



Starters and Plenaries

for BTEC Nationals Health and Social Care

Unit 1: Human Lifespan Development

For Pearson BTEC Level 3 National in Health and Social Care:
Certificate (601/7193/5)
Extended Certificate (601/7197/2)
Foundation Diploma (601/7199/6)
Diploma (601/7194/7)
Extended Diploma (601/7198/4)
Extended Diploma in Health Studies

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Teacher's Introduction

This is an extensive starter and plenary pack to support your teaching while engaging your learners. This pack has been designed to help teachers to add creativity to their lessons while they deliver Health and Social Care – Unit 1: Human Lifespan and Development.

It includes 26 activities which can be used either to introduce a topic or to consolidate learning. Activities are tailored to specific assessment objectives but can give teachers ideas to use in different areas of the module, as no one activity is the same as another.

All activities have a clear aim with detailed teacher's notes which explain the instructions for the activity. It also includes answers as a guideline for teachers to follow. It suggests whether to use the activity as a starter or plenary and whether it can be done individually, paired or as a group activity. However, this can be tailored to meet the needs of your class and learners.

June 2019

Key to icons



Individual activity



Pairs activity



Group activity

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Specification Reference Table

This table will enable you to pick and choose starters or plenaries relevant to the specification for teaching. While each activity has been selected as either a starter or a plenary, you may find that some starter and plenary tasks may be interchangeable dependent on how you teach the topic. Some may not work so well as a starter or plenary. It is at the teacher's discretion.

Specification reference	Learning objectives	Extra resources	Starter/Plenary
Learning objective 1: Human growth and development throughout the life stages			
A1: Physical development across the life stages	1	Defining the life stages – Mix and match	Scissors
	2	Principles of growth and development – Fill in the blanks	
	3	Development of gross and fine motor skills – Label those skills!	
	4	Development of sexual characteristics in adolescence – Case study	
A2: Intellectual development across the life stages	5	Piaget's model – Puzzle	Scissors, stopwatch
	6	Chomsky's model of language acquisition – Tweet me	
	7	Intellectual development – Scenario	
A3: Emotional development across the life stages	8	Emotional development – Artistry of emotions	Colours
	9	Development of Self-concept – What is self-esteem?	
A4: Social development across the life stages	10	Social development across the life stages – Fact or fib	
	11	Importance of friendships and friendship groups – Summarise!	
	12	Developing independence – Caption it!	

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Specification reference		Activity	Extra resources	Suggested use
Learning aim B: Factors affecting human growth and development				
B1: The nature/nurture Debate	13	Nature/nurture debate – Create the debate		Plenary
B2: Genetic factors that affect development	14	Genetic predispositions to health conditions – Crossword		Plenary
	15	Biological factors that affect development – You're the expert		Plenary
B3: Environmental factors that affect development	16	Environmental factors that affect development – Hexagonal grid		Plenary
B4: Social factors that affect development	17	Social factors that affect development – The social actor	Stopwatch	Starter
B5: Economic factors that affect development	18	Economic factors that affect development – The financial object	Bag, objects available in classroom, e.g., book, pencil	Plenary
B6: Major life events that affect development	19	Major life events that affect development – Market researcher		Starter
Learning aim C: Effects of ageing				
C1: The physical changes of ageing	20	Predictable/unpredictable life events – Predicting events		Plenary
	21	The physical changes of ageing – Roll it	Scissors, glue stick, Post-it notes	Plenary
	22	Effects of illnesses that are common in ageing – Symptoms of depression		Starter
C2: The psychological changes of ageing	23	Psychological changes of ageing – The Olympic runner	Stopwatch	Plenary
	24	Psychological change – Theories – Face Theory		Plenary
C3: The societal effects of an ageing population	25	Societal effects of an ageing population – Golden ticket		Plenary
	26	Economic effects of an ageing population – Design a poster		Starter

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Activity 1 – Defining the Life Stages

Teacher's notes

Mix and match (Starter)	
Aim of the activity	This is to test students' understanding of the life stages and the features of each. Students will need to gain a solid basic understanding of each stage before moving forward.
Teacher's instructions	<p>The worksheets for this activity are photocopied and given to each pair. The teacher must ensure each pair must match the name of the stage with the features of each life stage.</p> <p>The teacher can give students 6 minutes to complete – add a time limit to see which pair finishes first. Teacher to check the first pair to complete the end.</p> <p>Students can either take a picture of the correct card sort or write it down in their books/notes.</p> <p>*For abler students, ask further questions about each stage – e.g. what are the key features of each stage?</p> <p>A blank summary table is also attached. Teachers can print this as a part of a starter to attach in their notes, or at the end as a plenary.</p>

Answers:

Life stage	Age	Key features
Birth and infancy	0–2 years	Rapid growth. In this way through this stage they develop many important mobility skills. Gross and fine motor skills develop. At the start of this stage they are very dependent, but master many skills towards the end. They will learn to control their head and learn to sit up, crawl, stand and cruise. By the start of this stage they can grasp small objects and start opening their hands. They will start to walk, and towards the end they will start to climb furniture, be able to throw large balls and start using a knife and fork.
Early childhood	3–8 years	Development of coordination and strength occurs. They will also develop a good sense of balance. Growth takes a steady pace. Communication and language skills improve, whereby they can speak in full sentences. At the start of this stage they begin to run, hold a pencil and progress to writing joined-up letters. They will also learn to kick a ball and have good body coordination, participating in many activities. They will also start dressing themselves, and will be able to do up buttons.
Adolescence	9–18 years	Development of sexual characteristics takes place. Growth spurts also take place. Individual personalities and cognitive skills develop. There are varying levels of growth between both genders. Females will develop faster and reach sexual maturity earlier than males. The menstrual cycle will also begin for females.

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Life stage	Age	Key features	P
Early adulthood	19–45 years	The peak of physical fitness is reached. They start to deal with more complex problems. It can also be the start of people forming relationships—friendships and romantic relationships. Females can experience pregnancy and lactation in this stage. Towards the end, females' ovaries begin to produce less oestrogen and the perimenopause transition begins to occur. Symptoms include hot flushes, night sweats, mood swings, loss of libido and vaginal dryness.	Why is it to as Individ good and g skills a
Middle adulthood	46–65 years	Loss of strength and hair occurs for both genders. Women tend to go through menopause which can result in osteoporosis. First signs of ageing appear, such as wrinkles. Hormone changes can affect emotions.	How c chang emoti more so will want t
Later adulthood	65+ years	There is a gradual loss of mobility. Those at the end of this stage may also experience a loss of height. Some may experience problems with both hearing and eyesight. A decline in both gross and motor skills occurs. Reaction times slow down.	Why c social home mobil The d make

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Activity 1 Defining the life stages (Mix)

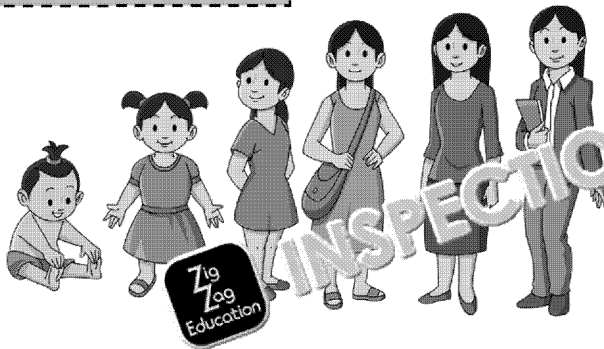
Each pair will need to cut out the cards below, glue them up and then begin to sort them out. You will

Birth and infancy	3–8 years
Early childhood	9–18 years
Middle adulthood	19–45 years
Later adulthood	46–65 years
Early adulthood	65+ years
Adolescence	

Rapid growth: half way through this stage they develop some important mobility skills. Gross and fine motor skills develop. At the start of this stage they are very dependent, but master many skills towards the end. They will learn to control their head and learn to sit up, crawl, stand and cruise. At the start of this stage they can grasp small objects and start opening their hands. They will start to walk, and towards the end they will start to climb furniture, be able to throw large balls and start using a knife and fork.

There is a gradual loss of mobility. Those at the end of this stage may also experience a loss of height. Some may experience problems with both hearing and eyesight. A decline in both gross and motor skills occurs. Reaction times slow down.

Development of sexual characteristics takes place. Growth stops, so take place. Individual personalities and cognitive skills develop. There are varying levels of growth between both genders. Females will develop faster and reach sexual maturity earlier than males. The menstrual cycle also begins for females.






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Activity 1 - Defining the life stages (Mix and

Summarise your results on the table below, once you have confirmed with your tea

Life stage	Age	Key features
		
		
		

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Activity 2 – Principles of Growth and Development

Teacher's notes

Fill in the blanks (Plenary)	
Aim of the activity	Students should summarise the difference between growth and development and support students in understanding how both concepts are different.
Teacher's instructions	Photocopy and print the worksheet to give to each student. Ask them to use the worksheet for students to use as part of their sentence-making words. There is a short multiple-choice quiz to follow – four given choices. Give students 10 minutes to complete. Ask either different students or the teacher.

Answers:

Growth is an increase in **quantity**, whereas development is a more complex process of an individual's skills and **capabilities**.

Growth is usually **measurable**, such as height. This is a **continuous** process; however, it can speed up and then slow down, and is **variable** across different body parts.

Development is a **sequential** process, but just like growth it is not always smooth and happens **internally** and then develops **externally**. For example, an infant learns to control their body first and then will be able to control movements in their fingers.

Children pass through several key **milestones**; these can sometimes be referred to as the skills which we expect infants and adults to develop at certain stages. Children pass through a developmental stage, but this can happen differently.

A newborn baby develops **primitive** motor skills and fine motor skills, such as holding objects and tucking in their hands. By 12 months, a baby should be able to **stand** alone and walk. By 24 months, a child should be able to **kick** a ball, and at the start of early childhood, a child should be able to **ride** a tricycle.

