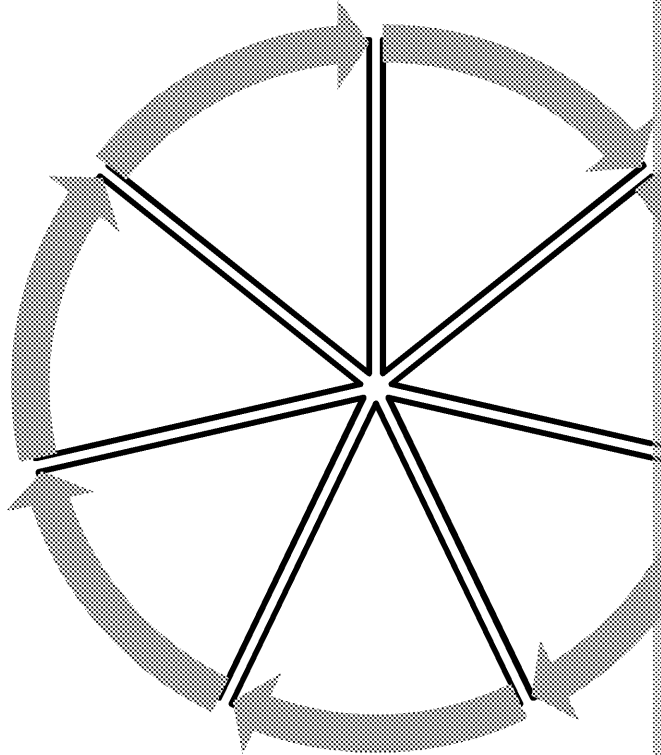
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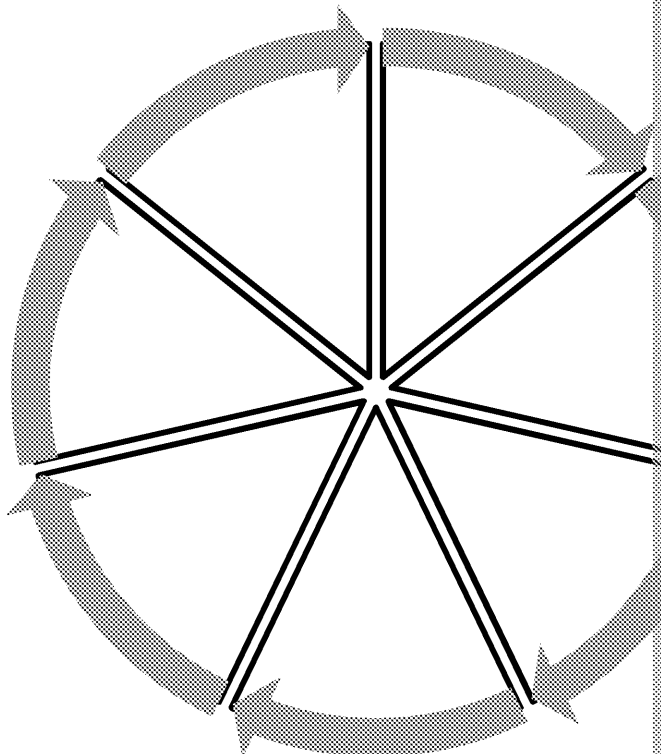
## Activity 36: Identifying psychological

Identify factors which may affect emotional and social development and add them to the wheel. Think of both positive and negative influences.

Emotional development wheel



Social development wheel



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## Activity 37: Friends

### Teacher's Notes

<b>Aim of the activity</b>	Starter activity to introduce psychological factors associated with friendship.
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. Working in pairs, students should discuss the factors associated with friends and the effects of these on emotional development. Encourage students to draw on personal experiences and complete this activity.
<b>Students' task</b>	Working in pairs, think about psychological factors associated with friendship and how they affect emotional and social development.

### Suggested Answers

Psychological factors	Effects on emotional development
Starting a new school/college/university	Loss of contact with friends, change in self-image of finding new friends
Bullying	Effect on self-image, low self-esteem, depression
Inclusion in friendship group	Sense of belonging, improved self-esteem and self-worth

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## Activity 37: Friends

Think about a person's relationships with their friends, including different types of patterns. Identify psychological factors associated with friendship patterns that can affect emotional and social development.

Psychological factors	Effects on emotional and social development

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## Activity 38: Family

### Teacher's Notes

<b>Aim of the activity</b>	Starter activity to introduce psychological factors associated with family
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. Working in pairs, students should discuss the psychological factors associated with family and the effects of these on emotional development. Teacher should be mindful that this could be a sensitive topic. To pair students with a partner they feel comfortable working with. To discuss the topic generally rather than sharing personal experiences. At the end of the activity, ask students to feed back their ideas to the whole class to complete this activity.
<b>Students' task</b>	Working in pairs, think about a person's relationships with family. Identify the psychological factors associated with family and the effects on emotional and social development.

