



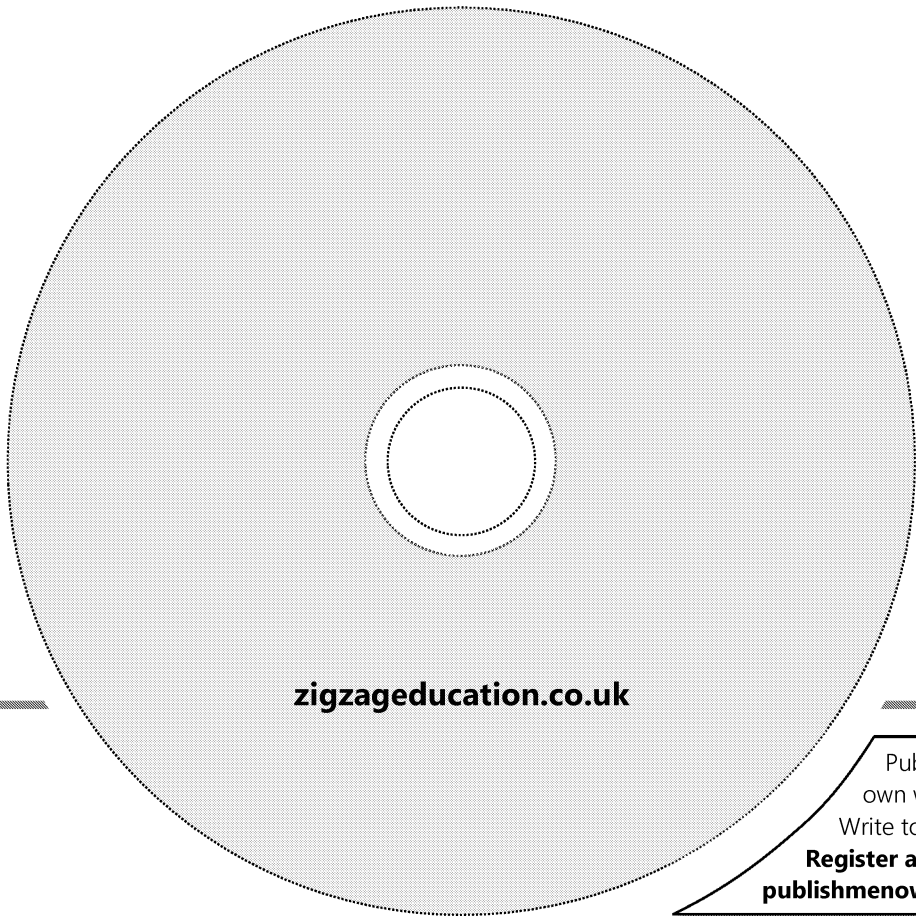
2016 specification  
first assessments in 2017

# Keyword Activities for BTEC Nationals in Health and Social Care

## Unit 1: Human Lifespan Development

CW7/  
9496

POD  
9496



zigzageducation.co.uk

Publish your own work...  
Write to a brief...  
**Register at**  
**publishmenow.co.uk**

# Contents

Thank You for Choosing ZigZag Education.....	ii
Teacher Feedback Opportunity .....	iii
Terms and Conditions of Use .....	iv
Teacher’s Introduction.....	v
Activity Types .....	vi
Crosswords.....	10 pages
Match-up Activities .....	10 pages
Table-fill Activities.....	10 pages
Keyword Answers.....	10 pages
Crossword Solutions .....	10 pages

## Summary of Topics

	Topic Title	Spec Reference
1	Physical development across the life stages	A1
2	Intellectual development across the life stages	A2
3	Emotional development across the life stages	A3
4	Social development across the life stages	A4
5	Nature nurture debate	B1
6	Genetic factors that affect development	B2
7	Environmental and social factors that affect development	B3/B4
8	Economic factors and major life events that affect development	B5/B6
9	The physical changes of ageing	C1
10	The psychological changes of ageing and societal impact	C2/C3

# Teacher's Introduction

## Overview

This resource has been produced to support teaching and learning of the BTEC Nationals in Health and Social Care specification, Unit 1. The learning content is covered by the following sets of keywords with matching descriptions, which cover all of the Learning Aims for the topic:

### Learning Aim A:

- Physical development across the life stages
- Intellectual development across the life stages
- Emotional development across the life stages
- Social development across the life stages

### Learning Aim B:

- Nature nurture debate
- Genetic factors that affect development
- Environmental and social factors that affect development
- Economic factors and major life events that affect development

### Learning Aim C:

- The physical changes of ageing
- The psychological changes of ageing and societal impact

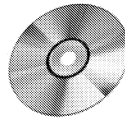
For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom, homework and revision. This variety enables you to take a different approach to different topics – such as using the **Crosswords** as homework for one topic, and the **Match-up** as a starter for another.