However, professionals will only use these developmental norms as an **average** and not a rule and act if there is an issue. Every child is **unique**.

Multiple choice quiz:

- 1 – B: *Development*
- 2 – C: *Roll over*
- 3 – B: *8 months*
- 4 – C: *5 years*
- 5 – D: *Turn a page*

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Activity 2 - Principles of growth and development (Part 1)

Use the words in the box below to fill in the gaps.

capabilities riding unique continuous externally average
measurable developmental sequential internally milestones

Growth is an increase in , whereas development is a more complex process involving changes in skills and

Growth is usually , such as height. This is a process as it can speed up and then slow down, and is across different body parts.

Development is a process, but just like growth it is not always smooth. It happens and then develops For example, an infant will be able to control movements in their head and neck first and then will be able to control movements in their arms and legs.

Children pass through several key ; these can sometimes be referred to as milestones and are the skills which we expect infants and adults to develop at certain stages. Each child goes through a developmental stage, but this can happen differently.

A newborn baby develops gross motor skills, such as holding their head up. As they grow, they develop fine motor skills, such as picking up small objects. By 12 months, a baby should be able to a ball. In early childhood, children develop their gross motor skills, such as running and jumping.

However, professionals will only use these developmental norms as an to monitor and act if there is an issue. Every child is

Odd one out – Circle the correct answer:

- Gaining new skills and abilities is an example of...
a. Growth b. Development c. Classification
- A developmental milestone for a 6-month old baby is that they should be able to...
a. Climb on table b. Kick a ball c. Pull over
- 'Starting to stand up' is a key milestone for a baby aged...
a. 6 months b. 8 months c. 12 months
- Being able to independently dress themselves and tie their shoes laces is a key milestone for a child aged...
a. 2 years b. 3 years c. 5 years
- A developmental milestone for a 2-year-old infant is that they should be able to...
a. Hold a rattle b. Throw a ball c. Kick a ball

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Activity 3 – Development of Gross and Fine Motor Skills

Teacher's notes

Label those skills (Plenary)	
Aim of the activity	Students should understand the development of gross and fine motor skills and how they develop.
Teacher's instructions	Photocopy and print the worksheet (double-sided) to give to each student to complete the task. Students to use the left outline of body to label gross motor skills and the right outline to label the fine motor skills. Use the table to summarise the developmental milestones during the lesson.

Answers:

- Gross motor skills: Large muscles in the body – arms, legs, torso, e.g. running, walking, throwing a ball
- Fine motor skills: Smaller muscles – hands, fingers, toes, e.g. wriggling toes, holding a pencil

Age	Gross motor skills	Fine motor skills
Newborn	Primitive reflexes	Holding thumbs
1 month	Some control of head	Holding parents' finger
3 months	Lifts chin when lying down	Holds baby rattle
6 months	Kicks legs, rolls over	Moves objects from one hand to the other
9–10 months	Crawling, sitting up, cruising	Pointing to something
12–13 months	Stands independently, walking	Picks up and releases small objects
18 months	Climbing on furniture	Playing with small toys
24 months	Throwing a ball	Turning a page
30 months	Walking up and down stairs	Building a tower with blocks
3 years	Rides a tricycle, running (forwards and backwards), and balances on one foot	Builds a tower with 6 blocks, Uses scissors, Holds a pencil, Writing own name
5 years	Can hop using both feet separately, skipping, jumping confidently	Independently dresses and undresses, Ties shoelaces, Buttons up buttons, learns to write
8 years	Good strength and body coordination	Draws detailed pictures

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Activity 3 - Development of gross and fine motor skills

Use the first body outline and shade the areas which show the development of gross motor skills. Use the second body outline to show the development of fine motor skills. Are you able to give an example of each skill (see the list below)?

Gross motor skills



Complete the table below, showing the development of milestones in infancy. Try to include examples of activities; for example, holding a ball, climbing the stairs.

Age	Gross motor skills	
Newborn		
1 month		
3 months		
6 months		
9–10 months		
12–13 months		
18 months		
24 months		
30 months		
3 years		
5 years		
8 years		

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Activity 4 – Development of Sexual Character Adolescence

Teacher's notes

Case study (Plenary)	
Aim of the activity	Students should recognise the physical changes which take place between 9 and 18 years.
Teacher instructions	<p>The worksheet is to be photocopied and given to each student. Each student is to be given a letter (described in the case study) outlining the physical changes experienced and will continue to experience in this life stage. The letter will also explain to teenagers in the letter how the changes are part of their life cycle.</p> <p>The teacher is to read out the case study to the whole class and discuss for 5 minutes. Most students will focus on the physical changes that they experience. Some students may outline hormonal changes.</p>

Answers:

Sam

- Growth spurt in height and weight – shoulders widen and hips remain slim.
- Changes in voice occur, due to rapid growth of voice box or larynx.
- Muscle development, testes and scrotum enlarge, production of sperm.
- Hair growth occurs – pubic areas and facial hair.
- Testes start to produce testosterone – stimulates sperm production.

Laura

- Growth spurt in height and weight – hips widen, breasts develop.
- Uterus enlarges, and vagina lengthens. Menstruation begins, ovaries get larger.
- Ovaries start to produce oestrogen and progesterone.
- Hair growth occurs – pubic areas and armpits and pubic areas.

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Activity 4 - Development of sexual characteristics in adolescence

Sam and Laura are both 15 years old. It is an important time for them as they will be sitting their GCSE exams and will encounter some important changes, such as moving from school and going to college. However, there are some other important **physical changes** which are taking place in the adolescents. These will be different for each of them.

These changes are expected to start in adolescence. Can you write a letter to both Sam and Laura explaining what these physical changes are so that Sam and Laura are not worried?



To Sam,

You are currently passing through the 'adolescence' life stage, which is between the ages of 9 and 18 years. You may have noticed some changes, for example, your voice may have deepened. But there are also some other changes...



To Laura,

You are currently passing through the 'adolescence' life stage which is between the ages of 9 and 18 years. You may have noticed some changes, for example, your hips have widened as your body fat is distributed. But there are also other changes expected...



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Activity 5 – Piaget’s Model

Teacher’s notes

Piaget’s puzzle (Plenary)	
Aim of the activity	<p>The first step will allow students to actively think about the stages outlined by Piaget and to think about what makes them different by defining them.</p> <p>The second step should enable students to check their own knowledge against the information which they may have missed out.</p>
Teacher’s instructions	<p>The teacher is to photocopy the worksheet to give to each group.</p> <p>Students are to create a ‘written’ jigsaw puzzle, either in pairs or groups.</p> <p>The four stages of cognitive development which are outlined by Piaget are: <i>preoperational, concrete operational and formal operational</i>.</p> <p>Students will need to write key information about each of these stages. There are 12 pieces altogether, so three ‘essential’ points per stage.</p> <p>They will then cut these pieces up.</p> <p>Shuffle them and give to another pair/group. They will need to give descriptions for each life stage.</p>

Suggested answers:

Below is an outline of each stage – you can use this to prompt some students if they are struggling with a few ideas.

- **Sensorimotor** – Early development, dependent upon built in schemas and reflexes. (Birth–2 years)
- **Preoperational** – Development of language, continuation of internal representation. Child can only view the world from their perspective – egocentric. (2–7 years)
- **Concrete operational** – Development of strategies and rules, understands logical experiences to develop principles which they can apply to problems. Children can give justifications, such as reversibility, and pass tests of conservation. (7–11 years)
- **Formal operational** – Can solve imagined problems which they can’t see, use abstract reasoning and systematic problem solving. Abstract thinking allows individuals to think of ideas in their heads without them being present. (11–18 years)

Extension:

- Schema – Building blocks of knowledge, which help us to understand and respond to the world.
- Equilibrium – The force which drives the learning process. It helps move development forward.
- Assimilation – Using an existing schema to deal with new objects or situations.

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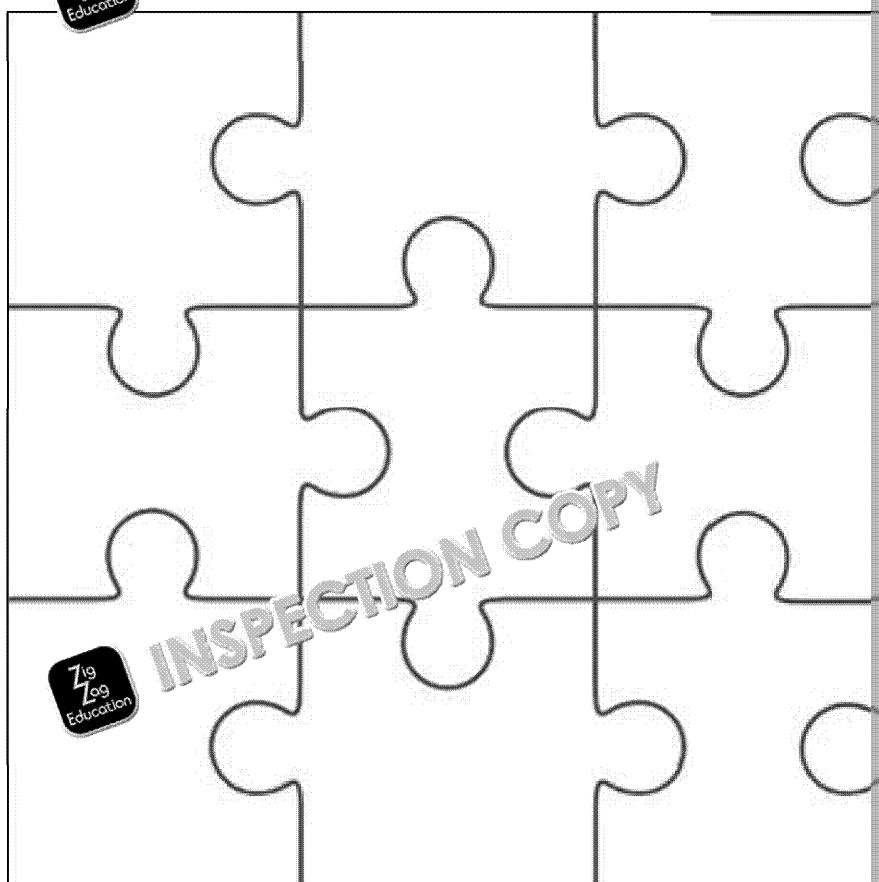


Activity 5 - Piaget's model (Puzzle)

You will be creating a jigsaw puzzle – 'Piaget's stages of cognitive development' for

The pieces going across should be related to the same stage. For example, the top information about the sensorimotor stage, the row of information below this should give preoperational stage and so on.