### Suggested Answers

Psychological factors	Effects on emotional development
Parental separation/divorce	Change to lifestyle, effect of self-esteem
Sibling rivalry or bullying	Effect on self-image, depression
Death of a spouse	Loss of companion, depression

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# Activity 38: Family

Think about a person’s relationships with their family members. Identify psychological factors associated with family members that can affect emotional and social development.

Psychological factors	Effects on emotional and social development

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## Activity 39: In care

### Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to check learning of psychological factors in care
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. Working individually, identify psychological factors associated with growing up in care. At the end of the lesson, as well as the effects of these on emotional and social development, students should be mindful that this could be a sensitive topic for some students. Allow 10 minutes to complete this activity.
<b>Students' task</b>	Working individually, identify psychological factors associated with growing up in care that can affect emotional and social development.

### Suggested Answers

Psychological factors	Effects on emotional and social development
Leaving family of origin	Sense of loss, rejection, loss of self-image and self-esteem
Residential care	Lack of social support, loss of self-image of finding a family
Fostering/adoption	Improved social and emotional development, positive effect on self-image

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# Activity 39: In care

Think about a person growing up in the care system. Identify psychological factors associated with growing up in care that can affect growth and development.

Psychological factors	Impact on growth and development

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## Activity 40: Feeling stressed

### Teacher's Notes

<b>Aim of the activity</b>	Starter activity to stimulate thinking about stress
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each start of the lesson. Working in pairs, students should discuss students by asking them to identify physical, intellectual and the activity, ask students to feed back their ideas to the whole complete this activity.
<b>Students' task</b>	Working in pairs, identify physical, intellectual and social

### Suggested Answers

- Physical, e.g. fatigue, poor sleep, poor appetite, exhaustion, illness, aches
- Intellectual/emotional, e.g. poor concentration, poor memory, poor performance attainment, low mood, anxiety
- Social, e.g. withdrawal, isolation, loss of friends, breakdown of relationships

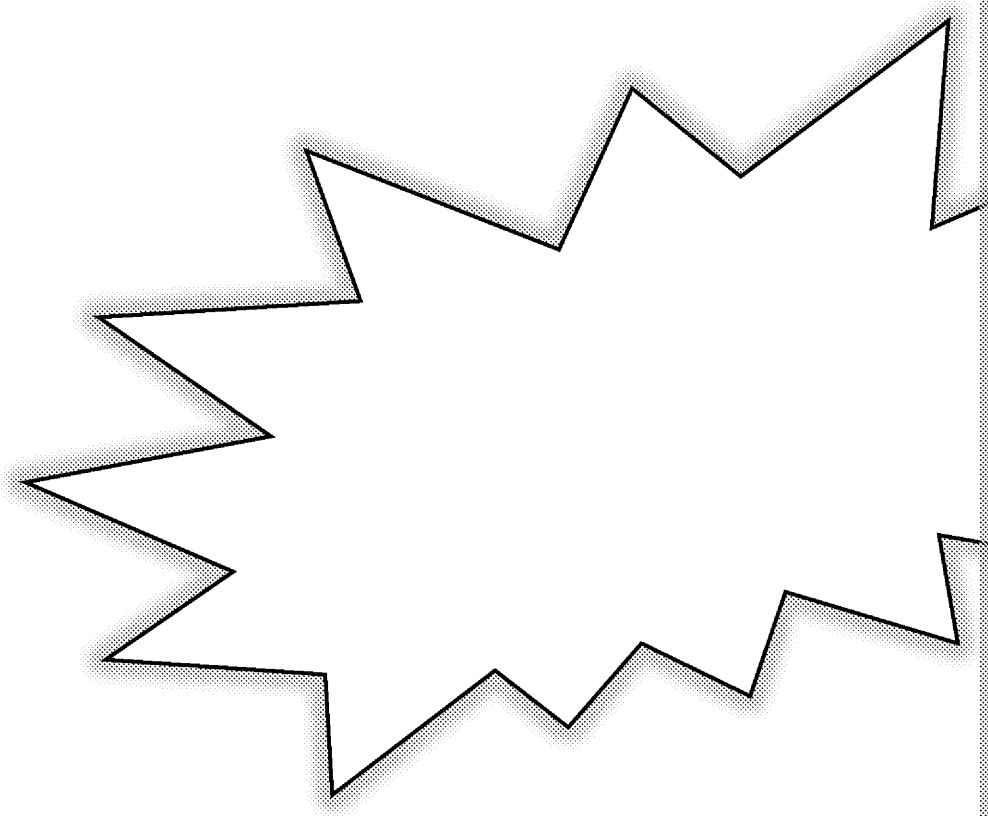
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## Activity 40: Feeling stress

Identify the effects of stress and record them here.