Alternatively, differentiate the activity for a given topic; for example, you might want to give your stronger students the **Crosswords** early on while you start weaker learners on the **Match-up** (where terms and definitions are both available). **Domino** and **Bingo** activities add an element of fun and reinforcement, as well as potential for pair and group work. Finally, the **Flash Cards** come into their own for revision and the **Table Fill** and **Write Your Own Glossary** allow students to test their understanding by correctly filling in keywords or definitions.

For more information about the different activities included, see overleaf →

## Digital Format!

All of the activities are provided electronically on the accompanying CD. To use on a school network, the entire contents of the CD need to be copied and pasted into an accessible location.



Providing easy access to the activities are two HTML menus:

### 1. Access All Menu

Location: [index.html](#)

This menu, designed primarily for teacher use, includes links to everything provided on the CD – allowing you to easily select what you need when preparing your lessons.

If you intend to give learners access to this menu, then be aware that it does include links to the solutions.



Topic	Match	Domino	Bingo	FlashCards	Table Fill	Crossword	Glossary
Physical development across the life stages	PDF	PDF	PDF	PDF	PDF	PDF	PDF
Intellectual development across the life stages	PDF	PDF	PDF	PDF	PDF	PDF	PDF
Emotional development across the life stages	PDF	PDF	PDF	PDF	PDF	PDF	PDF
Social development across the life stages	PDF	PDF	PDF	PDF	PDF	PDF	PDF
Nature-nurture debate	PDF	PDF	PDF	PDF	PDF	PDF	PDF
Genetic factors that affect development	PDF	PDF	PDF	PDF	PDF	PDF	PDF
Environmental and social factors that affect development	PDF	PDF	PDF	PDF	PDF	PDF	PDF

### 2. Interactive Crossword Menu

Location: [interactive-crosswords/index.html](#)

This menu, which can be accessed via the *Access All* Menu, is included to allow learners access to just the interactive crosswords (without the answers).



Physical development across the life stages

Intellectual development across the life stages

Emotional development across the life stages

Social development across the life stages

Intellectual development across the life stages

Across

5 New information that must also just fit with the existing network (14)

7 Using logic, children are able to perform which are not yet able to be taught formally (10)

10 Integration of new information into the subject by making connections (17)

12 The development of thinking skills and cognitive ability (12-15)

13 The language acquisition mechanism (10)

Down

2 Two examples of this include genetic factors, health, hormonal and physical (4)

3 It is a state of being that is possible in physical and intellectual terms, and is related to the reality of the individual (10)

4 The second stage of Piaget's theory (2-7 years - concrete) (10)

6 It is a state of being that is possible in physical and intellectual terms, and is related to the reality of the individual (10)

## Free Updates!

Register your email address to receive any future free updates\* made to this resource or other Health and Social Care resources your school has purchased, and details of any promotions for your subject.

*\* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers*

Go to [zzed.uk/freeupdates](http://zzed.uk/freeupdates)

## Activity Types

All activities are provided as PDF files, allowing for easy printing and sharing on your school's internal network or VLE. In addition, each of the single-page activities (*crosswords*, *match-up* and *table fill*), as well as the solutions, are provided on paper too.

The activities included in this resource are as follows:

---

### Bingo

Each student is given a different bingo card containing a selection of words from the set. The teacher reads the definitions using the Keyword Answers and the student must match the definitions to the words on their card to complete rows, columns, and the full bingo card. The bingo activity is available for sets with 12 or more words.

✓ PDF

---

### Crosswords

These traditional keyword activities are equally effective as lesson or homework activities – and are also an excellent way to ease students into their revision programme.

✓ PDF ✓ PAPER



In addition to the photocopiable worksheets and PDF, the crosswords are provided in interactive format on the accompanying CD-ROM. These are web-based (HTML5) and will run straight from your Internet browser.