Write information about the stages on each piece. Then cut them up and give them together.



Extension:

Write a definition for the following words:

Schema	
Equilibrium	
Assimilation	

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Activity 6 – Chomsky’s Model of Language Acquisition

Teacher’s notes

Tweet me (Plenary)	
Aim of the activity	Students should be able to summarise the key concepts of Chomsky’s model of language acquisition. This activity should encourage students to write efficient tweets using key words.
Teacher instructions	<p>The teacher is to photocopy and print a worksheet for every student. At the start of the lesson, give it to students and let them complete the worksheet.</p> <p>The answers required can be short, but students must include all the key words in their tweet, preceded by a hash symbol ‘#’. These key words are outlined above the questions.</p> <p>Students are to highlight/underline the key words once used and then ‘pass’ to leave the class. The teacher should glance and check all the tweets and allow them to leave individually.</p>

Suggested answers:

What is the language acquisition device?

A hypothetical device in the brain which helps children learn and understand language. It is used to explain how children acquire language abilities; it also accounts for the innate understanding of syntax which children have.

Give two criticisms of Chomsky’s perspective.

There is a lack of scientific evidence to support Chomsky’s perspective. Much of his evidence is unreliable. He is also criticised for focusing too much on the grammar element in language and not enough on how children develop and interpret the meaning from a sentence.

Explain what the ‘critical period’ is.

The critical period is between the ages of two and seven and it suggests language is acquired through development rather than the environment. If a child hears a language by the age of seven, they should be able to learn this.

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Activity 6 - Chomsky's model of language acquisition

Your task is to create a series of tweets relating to Chomsky's model of language acquisition. This could be anything to do with the model – outline or evaluate.

Your tweet needs to be 150–175 characters – you must stick to this.

Use all of the prompt words in your tweet. Make sure to '#' (hashtag) them!

What is the language of your device?

Words to use: #abilities #universal #development

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Give two criticisms of Chomsky's perspective.

Words to use: #unscientific #grammar #disability #delayed

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Explain what the 'critical period' is.

Words to use: #learn #language #innate

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Activity 7 – Intellectual Development

Teacher's notes

Scenario (Starter)	
Aim of the activity	Students should be able to define the local aspect of what intelligence is and discuss how intellectual development changes from early adulthood to later adulthood.
Teacher instructions	<p>The teacher is to print this copy and print a worksheet for every student so that they can follow intellectual development can be broken down into how it develops through the different life stages.</p> <p>Students are to fill in a description of what each cognitive area is and answer the scenario-based questions and apply their knowledge about it across early adulthood to later adulthood.</p>

Suggested answers:

- Abstract thinking: Use of imagination and thinking in depth
- Language development: Ability to communicate and express and understand
- Memory: The ability to store, recall and retrieve information
- Problem solving: Using logic to find solutions to difficult or complex issues

Scenario 1:

- Sarah and Tom – Early adulthood stage.
- Development of pragmatic and realistic thinking: Adults face the constraints of the real world and have to make decisions which are often complex: Tom may be made redundant before he is made redundant.
- Sarah could consider home tutoring to build her confidence and then to start thinking skills.

Scenario 2:

- Albert - Early adulthood
- He may suffer from memory loss and forget to pick Ethan back up from nursery
- However, if Albert keeps physically and mentally active – by completing puzzles – the impact on his brain/memory loss will not be as strong.
- Physiological changes can cause temporary malfunction in the functioning of the brain

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Activity 7 - Intellectual development (Scen

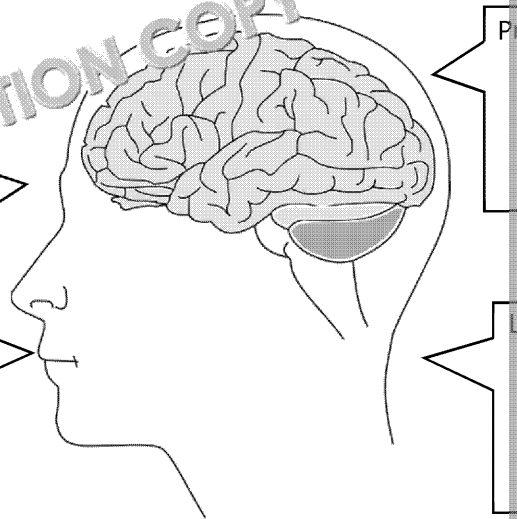
Intellectual development can involve different areas of our cognitive mind.

Below are four areas which are related to cognitive development – provide a description

Abstract thought:

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Memory:



Read the following scenarios and answer the questions which follow.

1. Sarah and Tom are both 40 years old; they have three children, the youngest being 19. Sarah was a teacher but didn't return to work after having James, as she felt Tom works for a big business firm, but it is currently under financial crisis.

Describe the developmental differences in the thinking which emerge for

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2. Amy's father Albert is 69 years old and a recent widower. He collects her son Et

Describe three effects on the functions of memory for Albert.

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Activity 8 – Emotional Development

Teacher's notes

Artistry of emotions (Starter)	
Aim of the activity	Students are to create an image to help them describe the key features of emotional development and at which life stages they occur at. This is an effort to assess what key information they have remembered.
Teacher's instructions	The teacher should photocopy the worksheet and give to each student. This can be used as a quick 10-minute starter activity, where the students are asked to think about the features of emotional development. They should then be asked to create their picture. There are bonus questions on the back of the worksheet regarding the features of attachment.

Suggested answers:

Below are the stages of emotional development. The captions relate to these stages.

- Attachment – (Infancy 0–2 years): There is an innate need to form an attachment. A secure attachment can impact the emotional development of the child's later life. Those who are unable to form stronger relationships later, and those who are insecurely attached, may struggle to form stronger relationships later and will be unable to cope with life stress.
- Understanding self and others – (Early childhood 3–8 years): The idea of self-identity and relationships with others are also important, as this determines value and self-worth for the individual. A lack of self-confidence or sense of failure can lead to emotional problems.
- Identity – (Adolescence 9–18 years): There is continuous development of the self-identity here, as it helps individuals to develop their identity. They start to develop a self-identity, which is the personal view an individual has of themselves. It can be either positive or negative, depending on the quality of relationships in early childhood by the quality of relationships with a caregiver.
- Intimacy – (Early and middle adulthood 19–65 years): Individuals seek to form intimate relationships. This can be seen through close friendships, romantic relationships or starting a family. Emotional issues such as stress, happiness and anxiety which could be related to their relationships.
- Making sense of your life – (Later adulthood 65+): Some people may feel down or experience despair if they can't cope with changes. Some may develop a secure sense of self-identity through changes, such as physical changes and the death of a loved one.

Bonus questions:

- Attachment is a deep, reciprocal bond between mother and infant.
- He observed separation anxiety – extreme distress.
- Attachment is present but is disrupted, e.g. due to separation.
- Privation is an attachment never being formed.
- Schaffer and Emerson – Babies respond to those who spend time with them, not just their mothers.

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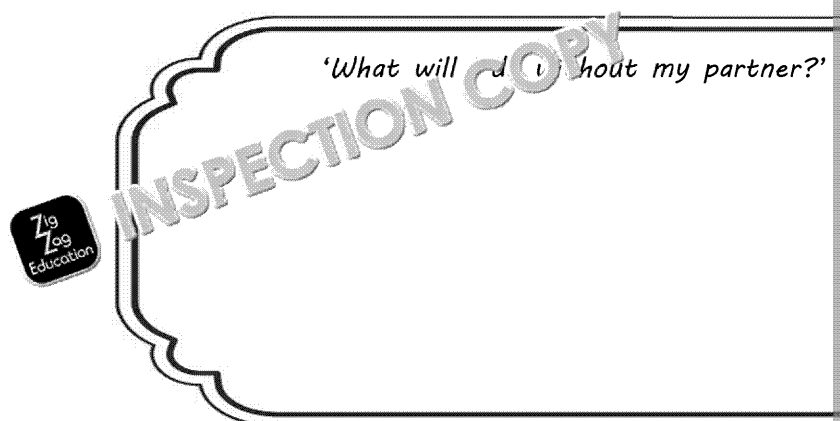
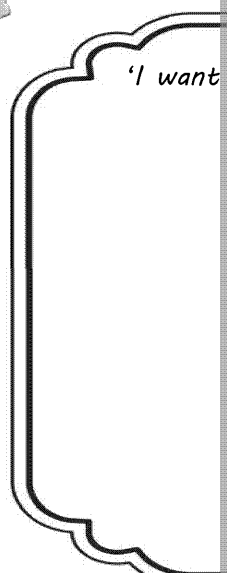
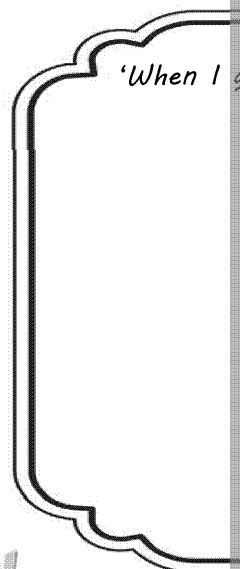
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Activity 8 - Emotional development (Artistry of)

You have been assigned the role of being an artist for a local gallery – but before you proceed further, the company manager wants to see how 'good' you are and if you have a deeper meaning.