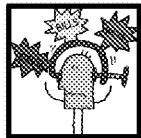


**Stretch:** identify physical, intellectual and emotional and social effects of stress and



Physical effects

--



Intellectual and emotional effects

--

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## Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to check learning about the physiological
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each minutes from the end of the lesson. Instruct students to co in the missing words. To stretch students, they can be instr missing words and attempt to complete the activity from n complete this activity and check missing words with the w
<b>Students' task</b>	Complete the gapped handout to consolidate what you ha

## Suggested Answers

The term 'stress' comes from the Latin word **stringere**, meaning to draw. The hormone **adrenalin** runs through the body preparing for action, in what is known as the 'fight or flight' response. When the body responds to stress, the **sympathetic** branch of the autonomic nervous system produces a state of arousal to deal with the stressful situation. This is in contrast to the 'rest and digest' state, a calm, steady state which stimulates the parasympathetic branch of the autonomic nervous system to store and conserve energy. If there is no outlet, this results in **symptoms** of stress. Chronic stress can enhance **performance**, such as in sports men and women. However, prolonged stress can lead to a decline in both **physical** and **mental** health. Links have been made between stress and **health**, such as **cardiovascular** and **respiratory** problems. Stress can also lead to mental health problems such as **anxiety** and **depression**.

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## Activity 41: Physiological stress

Complete the paragraph about stress by filling in the missing words listed at the bottom.

**Stretch activity:** use the fold line to hide the missing words and complete the paragraph.

The term 'stress' comes from the Latin word \_\_\_\_\_ meaning to strain or push. The hormone \_\_\_\_\_ runs through the body preparing for action, known as the \_\_\_\_\_ or \_\_\_\_\_ response. When the body is under stress, the \_\_\_\_\_ branch of the autonomic \_\_\_\_\_ system is activated to deal with the stressful situation. The body strives to maintain a calm, steady state by using the parasympathetic branch of the autonomic nervous system to store and conserve energy. Chronic stress results in \_\_\_\_\_ of stress. Early stages of stress can enhance performance, as in sports men and women. However, ongoing stress can cause a decline in both physical and mental health. Links have been made between stress and physical health problems such as \_\_\_\_\_ and \_\_\_\_\_ problems. Stress can also lead to mental health problems such as \_\_\_\_\_ and \_\_\_\_\_.

.....  
fold line

adrenalin  
health  
respiratory

anxiety  
mental  
*stringere*

cardiovascular  
nervous  
sympathetic

depression  
performance  
symptoms

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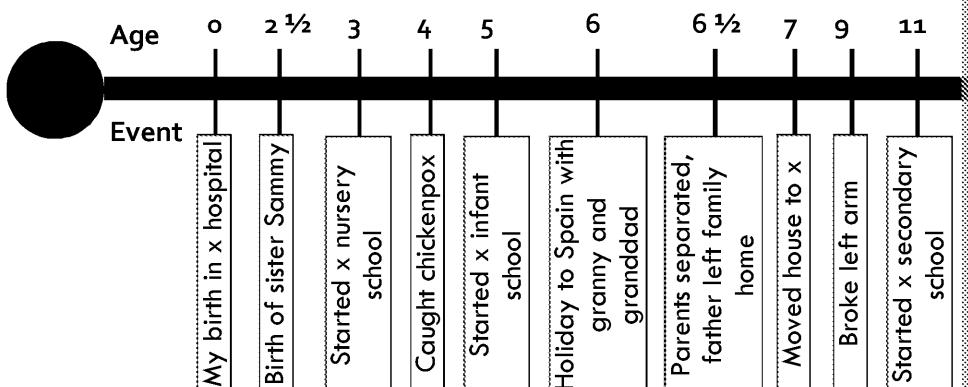
## Activity 42: My life events

### Teacher's Notes

<b>Aim of the activity</b>	Starter activity to introduce the topic of life events
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each start of the lesson. Working individually, students create a timeline. Teachers should be mindful that this may be a sensitive issue. In some cases, students might prefer to create a hypothetical timeline. Ask students to feed back some of the events on their timeline after 10 minutes to complete this activity.
<b>Students' task</b>	Work individually to create a timeline of life events.

### Suggested Answers

Personal timelines will vary, but expect to find events such as those included in the example below.



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## Activity 42: My life events

### Timeline

Draw a timeline from birth to present and mark out the ages. Identify key events that have happened in your life.



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## Activity 43: Life events

### Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to consider the effects of expected and unexpected life events.
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. Working in pairs, students identify four expected and four unexpected life events from the previous activity and record the positive and negative effects of each life event and record them on the provided. At the end of the activity, ask students to feed back to the class. Allow 10 minutes to complete this activity.
<b>Students' task</b>	Working in pairs, identify positive and negative effects of each life event from the activity sheet provided.