---

### Dominoes

This is essentially another match-up activity, but this one is designed to be used in a more active way to engage students. It is recommended that students work in pairs or small groups.

✓ PDF

Half of each card contains a keyword, and the other contains a description. To complete the activity, students must align all the cards in the correct order. There is a 'Start' and a 'Finish', meaning that if any cards are left outside of the chain, then students have gone wrong somewhere.

---

### Match-up

Students match descriptions to their keywords by drawing lines between them. Because there are similar descriptions and keywords, students are likely to make the odd mistake while completing the activity, so it is recommended that they use a pencil to start with! By eliminating the keywords that they are familiar with, students can then think about and learn the ones that they are less confident with.

✓ PDF ✓ PAPER

---

### Flash Cards

These are a helpful revision tool. To make the cards, fold the page in half, then cut each card and stick together so the keyword is on one side and the definition on the other. In addition, students could use these to play a game of pairs. Cut each card in two and place face down on the table. Students will then take it in turns to turn over two cards with the aim of matching up a keyword to its definition. Matched-up cards are removed and the game is finished when all the cards have been matched.

✓ PDF

---

### Table Fill

Nothing fancy – students simply write the keyword which is being described, without any other help. Because this activity tests the students' own knowledge, it is best used as a homework activity at the end of each topic or during revision. This then acts as a check that students have grasped the key terminology for each topic. Alternatively, it could be given to students at the beginning of the topic, to see what they already know.

✓ PDF ✓ PAPER

---

### Write Your Own Glossary

Like the Table Fill, this activity can be used to test pupils before learning a topic, or as a revision tool after learning a topic. Students are given a list of the keywords and need to produce their own definitions. Using Table Fill and Write Your Own Glossary, lessons can be differentiated for all levels of learner.

✓ PDF

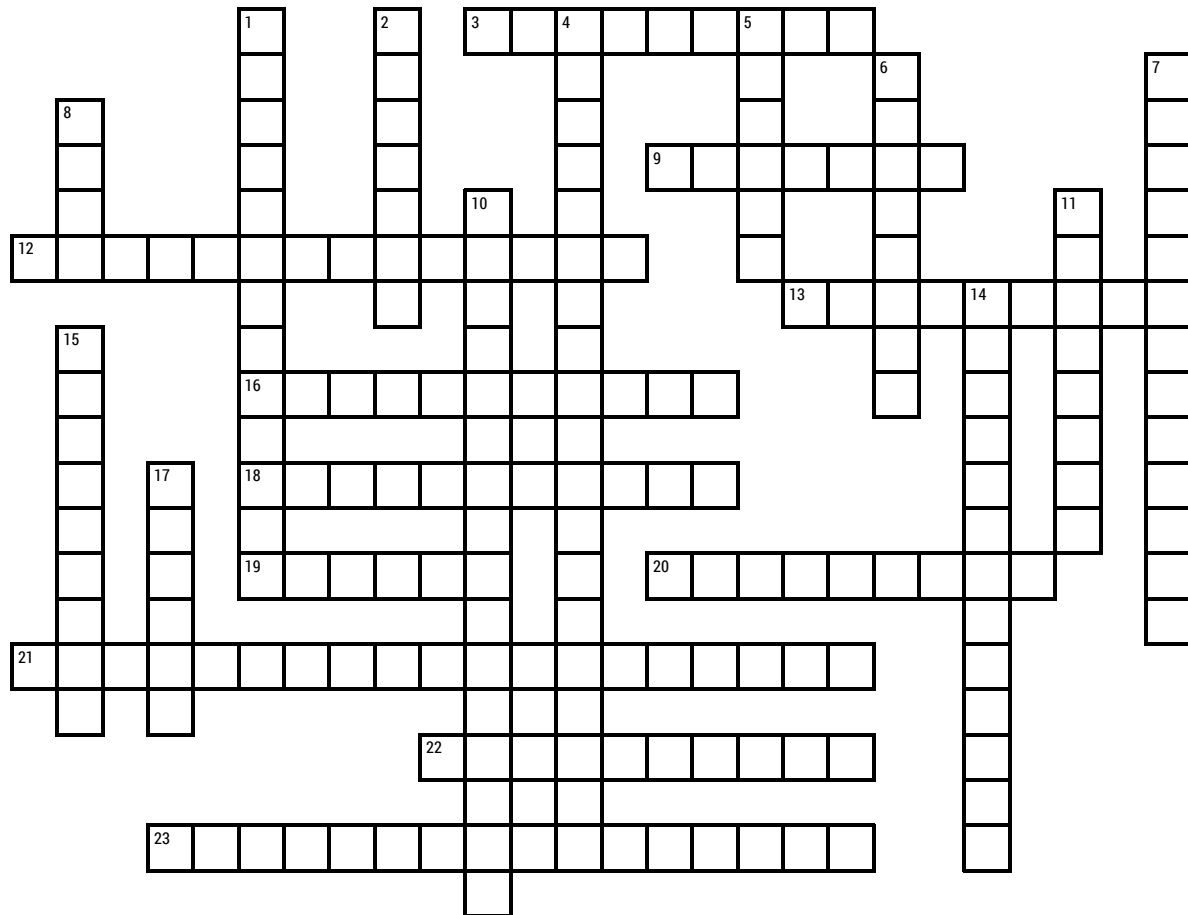
## **Selected Activities and Completed Glossary Page**