Your role is to create five images which relate to the emotional development across all stages. Remember your pictures need to be meaningful in relation to the caption.



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Answer the following questions, relating to the theories of attachment:

1. According to Bowlby, what is attachment?

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2. What did Bowlby observe when children were separated from their mothers?

.....

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.....

3. What is deprivation?

.....

.....

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4. What is privation?

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5. What has research shown that goes against Bowlby's ideas?

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Activity 9 – Development of Self-concept?

Teacher's notes

Self-esteem (Starter)	
Aim of the activity	Students should understand the concept of self-esteem and how it affects their self-image. This is also to ensure students reflect on their own self-esteem.
Teacher's instructions	<p>The teacher is to photocopy and print a worksheet for each student and then lead a teacher-led 'discussion' activity. There are three parts to the activity:</p> <ol style="list-style-type: none"> 1. Start off by asking students 'what is self-esteem?' The box on the worksheet provides a definition, but there could be other definitions that students come up with. Give students 5 minutes individually to reflect on what they feel is positive about themselves and to think and note down some points (5 minutes). 2. Students can then work in pairs to discuss what factors cause low self-esteem, what factors cause high self-esteem, and what factors cause good self-esteem to discuss and makes notes. 3. The last task on the worksheet is a case study, which can be used as a discussion where there are questions prompting discussion – 5 minutes to complete. Depending on time, the teacher can ask for some responses.

Suggested answers:

Students are to identify any **positive characteristics** linked to themselves.

Factors which cause low self-esteem: Bullying, physical changes during puberty, depression, stress at home, parents arguing, sibling rivalry.

Case study:

- **Sarah has low self-esteem.** This is due to several factors:
 - She has moved to a new house, so the change has affected how she will be perceived.
 - She has moved to a new school where she is probably not as sociable as she was at her old school due to the lack of friends she has.
 - As her friends are competitive, Sarah may feel she needs to compete with them.
 - She is not attending after-school clubs and limiting opportunities for herself, so she becomes lazy and so starts to put weight on, which can knock her self-confidence.
 - She experiences changes due to puberty, so having bad skin can affect her self-image.
- **Advice for Sarah** – To make a list of all the things which she is good at and re-engage with after-school clubs relating to things that she enjoys, in order to boost her self-confidence. Resilience – the idea that 'failing' is not always an issue if you try. To set challenges relating to her hobbies. Spending time with more of her loved ones. Also, if it is severe, someone – further professional help is available.

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Activity 9 - Development of self-concept (What is self-esteem?)

Self-esteem refers to an individual's own emotional evaluation of themselves. Self-negative views one holds about oneself. Feelings of guilt, blame and low confidence. High levels of confidence, being positive and happiness are signs of high self-esteem.

Make a list of five things which are positive about you:

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



Explain what factors can cause low self-esteem.

Read the following case study:

Sarah has just moved to a new house and so had to leave her old school. It has been a new school and she is struggling to make friends. Her skin has started to change, and this is making her feel uncomfortable around other girls. Some girls in her class always win when they are playing games in PE. This has made Sarah lack confidence in school sports clubs.

With the person next to you, discuss the case study.

Does Sarah have a high self-esteem or low self-esteem?

.....

What reasons do you have for this?

.....

What advice can you give to Sarah?

.....

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Activity 10 – Social Development across the Lifespan

Teacher's notes

Fact or fib (Plenary)	
Aim of the activity	Students should be able to understand the features of play and
Teacher's instructions	<p>The teacher is to photocopy and print a worksheet for each student.</p> <p>Students are to read statements and state whether they are 'Fact' or 'Fib'. If it's a fib, students are to write why; if it's a fact they should explain it. Students have 10 minutes to complete.</p> <p>The teacher can go around the class and ask students for their answers.</p>

Suggested answers:

- Solo play – starts in infancy: can explore environment in their own pace
- Parallel play – 2–3 years: may not interact with other children but take an interest in what they are doing
- Cooperative play – 3–8 years: establish important friendships, develop communication skills

Statement	Fact ☺ or Fib ☹
Culture does not affect the way in which social relationships are formed.	☹ Fib – Culture can affect the way in which social relationships are formed. Some cultures can impact the way in which interactions are viewed – some give it more importance than others.
Play is important for a child to develop social skills.	☺ Fact – Children learn how to make friends, share, negotiate, and solve problems while playing.
Solo play is not as important as cooperative play.	☹ Fib – Solo play is very important for children to explore the environment around them, develop their self-esteem, as they can do things at their own pace.
Between the ages of two and three years, a child begins to play with other children and moves away from solo play.	☹ Fib – Although children may start to play with other children, they still prefer to play independently. They watch other children are doing and get on with their own play.
Between the ages of four and six years, children begin to understand the principles of game playing.	☺ Fact – Children begin to understand the rules of games. While playing with other children they learn to share and take turns.
An important feature of associative play is when children enjoy repetitive actions.	☹ Fib – This is an important feature of parallel play, children start to question and be influenced by others.
By the age of eight, children understand the rules of games and accept the idea of losing.	☹ Fib – Although children understand the rules of games, they do not like the idea losing and it can lead to arguments.

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Activity 10 - Social development across the life stage

Children can learn basic social skills through play. Outline what the different types of play would occur.

Solo play:

Parallel play:

Cooperative play:

Look at the following statements about ages and stages of play – decide whether they are correct. Put a ☺ in the box to show it's a fact or if it's incorrect, put a ☹ in the box, to show it's a fib.

If it's a fib, then either say why it is and correct the statement; if it is a fact, explain this further.

Statement	Fact ☺ or Fib ☹
Culture does not affect the way in which social relationships are formed.	
Play is important for a child to develop social skills.	
Solo play is not as important as cooperative play	
Between the ages of two and three years, a child plays with other children and moves away from solo play.	
Between the ages of four and six years, children begin to understand the principles of game playing.	
An important feature of associative play is that children enjoy repeated interactions.	
By the age of eight, children understand the rules of games and accept the idea of losing.	

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Activity 11 – Importance of Friendships and Friendships

Teacher's notes

Summarise (Plenary)	
Aim of the activity	<p>Students are to summarise the importance of friendships and friendships.</p> <p>They should also be able to outline how relationships develop over time.</p>
Teacher's instructions	<p>The teacher should print a worksheet for each student, and give them. They will need to summarise, in the first two boxes, the social benefits of friendships and the effects of peer pressure on social development.</p> <p>The teacher can stop students and ask them to feed back before moving on with the second task.</p> <p>The second task requires them to outline how social relationships develop over time.</p>

Suggested answers:

- Social benefits of friendships: Friends offer support in different ways. They can experience a loss in life, listen to your problems and offer you advice. Emotions can be lonely and can also help you physically by participating in social activities with friends or even stopping you from negative activities, such as smoking.
- Effects of peer pressure on social development: In adolescence, young people start socialising with friends. The influence of peers is very strong and can affect behaviours.

Social development across the lifespan

- Infancy – There is an innate tendency to interact with others. By 2 months, they begin to form emotional attachments to their caregivers, forming a reciprocal relationship (Zig Zag Education)
- Childhood – Children begin to learn about social roles and behaviour. Children learn to share and cooperation through play. They start to form close friendships based on mutual learning)
- Adolescence – Peers can affect the individual's self-worth. They begin to follow peers. Physical changes occur and they must deal with the development of the social learning)
- Adulthood – In early adulthood, the start of intimate relationships may form. Big changes like marriage, career establishment and the start of a family, which contribute towards social development)
- Later adulthood – After retirement, older adults have more time available to do social activities and hobbies. They have more time available for friendships)

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Activity 11 - Importance of friendships and friendship groups

You will need to summarise the importance of friendships. In the boxes below, outline the benefits of friendships and the effects of peer pressure on social development.

In the boxes, outline the development of social relationships at each of the life stages.

Social benefits of friendships



Effects of peer pressure

Infancy: 0–2 years



Childhood: 3–12 years

Adolescence: 9–18 years

Early and middle adulthood: 19–64 years

Later adulthood: 65+ years



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Activity 12 – Developing Independence

Teacher's notes

Caption it! (Plenary)	
Aim of the activity	Students should be able to identify the ways in which people can become independent throughout the different life stages.
Teacher instructions	<p>The teacher should photocopy the worksheet and give one to each student.</p> <p>Students are to work in pairs and discuss what each picture is showing.</p> <p>Students are then to write a caption under each of the pictures, with a short summary to take away with them.</p> <p>(Advise students that pictures are not in a specific order.)</p>

Suggested answers

- Picture 1 – Shows a young person leaving home. They are starting to feel independent. They may decide to leave home as they are starting university, or they may decide to live alone or start their own family.
- Picture 2 – Shows a couple with a baby- starting a family. They have new roles, new emotional and financial commitments, which require a lot of energy.
- Picture 3 – Indicates a new deal being finalised, such as a job offer. Young people aged 18 make important choices, such as whether to stay in education or to start work. They gain the independence of having their own money, which they have earned, and can spend it as they see fit.
- Picture 4 – Shows friends talking/being social. Usually, this occurs in adolescence. Young people become influenced by others and they develop a sense of identity and self-esteem. This is often reduced.
- Picture 5 – Shows a person retiring. Retirement usually occurs in older adulthood, between 65 and 75 years old. They retire and have more time to spend with each other and with friends. They have more leisure time and can enjoy their time doing things they enjoy and remaining active.