### Suggested Answers

#### Examples of expected life events

Life event	Positive effect	Negative effect
Starting school	Make new friends	Loss of family time
First job	Financial independence	Loss of family time

#### Examples of unexpected life events

Life event	Positive effect	Negative effect
Separation/divorce	Freedom from unsatisfactory relationship	Loss of family time
Illness	Opportunity to rest and reassess	Loss of family time

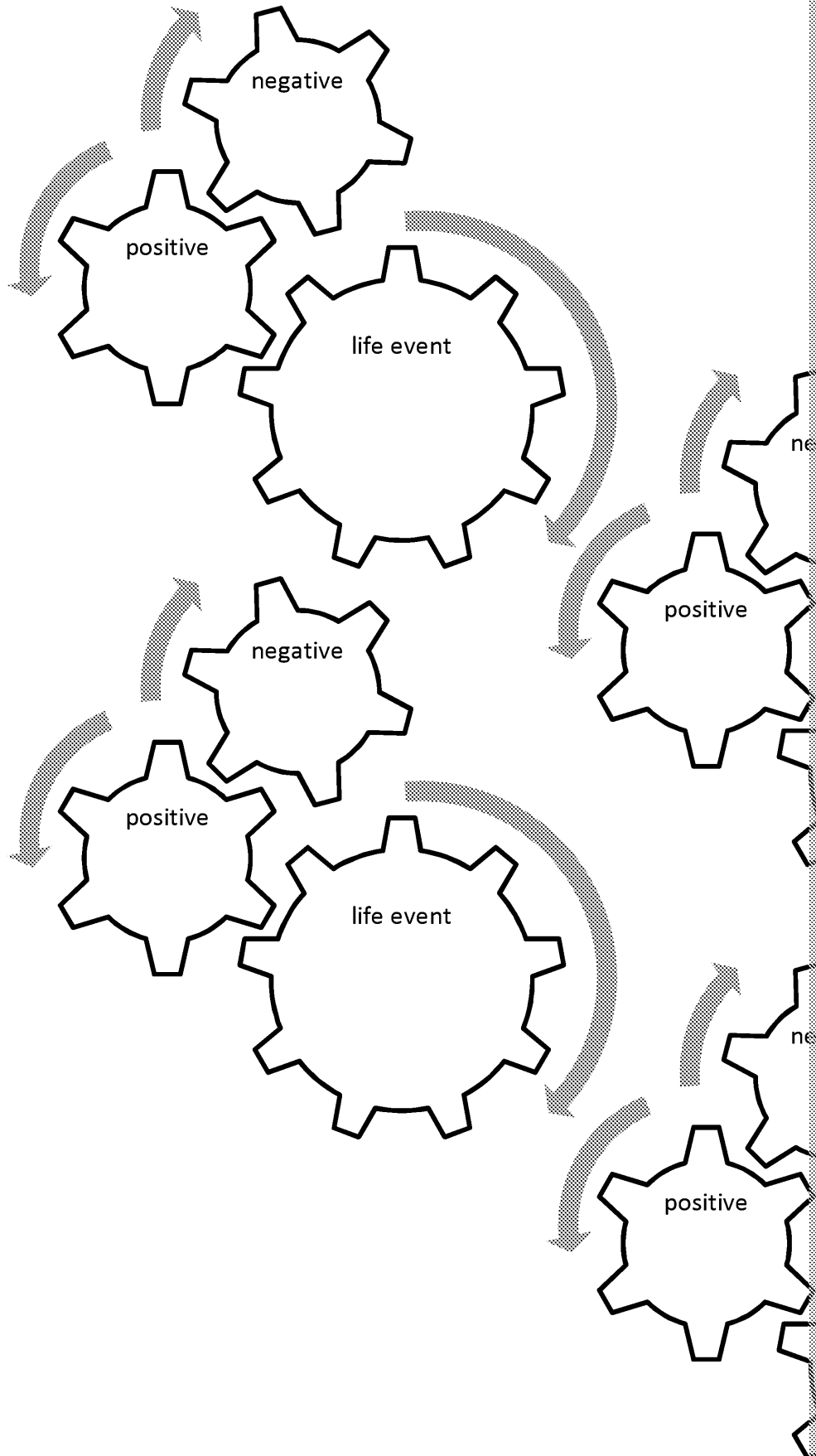
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## Activity 43: Life event

Identify four **expected** life events and identify the positive and negative effects on development.

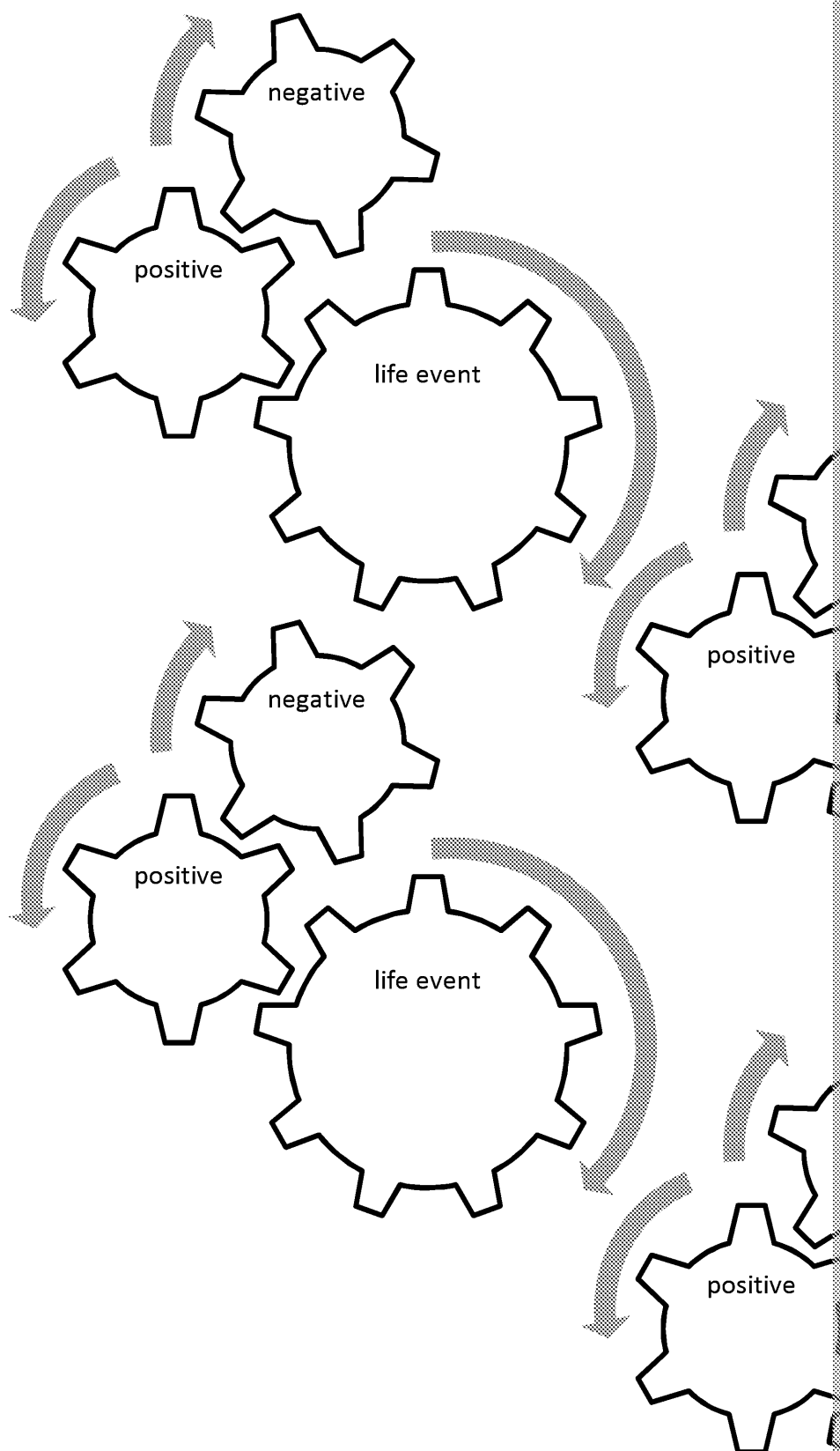


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Identify four **unexpected** life events and identify the positive and negative effect development.



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## Activity 44: Life events summary

### Teacher's Notes

<b>Aim of the activity</b>	Plenary extension activity to check learning of life events
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student as an extension activity. Students work individually on a table about life events and consolidate what they have learned.
<b>Students' task</b>	Identify expected or unexpected life events; identify the effects of each life event; identify the development of each life event; identify effects as positive or negative.

### Suggested Answers

Life event	Unexpected/expected	Emotional development	Social development
Starting school	Expected	Missing caregiver	Making friends
Leaving school	Expected	Sense of independence	Lack of social support
Exclusion from school/college	Unexpected	Low self-worth	Exclusion from group
Bereavement	Unexpected	Loss	Loss of role
Starting a job	Expected	Self-esteem, self-image	Meeting colleagues
Redundancy	Unexpected	Self-esteem, self-image	Loss of colleagues
Imprisonment	Unexpected	Self-esteem, self-image	Loss of friends
Parenthood	Expected	Emotional responsibility	Less time socialising
Promotion	Unexpected	Self-esteem, self-image	Increase in social status
Illness	Unexpected	Isolation, depression	Less social support
Accident/injury	Unexpected	Isolation, depression	Less social support
Marriage	Expected	Self-esteem, self-image	Spouse's group
Divorce	Unexpected	Self-esteem, self-image	Loss of role, shared friends

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## Activity 44: Life events summary

1. Identify each life event listed in the table as being expected or unexpected.
2. Name one effect on emotional development of each life event.
3. Name one effect on social development of each life event.
4. Identify effects as positive (+) or negative (-).