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Activity 12 - Developing independence (Captions)

Look at the pictures below and describe how they show the development of independence.



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Activity 13 – Nature/Nurture Debate

Teacher's notes

Create the debate (Starter)	
Aim of the activity	Students should be able to differentiate between nature and nurture. They are also to start linking theory.
Teacher's instructions	<p>Split the class into two groups: group A and group B.</p> <p>Introduce the topic to debate: Is aggression in children due to nature or nurture?</p> <p>Group A is to argue for nature (genetics) and group B is to argue for nurture (environment).</p> <p>Every student is to be given a worksheet. Depending on which side they choose, they need to make notes for their 'side' of the debate. They should discuss their points together in their group and taking notes about whether aggression is due to nature or nurture. There are key words which should help them to develop their points.</p> <p>The teacher should select two speakers from each group.</p> <p>Once students have made notes, the first selected person from group A should stand up and talk about their reasons as to why aggression is down to nature.</p> <p>Then give students 1 minute to discuss their points with their group. The first selected person from group B has 1 minute to talk about their reasons as to why aggression is down to nurture.</p> <p>Again, follow the same format – the other group has one minute to discuss their points. The first selected person will talk for one minute, and so on.</p> <p>Depending on time, more speakers can be selected/added.</p> <p>Extension activity: Students are to make notes on the three key theories of aggression: Gesell's maturation theory, social learning theory and the diathesis-stress model.</p>

Suggested answers: See next page

Debate could be focused around the following points:

Nature	Nurture
Gesell – Development is predetermined and there is little influence from the environment.	Social learning theory – Children imitate what they see. Boys and girls may act differently due to expectations society has of them. Boys are more aggressive.
Boys and girls act differently in terms of aggression. The hormone testosterone plays an important role.	Social media has a big influence on adolescents. They are often exposed to aggressive behavior which may model certain aggressive behaviors. Aggression is positively rewarded.
Research has found an association between the MAOA gene and aggression. Boys with a low functioning version of the gene have higher levels of aggression.	Diathesis-stress model – A genetic vulnerability to aggression is triggered by a stressful environment. The interaction occurs.
Stress-diathesis model – An interaction is needed. There is a genetic vulnerability to aggression.	

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Gesell's maturation theory:

- There is a focus on developmental milestones.
- Developmental patterns are determined by the child's heredity.
- Internal factors play a bigger role than the environment – the child's nervous system.

Social learning theory:

- Behaviour can be learnt by observing and imitating others.
- Learning occurs due to reinforcement, which can be positive or negative. It can be through punishments or rewards – vicarious reinforcement.

Stress-diathesis model:

- Mental health problems can be explained by an interaction between a genetic vulnerability and an environmental life stressor).
- If you have a genetic predisposition to a disorder and experience no stress in life, you are less likely of not developing that psychological disorder.

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Activity 13 - Nature/nurture debate (Create the)

Is aggression down to nature or nurture? Use the boxes below to make notes for your

Aggression is down to nature.

Key words – genetics, innate, diathesis-stress model, predisposition, DNA, Gesell's maturation theory

Aggression is down to nurture.

Key words – social learning theory, reinforcement, environment

My notes:



My notes:

In the boxes below outline the key points of the three main theories which you need to know for your assignment.

Social learning theory



Gesell's maturation theory

Diathesis-stress model



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Activity 14 – Genetic Predispositions to Health

Crossword (Plenary)

Aim of the activity

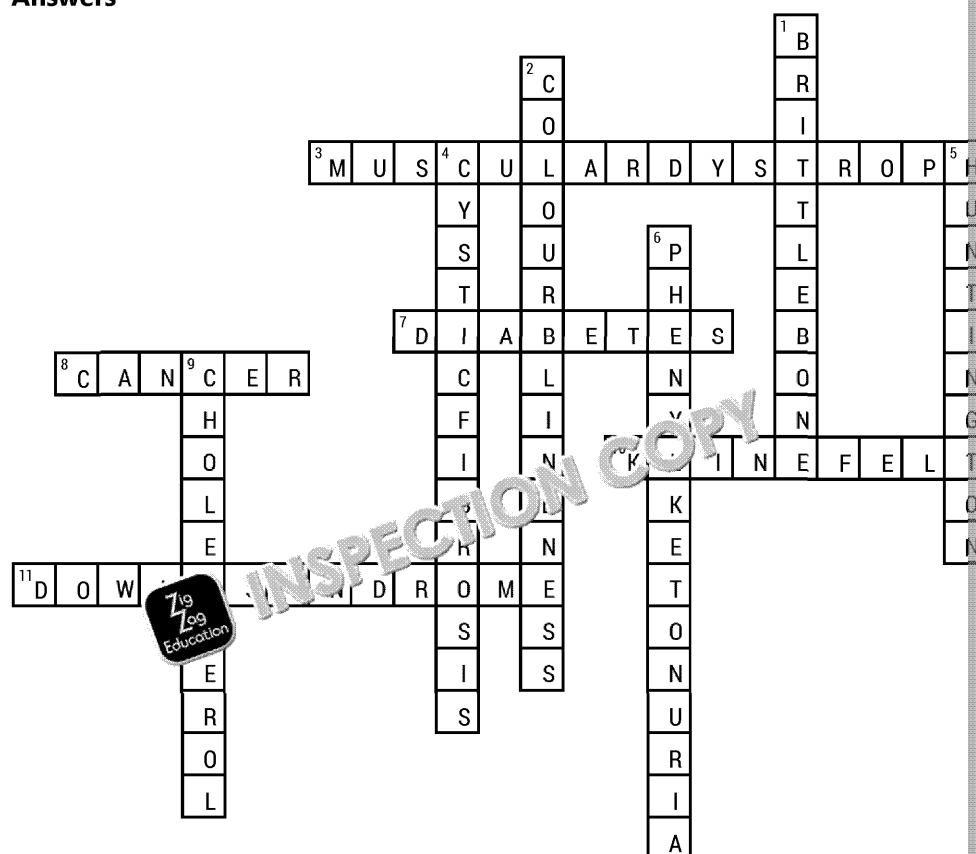
Students should become familiar with the names of some of the conditions.

Teacher's instructions

The worksheet is to be photocopied and handed out to each student. They should read the clues and complete the crossword. A competitive element can be added by seeing who the quickest person is in class and rewarding them.

Teacher's resources

Answers



Extension answers:

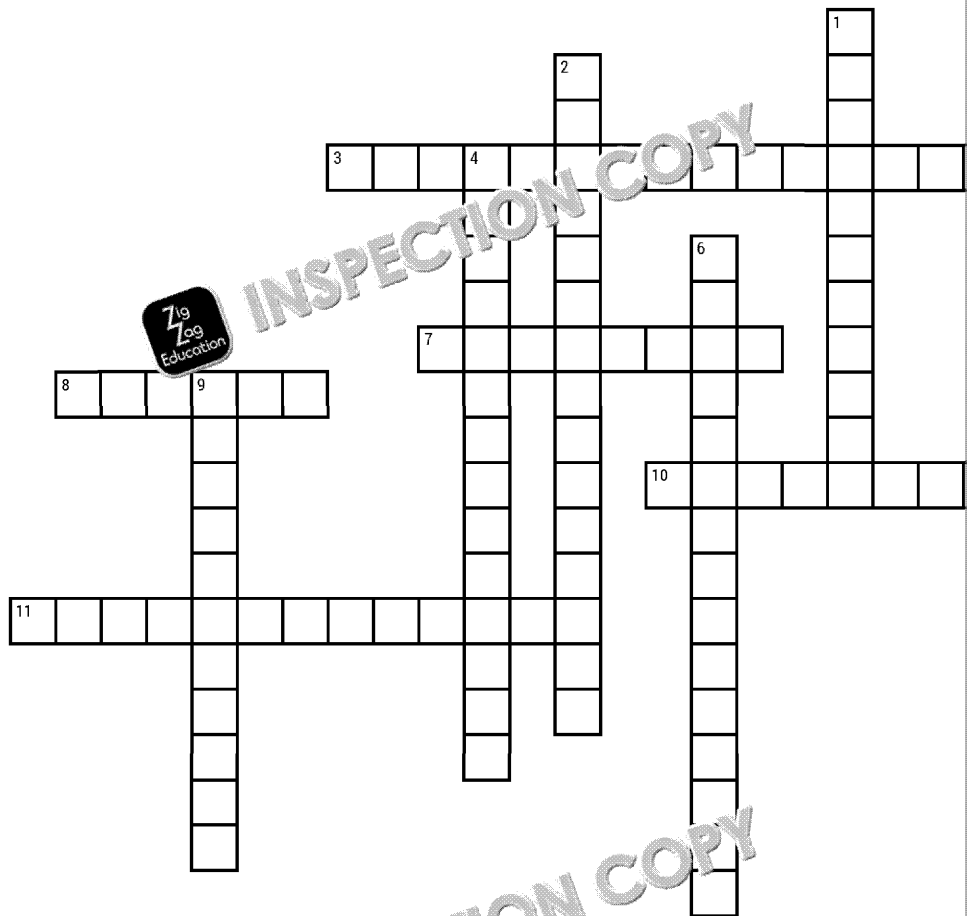
Disorder	Symptoms
Cystic fibrosis	Wheezing, shortness of breath, persistent coughing
Brittle bone disease	Loose joints, weak teeth, bone deformities, multiple fractures
Phenylketonuria	Seizures, tremors, shaking, conditions such as autism
Huntington's disease	Involuntary jerking, slow eye movements, muscle problems
Klinefelter syndrome	Longer legs, shorter torso, less muscle and less facial hair
Down's syndrome	Flatter facial profile and nose; small head, eyes and ears
Colour blindness	Difficulty in distinguishing between colours, inability to see red and green
Muscular dystrophy	Difficulty standing, muscle weakness, trouble walking
Diabetes	Feeling thirsty, urinating often, feeling tired, blurred vision
High cholesterol	Chest pains, pain while walking, heart attack

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Activity 14 - Genetic predispositions to health conditions



Across

- 3 A genetic condition which weakens the muscles and usually occurs near the trunk. (7,4)
- 7 Individuals can be susceptible to this condition and there are two types. (8)
- 8 A disease which has over 200 types and is related to abnormal cells. (6)
- 10 A condition associated with boys. An extra chromosome is acquired, and the boy delays reaching their milestones (11)
- 11 A genetic condition which occurs due to an extra chromosome. (5,8)

Down

- 1 Disease where bones do not develop with the right amount of collagen. (7,4)
- 2 Disorder related to vision and perception. Can occur due to genetics or as a result of diabetes (6,9)
- 4 Defective protein produced, which can cause the lungs to be clogged with a sticky substance. (7,4)
- 5 A disorder which causes progressive damage to nerve cells in the brain (10)
- 6 All babies are screened for this condition when they are born. It stops the breakdown of certain proteins. (6)
- 9 Individuals can be susceptible to this condition, which can lead to heart disease. (6)

Extension activity

Identify all the genetic conditions from the crossword above and describe some of the symptoms that may be experienced.