Life event	Unexpected/ expected	Emotional development	Social dev
Starting school			
Leaving school			
Exclusion from school/college			
Bereavement			
Starting a job			
Redundancy			
Imprisonment			
Parenthood			
Promotion			
Illness			
Accident/injury			
Marriage			
Divorce			

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## Activity 45: Managing life events

### Teacher's Notes

<b>Aim of the activity</b>	Starter activity to introduce ideas about how to manage life events
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. Working in small groups, students discuss what support they might need and who might provide this. At the end of the lesson, they present their ideas to the whole class. Allow 10 minutes to complete the task.
<b>Students' task</b>	Working in small groups, consider the types of emotional support that might be needed to manage life events and the people who can provide this. Present your ideas to the diagrams provided.

### Suggested Answers

- Emotional, e.g. compassion, empathy, understanding, consoling, counselling
- Physical, e.g. household tasks, mobility, housing, financial, practical
- People, e.g. family, friends, neighbours, professionals, GP, community nurses

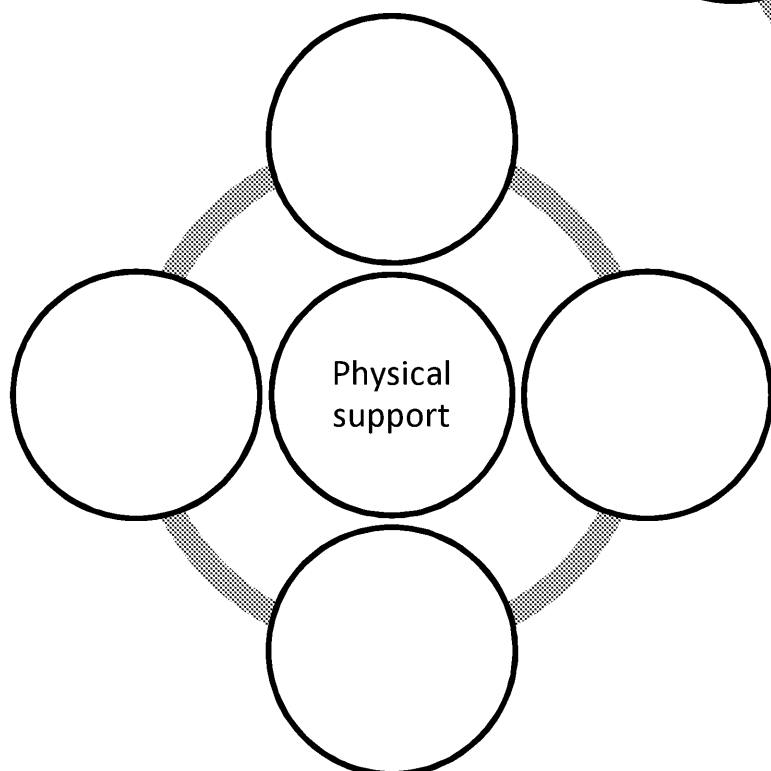
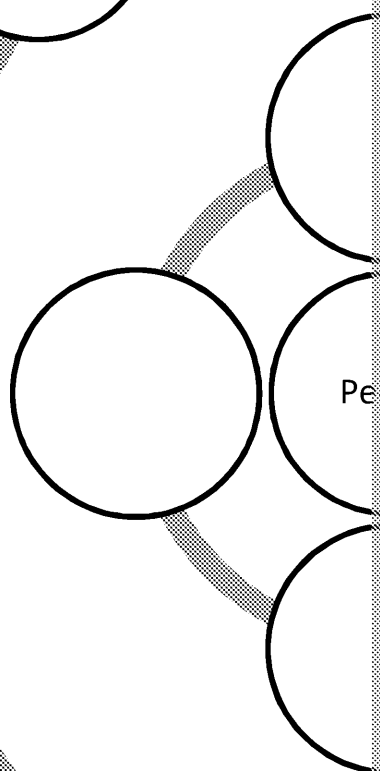
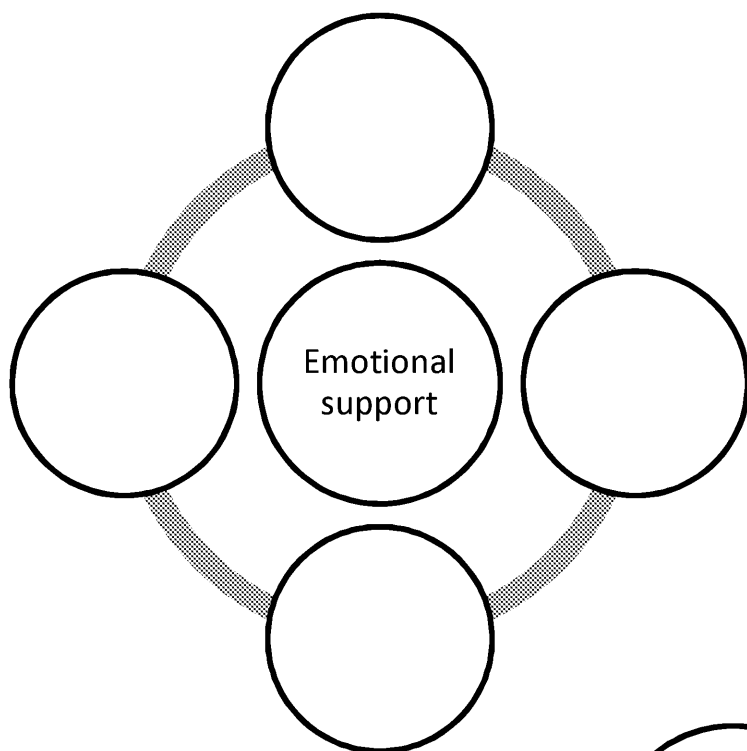
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## Activity 45: Managing life events

Sometimes we need help to manage life events, particularly if they are unexpected. Think about the emotional and physical support that might be needed to manage life events and add your ideas to the diagrams below.



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## Activity 46: Types of support

### Teacher's Notes

<b>Aim of the activity</b>	Plenary activity to check learning about types of support
<b>Teacher's instructions</b>	Print a copy of the activity sheet on the next page for each student. Working in pairs, students identify the type of support listed in the table and identify whether these are formal or informal (columns 2 or 3) and whether the support is emotional or physical (columns 4 or 5). Stretch: students consider how each source of support manages expectations following a life event (column 6). Extension: add further sources of support to the table and complete the columns as above. Allow students to feed back their ideas to the whole class. Allow 10 minutes for activity.
<b>Students' task</b>	Working in pairs, consider sources of support; identify whether the support is formal or informal and whether the support is emotional or physical. Stretch: consider how each source of support could help to manage expectations following a life event. Extension: add further sources of support to the table.

### Suggested Answers

Support	Formal	Informal	Emotional
Family	✗	✓	✓
Social worker	✓	✗	✗
Friend	✗	✓	✓
Church group	✓	✗	✓
Nurse	✓	✗	✗

Support	Managing expectations
Family	Can advise on possibilities of meeting expectations
Social worker	Know resources and support available to meet expectations
Friend	Can advise on possibilities of meeting expectations
Church group	Can offer support to meet expectations
Nurse	Can provide resources to meet expectations

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## Activity 46: Types of support

- Sources of support are listed in column one.
- Place a tick or cross in the columns formal and informal as appropriate to help offered.
- Place a tick or cross in the columns emotional and physical as appropriate to help offered.
- **Stretch:** How could each source of support help to manage expectations for the future?

Support	Formal	Informal	Emotional	
Family				
Social worker				
Friend				
Church group				
Nurse				

**Extension activity:** add further sources of support to the table and complete as appropriate.

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## Activity 47: Keywords for topics B.5, B.6,

### Teacher's Notes

<b>Aim of the activity</b>	Revision activity to consolidate learning from topics B.5, B.6,
<b>Teacher's instructions</b>	Photocopy the list of keywords and give a copy to each student. Students can work in a number of ways to revise the topic. Students can work in pairs and these can be used to build a dictionary for the topic/unit as part of the course (a small A–Z address book is good to use for this purpose on a smartphone). Pairs or small groups can use the keywords to write definitions. Definitions can be written by individuals, dividing the keywords into groups, and then students can match the definitions back with the keywords. They can read out definitions and the students can use the activity to mark off the keywords that have been defined. There are many other activities your students could think of some other activities using keywords to the list.
<b>Students' task</b>	Use the sheet of keywords to test your knowledge of topics B.5, B.6,

### Suggested Answers

Psychological factors: to do with mind and emotion, distinct from physical	Family: people who are related by birth or marriage	Friends: people we have relationships with that are not family members
Care system: public system of caring for children in residential or foster placements	Unconditional acceptance: relationship not dependent on any conditions	Emotional: psychological factors to do with feelings
Stress: psychological pressure resulting in physical and psychological symptoms	Adrenalin: hormone released during arousal to prepare for fight or flight	Anxiety: heightened state of arousal
Cardiovascular: relating to the heart and circulatory system	Depression: mental illness categorised by low mood and lack of interest in activities	Disease: medical condition affecting physical or mental health
Mental health: psychological well being	Life event: significant event during a life stage	Expected life event: significant event which is expected or planned

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Timeline: diagram used to map life events	Starting/leaving education: significant expected life events	Moving house: significant expected life events
Marriage: legal ceremony joining consenting adults in matrimony, usually in a religious ceremony	Civil ceremony: non-religious joining ceremony, sometimes between same-sex partners	Parenthood: the act of being a parent
Bereavement: period of mourning following the death of a loved one	Accident: unforeseen and unexpected event causing injury	Illness: physical or mental ill health
Promotion: achieving a higher employment grade and/or pay rise	Redundancy: leaving employment as you are no longer required by employer	Injury: physical harm usually the result of an accident
Unemployment: without employment	Formal support: support offered by a voluntary or paid professional	Informal support: support offered by non-professionals, such as family or friends
Physical support: practical support, such as with household tasks or mobility	Family support: informal support from relatives	Friends support: informal support from friends
District nurse: trained professional who works in the community to offer support	Social worker: trained professional who offers social care and support	Community groups: religious or non-religious groups that offer support such as the WI or tennis groups
Faith-based organisations: community groups with shared religious beliefs	Managing expectations: capacity to form realistic plans and expectations following a life event	Managing change: capacity to adapt following life events