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Activity 15 – Biological Factors that Affect Development

Teacher's notes

You're the expert (Plenary)	
Aim of the activity	Students can focus on one biological factor that can affect development and develop an understanding of one concept – and developing an understanding of others.
Teacher's Instructions	<p>The teacher is to give each student a number between one and four to focus on. If more than four students are on one table, they can pair up.</p> <p>Photocopy and print the worksheet.</p> <p>Person 1 – Focus on foetal alcohol syndrome Person 2 – Focus on maternal infections during pregnancy Person 3 – Lifestyle/diet during pregnancy Person 4 – Congenital defects</p> <p>You may want to provide students with textbooks, or if you think they should not use other materials.</p> <p>In total this activity should take 12–15 minutes.</p> <p>Each person will become an expert in their given factor. Give students 2 minutes to talk about their factor and summarise what they learn about the other factors.</p>

Suggested answers:

Foetal alcohol syndrome:

- Caused by alcohol consumption during pregnancy
- Wide range of possible impacts on the foetus, including:
 - a smaller head, stunted growth
 - damage to organs (e.g. kidneys, liver)
 - problems with hearing and/or vision
 - cerebral palsy
 - learning difficulties which could manifest during childhood / into adulthood
 - emotional and behavioural difficulties which could manifest during childhood

Maternal infections:

- If the pregnant mother catches an infectious disease, this can cause developmental problems for the foetus
- Being vaccinated before pregnancy can reduce the risk of this occurring (e.g. the MMR)
- Examples include:
 - cytomegalovirus – can result in problems with hearing and/or vision and heart problems
 - rubella – can result in problems with hearing and/or vision and heart problems
 - Zika virus – causes a small head

Lifestyle/diet during pregnancy:

- Smoking during pregnancy – increases risk of complications such as stillbirth, low birth weight, neonatal death.
- Substance use during pregnancy – using recreational drugs during pregnancy can lead to complications such as stillbirth, low birth weight, neonatal death.
- Diet during pregnancy – eating a balanced diet during pregnancy supports a healthy foetus. Eating a diet high in fat and sugar can increase the risk of the mother becoming unwell (e.g. some women develop gestational diabetes). Eating a diet high in fat and sugar can also increase the risk of complications such as stillbirth, low birth weight, neonatal death.

Congenital defects:

- Congenital means 'present at birth'.
- Congenital defects can be caused by a range of factors, such as genetic or chromosomal (e.g. Down's syndrome) or environmental factors (e.g. exposure to high levels of pollution).
- Common congenital defects include problems with the heart, or issues with the brain or spine.

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Activity 15 - Biological factors that affect development (1)

Biological factors can affect a child's development while they are in the mother's womb or in their *biological environment*.

You have all been given a factor to focus on. You will need to discuss how your biological factor affects development (*you may wish to include examples*) for 2 minutes. Before you explain, you will have 1 minute to make notes in the space provided below. Ensure you understand your biological factor 'expert'.

You will then talk to the rest of your group members about your factor for 2 minutes and you need to take notes about the other factors in the boxes below.

Biological factors	Explanation
Foetal alcohol syndrome	
Maternal infections	
Lifestyle/diet during pregnancy	
Congenital defects	

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Activity 16 - Environmental Factors that Affect Development

Teacher's notes

Hexagonal Grid (Plenary)	
Aim of the activity	Students should be able to summarise how different environmental factors affect development.
Teacher instructions	The teacher should photocopy the worksheet and give to each student. They will need to provide a description of how the environmental factor in each hexagon affects development. The teacher should explain to students that each factor can play a part alone, or combined they can affect development. Students should spend 1 minute on each hexagon (7 minutes in total). If students finish early, they can attempt the 'gold question' – to be able to think of another factor that still affects development.

Suggested answers:

- **Respiratory disorders:** Pollution and toxins in the air can cause illnesses affecting the respiratory system.
- **Cardiovascular disorders:** Pollution can cause changes to the lining of the heart, which can cause blood clots. This can be dangerous, especially for pregnant women as it can affect their baby.
- **Allergies:** These can be irritant due to dust or pollen, which in turn impacts the immune system. An allergy is hay fever, which is a seasonal reaction.
- **Poor housing conditions:** Living in poor housing conditions has been related to health problems (including respiratory and cardiovascular problems) and can cause accidents. Poor housing can affect the well-being of individuals. Problems with ventilation or lack of space can increase the risk of illness.
- **Hypothermia:** This is usually caused by families who have low income and so cannot afford to heat their homes. Also, old people can have a higher risk of hypothermia as the cost of heating is high and so live in the cold, which can have consequences for their health.
- **Exposure to pollution:** The quality of air, indoors and outdoors, can impact development. Poor air quality increases the risk of asthma and other respiratory disorders.
- **Depression and anxiety:** Mental health problems can increase due to other issues such as poverty and/or financial issues.

Gold question: Access to health and social care services – Individuals may not have access to health and social care services, which stops them from going to appointments or even visiting sick individuals. Opening hours of services may be limited, which stops individuals from going, and so they may not be accessing the right type of care for their condition, which affects development.

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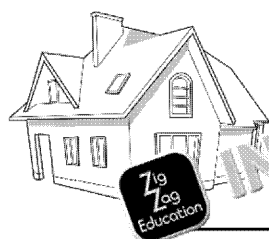


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Activity 16 - Environmental factors that affect development

Below is a series of hexagon boxes which have key words. These relate to how environmental factors affect development. You will need to complete the hexagonal grid by completing each hexagon box to show how each environmental factor affects development.



Poor housing conditions

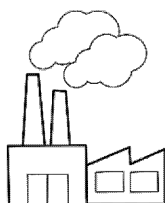
Respiratory disorders

Hypothermia

Allergies



Exposure to pollution



Can you think of any other environmental factors which can affect development? **(Think about the type of care which is accessible to people)**



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Activity 17 - Social Factors that Affect Development

Teacher's notes

The social actor (Starter)	
Aim of the activity	Students should be able to discuss the different social factors that affect development.
Teacher's instructions	<p>The teacher is to instruct the students in groups.</p> <p>The number of students in a group can be flexible, dependent on the number available in class; however, a minimum of three students is needed.</p> <p>There is a range of possible social factors which can affect development. The teacher can decide whether they want to give each group a factor or they can let the students choose.</p> <p>Possible factors can be:</p> <ul style="list-style-type: none"> • Parental divorce • Parenting styles • Sibling rivalry • Bullying: Students can be advised they can cover different aspects of bullying, include: effects of self-esteem, self-harm, suicide. • Culture, religion and beliefs • Medical interventions • Dietary requirements <p>The teacher is to instruct the class that they will need to act out a scenario, showing their chosen factor. The teacher is to photocopy a worksheet for each group. At the end of their play, the rest of the class will try and guess what the factor was. Give students 5 minutes to plan – then each group should have 5 minutes to perform.</p>

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Activity 17 - Social Factors that affect development (

Chosen social factor:

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Names of group members:

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Opening act and who will be involved:

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Climax/main act and those involved:

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End act:

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Activity 18 – Economic Factors that Affect Development

Teacher's notes

The financial object (Starter)	
Aim of the activity	This is to provide students with an engaging method to outline economic factors that affect development.
Teacher's instructions	<p>The teacher is to provide each table group with a bag of four objects. The objects can be the same or different in each bag – an alternative if objects aren't readily available.</p> <p>Students will be given 5 minutes in groups to discuss how each specific economic factor that can affect development. Each group will be given a worksheet, so they can refer to it later.</p> <p>They can be as imaginative as they want, and each object can represent a different factor. However, they need to ensure that all four economic factors are covered: employment status, lifestyle and income and expenditure.</p> <p>After 5 minutes, each group is to feed back to the rest of the group.</p>

Suggested objects

- **Food items** – A lack of income and high expenditure can mean individuals are unable to access resources to live adequately. There has been a rise in food banks in the UK as a result of low income. However, there is a growing concern for the types of food items available, which are low in nutritional value – can cause deficiencies in families.
- **Hair spray / body spray** – People with a low income usually live in polluted areas, which can be damaging to their health and dying young.
- **Glue sticks** – Substance misuse can affect development – although individuals may not be aware of the long-term damage.
- **Skipping rope** – Exercise supports healthy development in individuals. It can help with developing cardiovascular disorders. It can also help with mental health.
- **Pen/exercise book** – Education: Children from poorer families are usually behind in their education, due to lack of resources. This will then affect them as adults, as they may have a poor employment status. The type of jobs they have will affect their income and expenditure.

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Activity 18 - Economic factors that affect development

Outline which objects are in your bag and how they can relate to the economic factors.
You will need to ensure that you cover all of the following economic factors:

- Education
- Lifestyle
- Income and expenditure
- Employment status



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Activity 19 – Major Life Events that Affect De

Teacher's notes

Market researcher (Starter)	
Aim of the activity	Students should be able to think about the possible events which cause stress.
Teacher instructions	<p>The teacher is to print off worksheets and give one to each student.</p> <p>The aim is to create their own 'stress' scale which they could use to gain information about the events which cause them stress. They should identify 10 major stressors and 10 minor stressors for their check.</p> <p>They should then assign a value between 1 and 100 to establish which is major and which is minor (100 being the most stressful and 1 being the least). Students should be given 8 minutes to complete. If they finish, they should swap with the person next to them and discuss whether the scale is applicable. For example, buying a house would not necessarily be a stress for students.</p>

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Activity 19 - Major life events that affect development

Stress can impact people in different ways and influence their development. Holm's stress inventory to assess the amount of life stress an individual experience and the related disorder.

You will need to design your own **rating checklist** to establish what causes people

You will need to include **10 minor** and **5 major stressors** which you think can cause stress. You then need to assign a number (1-10) to each event to show how stressful it is. (1 = not stressful, 10 = very stressful)

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Activity 20 – Predictable/Unpredictable Life

Teacher's notes

Predicting events (Plenary)	
Aim of the activity	Students should be able to discuss the different life events (predictable or unpredictable) and how they may be positive or negative depending on which life stage they are at.
Teacher instructions	The teacher should put students in pairs and print off a worksheet. They will then need to discuss whether the stated life event is predictable/unpredictable. They will then need to discuss how each life event affects development. Students can be advised that it may impact people differently depending on which life stage they are at. Give students 10 minutes to complete. Answer at the end.

Suggested answers:

Life event	Predictable/unpredictable/both	How it affects development
Starting school	Predictable	Making new friends, social development/communication
Moving to a new house	Predictable	Financial strain – can be a negative impact Lack of space/food
Marriage	Predictable	Feelings of intimacy, positive impact
Starting a family	Predictable	Feeling of attachment, positive impact
Starting a new job or promotion	Predictable	Negative impact – can be a negative impact / isolated, may decide to leave Positive impact – opportunity to develop
Retirement	Predictable	More time to spend on hobbies develop social relationships
Redundancy	Both	More free time, can be a positive impact May affect confidence
Death of partner	Unpredictable	Losing an emotional support and cope
Accident/injury	Unpredictable	Loss of good health, can be a negative impact Cope – impacts psychological
Serious illness	Unpredictable	Could impact on mental health Opportunity to improve habits
Leaving home	Predictable	Feeling independent – positive psychological
Divorce	Unpredictable	Resentment, feelings of loss on development

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Activity 20 - Predictable/unpredictable life events (P

Look at the list of life events and decide in pairs whether they are **predictable**, un
table below state how they may have a positive or negative affect on development

Life Event	Predictable/unpredictable	How it affects development
Starting school	Predictable	Making new friends, emotional development
Moving to a new house		
Marriage		
Starting a family		
Starting a new job or promotion		
Retirement		
Redundancy		
Death of partner		
Accident/injury		
Serious illness		
Leaving home		
Divorce		


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Activity 21 - The Physical Changes of Ageing

Teacher's notes

Roll it (Plenary)	
Aim of the activity	This is an engaging way for students to identify the physical changes due to ageing.
 Teacher's instructions	<p>The teacher should put students in pairs and print off a worksheet for every student.</p> <p>They will need to work together to identify six physical changes in the ageing process. Alternatively, the teacher may wish to tell students which factors to look for.</p> <p>Students then cut up and glue the dice together.</p> <p>In pairs, they take it in turns to roll the dice. Whichever factor is rolled, they have to complete their table to explain how this factor occurs in ageing.</p> <p>If a student rolls the dice and it lands on a factor which has already been used, they roll the dice again until a new factor is landed on.</p>

Suggested answers:

1. Degeneration of the sense organs – As the ageing process occurs, an individual's vision and sense of hearing. Taste and smell may also slowly start to disappear.
2. Cardiovascular diseases – Older people will have an increased risk of developing heart disease, due to narrowing of the arteries.
3. Degeneration of the nervous tissue – This can happen at different rates as brain cells in different areas of the brain are affected differently; however, this can be slowed down by individual exercise.
4. Osteoarthritis – This is a type of arthritis which is very common in older people, causing a tear of muscles and joints.
5. Dementia / Alzheimer's disease – This affects their ability to function in daily life, forget recent events, and affects their language, thoughts and memory.
6. Reduced absorption of nutrients – Older people may require foods which are rich in nutrients of physical activity that they experience. They need to increase foods which are rich in iron to reduce risk of developing anaemia.
7. Cardiovascular disease – The older you get, the greater the risk of developing heart disease, due to the narrowing of the arteries and other blood vessels. Your risk is also influenced by lifestyle throughout the lifespan.

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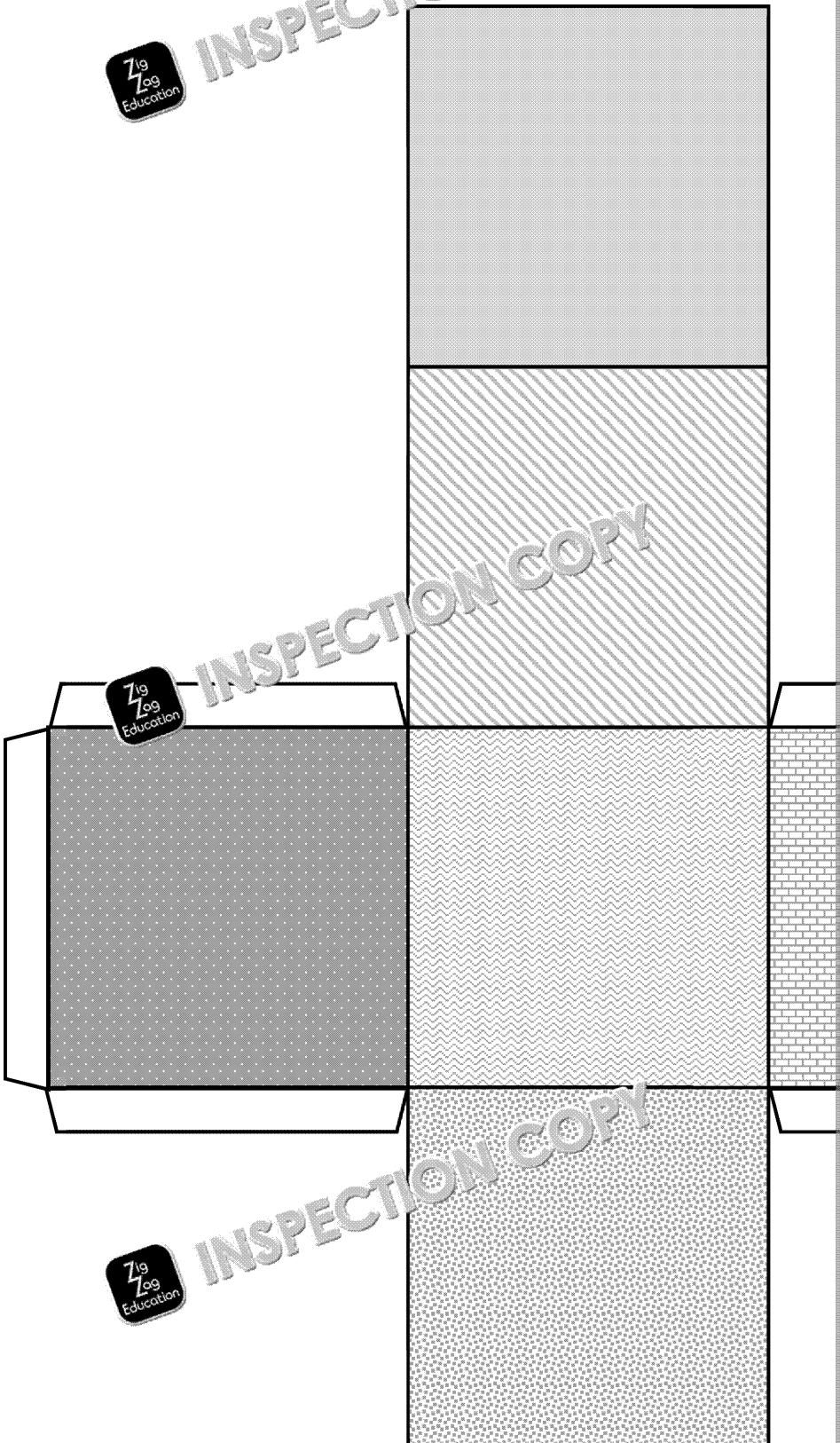


Activity 21 - The physical changes of ageing (

1. Cut out the template of the dice below.
2. Write down on each side a factor/physical change which **occurs due to ageing**.
3. You will then need to glue the tabs of the dice and start to play!
4. Take it in turns to roll the dice – whatever factor it lands on, will require you to **in ageing** in your table summary.



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Activity 21 - The physical changes of ageing (Roll it!)

Physical change	Effects it has on a


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Activity 22 – Effects of Illnesses that are Common

Teacher's notes

Symptoms of depression (Starter)	
Aim of the activity	Students should understand that a psychological illness is depression. They need to be able to identify the different symptoms and understand that it is not just a 'mood disorder'.
 Teacher's instructions	<p>The teacher should print out a worksheet for each student.</p> <p>There are 12 symptoms of depression which they will need to identify as a physical change or a psychological change.</p> <p>They will need to write the symptoms under the table headings.</p> <p>Give students 5 minutes to complete. If they finish, they could discuss what they could think of.</p>

Suggested answers:

- **Physical changes** – Slowed movement or speech, social withdrawal, loss of appetite, personal care, unexplained pains and/or cramps
- **Psychological changes** – Tiredness, feeling lonely, suicidal thoughts, loss of interest, motivation, feelings of worthlessness

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Activity 22 - Effects of illnesses that are common in ageing (Sy)

Depression is a disorder which is commonly associated with the elderly due to the which occur in their lives.