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## Activity 47:

### Keywords for topics B.5, B.6, B

psychological factors	family	friends
care system	unconditional acceptance	emotional

stress	anxiety	adrenalin
--------	---------	-----------

cardiovascular	depression	disease
mental health	life event	expected life event

timeline	starting/leaving education	moving house
marriage	civil ceremony	parenthood

bereavement	accident	illness
promotion	redundancy	injury

unemployment	formal support	informal support
physical support	family support	friends support

district nurse	social worker	community group
faith-based organisations	managing expectations	managing change

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## Activity 48: Revision questions for topics B.5

### Teacher's Notes

<b>Aim of the activity</b>	Revision activity to consolidate learning from topics B.5, B
<b>Teacher's instructions</b>	Photocopy the revision questions and give a copy to each s in completing the questions can be graduated to suit the st working in pairs, students use their notes to answer the ex (intermediate) working in pairs, students answer the exam 3. (stretch) students answer the exam-style questions under to go through the marking together as a whole group to co
<b>Students' task</b>	Answer the exam-style questions according to the instruct

### Suggested Answers

1. Social: friendships allow for communication, shared experiences, give and  
Emotional: friendships enable self-esteem and provide emotional support
2. Unconditional acceptance = acceptance of self no matter what. Uncondit  
performance, choices or achievement (2)
3. Psychological effects: low mood, sense of conditional acceptance, low se
4. Growing up in care: self-esteem negatively affected by sense of rejection  
effects of being 'chosen', sense of being different to peers, sense of isolat
5. Hormone: adrenalin (1)
6. Effects: increase circulation and respiration, reduce digestion to conserve
7. True
8. Positive effect: increased performance; negative effects: exhaustion, phys  
as anxiety and depression (3)
9. Life event: a major event not experienced day to day which brings about  
negative event leading to positive and negative effects. (2)
10. Expected life events: starting school, leaving school, entering employment, mo

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11. Life event: starting college. Positive effect: sense of independence, new friends  
 effect: pressure to succeed/perform, less support. (2)

12. Effects: bereavement, shock, sense of loss, depression, reminder of own mortality

13. Unexpected life events (3): parents' divorce, accident/injury, separation

14. (5)

Support	Formal	Informal	Emotional
Family		✓	
Social worker	✓		
Friend		✓	
Church group	✓	✓	
Nurse	✓		

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## Activity 48:

### Revision questions for topics B.5, B.6

Sixteen-year-old Ashley has always been close to her brother Peter who has left home to go to university, leaving Ashley at home with mum, Wendy, and John. Ashley is struggling at school and hopes to leave education as soon as possible. She likes going out with friends, and since Peter went away she is bored at home. Wendy and John are very proud of Peter, the first member of the family to go to university. Wendy believes that she and her husband have shown their children unconditional acceptance and have encouraged them to make their own life choices. However, the couple are worried that Ashley is falling behind at school and seems to have gone off the rails and they are considering keeping her at home for two weeks so she can catch up on her school work and they can spend time together as a family.

1. Identify one effect on social development and one effect on emotional development.

Social development: .....

Emotional development: .....

2. Provide a definition of unconditional acceptance.

.....

.....

3. Identify two psychological effects on Ashley if she is made to stay home for two weeks.

1. ....

2. ....

4. Ashley's friend Sammy grew up in care. Outline the psychological factors associated with growing up in care.

1. ....

2. ....

3. ....

4. ....

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5. Name the hormone which is released when the body becomes aroused in response to a stimulus.

.....

6. Outline the effects of this hormone on the body.

.....

.....

.....

7. 'Ongoing stress can cause a decline in physical and mental health.' Is this statement true or false?

.....

8. Identify one positive effect of stress and two negative effects of stress.

.....

.....

.....

9. What is meant by the term 'life events'?

.....

.....

10. Identify four expected life events.

.....

.....

.....

.....

11. Select any one expected life event and identify one positive and one negative effect of this event.

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12. The death of a friend is an unexpected life event. Outline the likely psychological impact of this event.

.....

.....

.....

13. Which of the following are unexpected life events?

Starting school	Leaving school	Starting college
Making a new friend	Parents' divorce	Starting a job
Leaving a job	Getting married	Accident/injury

14. For each source of support, tick either **formal** or **informal** and emotional and practical support it offers.

Support	Formal	Informal	Emotional
Family			
Social worker			
Friend			
Church group			
Nurse			

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