Look at the following symptoms of depression and categorise them as either a physical or psychological change in the table below.

Tiredness

Feeling lonely

Suicidal thoughts

Loss of interest in hobbies

Social withdrawal

Loss of appetite

Slowed movement or speech

Lack of motivation

Feelings of worthlessness

Physical changes	Psychological changes
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Activity 23 – Psychological Changes of Ageing

Teacher's notes

Olympic runner (Plenary)	
Aim of the activity	This is a competitive way in which students can quickly summarise ageing.
Teacher's instructions	<p>The teacher is to print out a worksheet for each student.</p> <p>In each of the 4 minutes, students will need to complete as much as they can about ageing in which psychological changes occur in the elderly.</p> <p>The teacher can add a competitive element to this by timing students to complete each ring.</p> <p>The teacher will start and stop them after 30 seconds.</p> <p>At the end, the teacher can see which student completed the worksheet and detailed content.</p>

Suggested answers:

- **Death of spouse:** They may have lost a companion, someone that they could rely on for support. This can lead to feelings of sadness and anxiety. They may feel lonely and have the worry of finances and the future.
- **Increase in leisure time:** Having more time due to retirement means the individual can do things which they enjoy. They can socialise with friends and take time to relax. This can have a positive impact on their self-esteem.
- **Religion:** As individuals have more time, they can think and reflect on their beliefs. This can be affected by the religion that they follow.
- **Self-esteem:** This is impacted by how much the individual has achieved in life. They may feel satisfied they have done enough, which increases their self-esteem. However, they may feel they haven't fulfilled everything that they wanted to, and this can lead to a negative view about themselves.
- **Death of a friend:** This can lead to feelings of grief and loneliness. Losing someone close can cause depression.
- **Financial concerns:** Some people may have paid off their mortgage and so can be financially free. However, some people may not – with just a state pension they may struggle to make payments. This could mean they struggle with other financial aspects, such as paying bills.
- **Culture:** Depending on religion and culture, beliefs of individuals may vary – this can influence their outlook on life.
- **Change of roles:** The role that an older person may play could have changed. They may no longer be a person / decision maker, they may now have to take a back seat and watch someone else make decisions. This can be difficult, as they are used to being headstrong.

For some individuals it may mean that they now have time to take on other roles, such as volunteering, spending time with others in their social network.

Fill-in the gaps:

Self-esteem/confidence can change depending on experience. This may increase as they have completed their goals.

This can lead to feelings of grief and depression, as they may not have someone to rely on.

A possible concern if the individual does not have a personal pension. **Financial concerns**

Culture/religion can influence their beliefs about the outlook on life.

Increased leisure time means they can participate in hobbies, either alone or with others.

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Activity 23 – Psychological changes of ageing

As an individual gets older it's not just the visible physical changes which occur but also psychological changes which can be positive or negative. You have 30 seconds to fill in each Olympic circle with as much information as you can explain the effects of ageing on the individual – such as the effects of social change and culture.



Read the following statements and fill in the words with the psychological factors which affect ageing.

..... can change depending on experience. This may increase if they feel lonely.

This can lead to feelings of grief and depression, as they may not have someone to talk to.

A possible concern if the individual does not have a personal pension

..... can influence their beliefs about the outlook on life.

..... means they can participate in hobbies, either alone or with friends.


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Activity 24 – Psychological Change – Theories

Teacher's notes

Facetheory (Starter)	
Aim of the activity	Students should be able to describe either the social disengagement theory. They should be able to use their knowledge to apply it to how they would feel according to the theory.
 Teacher's instructions	<p>The teacher should photocopy and print a worksheet for each student. This could be set this task individually, where the student chooses a theory, or the teacher could put them in pairs, assigning one theory to each student.</p> <p>They will need to create a social media profile page for their character using the theory.</p> <p>Students will need to state which theory they have chosen, add a post to the profile, and then imagine an elderly person who behaves in the way described in the theory.</p> <p>Give students 8 minutes to complete and have 2 minutes to share their work with the class to try and identify the theory.</p>

Suggested answers:

The social engagement theory

About: As individuals get older they withdraw themselves socially. They feel that there are fewer opportunities. There is less time for friends, as they are retired and may not see them as often. They may have moved away after retirement and so don't see their friends regularly.

What's on your mind?: 'Life is so boring right now' / 'Wish I was young again'

Status updates: 'Sitting on the bench looking out on to the street and remembering when I was younger' / 'My son has gone to see my grandchild perform today, but I won't be going' / 'The house is empty'

Activity theory

About: Older people adjust to the changes in their lives. As they have retired, they find new activities which they enjoy. They can attend events and join social groups, making new friends.

What's on your mind?: 'Living life to the fullest' / 'Friends are the family we didn't have'

Status updates: 'Just booked our cruise', '32 degrees in Spain right now, sipping on a cocktail', 'Got back from the pub quiz and as expected I beat James' team, bring on next week'

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Activity 24 - Psychological change - Theories (F

You will need to create a social media page for either 'The social disengagement th
'The activity theory'. You will need to draw an image – write a description about th
and add at least five status updates from an elderly person whose behaviour could
explained by the theory you have chosen.

FaceTheory

Name of theory



Draw picture

About theory (outline key points of the theory)

What's on your mind? (what would you be thinking today)



Status Updates: (what sort of mood have you been in / what activities have you been doing)



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Activity 25 – Societal Effects of an Ageing Po

Teacher's notes

The golden ticket (Plenary)	
Aim of the activity	This is a quick and engaging method to summarise the societal population, but it also allows an opportunity to assess learning.
Teacher instructions	<p>The teacher should photocopy and print a worksheet for each student. Students should complete the individual 'tickets' (by answering the questions) in the classroom. Students need to complete all tickets.</p> <p>The teacher could time them – give them 10 minutes to complete as they have completed!</p>

Suggested answers:

Outline four different types of health and social care services which are available to older people:

- 1) A range of different health care services – dentist, doctor, pharmacy
- 2) Financial care – occupational or state pension
- 3) Community equipment if needed
- 4) Social care – support worker if practical care is needed

Explain two ways that practical and structural social care can support older adults:

- They could have a support worker to help them practically around the home and with changing and washing.
- They could provide structural changes in the home to help the older person, such as having hand rails.
- The support available to them will be dependent on their assessment.

State three social entitlements available to the elderly:

- Free eye care
- Dental care
- Free NHS prescription/medication
- Concessionary travel fares and winter fuel payments

Why is it important for professionals to work together to meet the needs of the elderly?

They may have complex needs which need to be addressed. Some issues are linked to the elderly person is starting to feel depressed, it could be down to their being immobile and not being able to get out into place.

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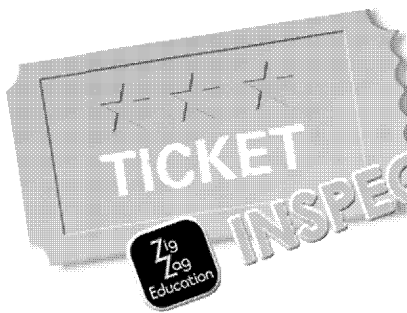
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Activity 25 - The golden ticket

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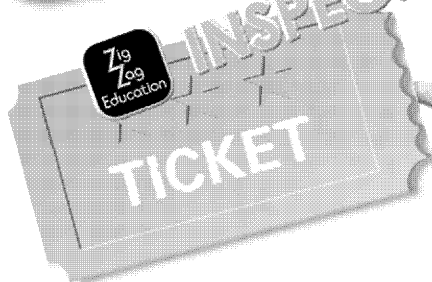
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Outline four different care services which

- 1)
- 2)
- 3)
- 4)

Explain two ways that practical and structural social care can support older adults:

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State three factors to the elderly

Why is it important for professionals to work together to meet the needs of the elderly?

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Now hand your completed tickets to your teacher! – Make sure

Activity 26 – Economic Effects of an Ageing Population

Teacher's notes

Design a protest (Starter)	
Aim of the activity	Students should discuss the economic effects of an ageing population which can occur as the State Pension age rises.
Teacher instructions	<p>The teacher is to copy and print worksheets for the students.</p> <p>Students need to design slogans and/or explanations on the plenary which would/wouldn't be beneficial for the state pension age to decrease.</p> <p>Give students 5 minutes to complete. They could then have a class discussion on a good idea to reduce the age for State Pension and why it would be beneficial.</p>

Suggested answers:

- State Pension age is currently 65 for men and is increasing for women from 60 to 65. This means more elderly people will continue to work longer, which may place pressure on themselves to work.
- A new State Pension was introduced on 6 April 2016 for people reaching State Pension age. This applies to: men born on or after 6 April 1951 and women born on or after 6 April 1953.
- This may mean when they do finally retire they need to access more health and social care. As the population ages, local councils' funding may be reduced by the government, there is a strain on the NHS.
- There are other financial entitlements available for the elderly over 60 – free eye tests, NHS vouchers, etc.
- Government statistics suggest more than a million people are working beyond retirement age. Some keep working because they need the money, and others do so because they enjoy it.

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Activity 26 - Economic effects of an ageing population

A group of university students have decided to campaign against the rising age of retirement that people will need to work longer, and this can influence their health.

They have decided to hold a protest to reduce the age of the State Pension. Create explanations as to why this is a good idea on the placards below – consider including the effects of an ageing population, such as health care, social care and community equipment.

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