---

This sample shows one example of several activities.  
The whole resource contains approximately 70 activities –  
6 or 7 activities for each of the 10 topics.

The resource covers 196 key terms.

## Physical development across the life stages



### Across

- 3 \_\_\_\_ sexual characteristics include the growth of pubic hair in both sexes, the widening of the hips in girls, and the deepening of the voice in boys. (9)
- 9 \_\_\_\_ sexual characteristics include sperm production beginning in the testes, and the start of menstruation. (7)
- 12 The state reached by someone when they are able to produce children. (6,8)
- 13 Experienced by women in middle adulthood, symptoms of the \_\_\_\_ include hot flushes, sleeping problems and headaches. (9)
- 16 The transitional period between childhood and adulthood, 9–18 years. (11)
- 18 The acquisition of skills and abilities; follows an orderly sequence. (11)
- 19 Desire to have sex. (6)
- 20 Milk production by the breasts is also known as \_\_\_\_\_. (9)
- 21 Show the average level of growth that is expected to be achieved by a particular age. (7,12)
- 22 Indicate the normal age range by which a child should have developed a particular skill or ability. (10)
- 23 The degree of physical force which can be exerted by the body. (8,8)

### Down

- 1 Children learning to use their upper body parts before their lower body parts is known as \_\_\_\_ development. (13)
- 2 Development of sexual maturity – a physical transition between childhood and adulthood, kick-started by an increase in sex hormones. (7)
- 4 A reduction in cognitive abilities, such as thinking, memory and problem-solving. (9,10)
- 5 The physical, intellectual, emotional and social changes associated with getting older. (6)
- 6 Two examples of \_\_\_\_ include oestrogen and testosterone. (8)
- 7 Due to a decline in oestrogen beginning in a woman's 40s, eggs are no longer produced each month. There are emotional and physical effects. (13)
- 8 Examples of \_\_\_\_ motor skills are writing and picking up toys. (4)
- 10 Skills in movement of large muscle groups and body parts, such as the arms and legs. (5,5,6)
- 11 Walking while holding onto something for support, such as furniture. (8)
- 14 \_\_\_\_\_ development. Motor skills of the central body parts (e.g. trunk) are acquired before the ability to control 'outward' body parts such as limbs. (13)
- 15 A female sex hormone that stimulates egg production and other things. (9)
- 17 A measurable and quantifiable increase in continuous dimensions, such as height and weight. Different body parts progress at different speeds. (6)

# ***Physical development across the life stages***

---

<b><i>Growth</i></b>	A measurable and quantifiable increase in continuous dimensions, such as height and weight. Different body parts progress at different speeds.
<b><i>Development</i></b>	The acquisition of skills and abilities; follows an orderly sequence.
<b><i>Centile measurements</i></b>	Show the average level of growth that is expected to be achieved by a particular age.
<b><i>Cephalocaudal development</i></b>	Describes the usual process of children developing the ability to use upper limbs before the lower limbs.
<b><i>Proximodistal development</i></b>	Motor skills of the central body parts (e.g. trunk) are acquired before the ability to control 'outward' body parts such as limbs.
<b><i>Gross motor skills</i></b>	Skills in movement of large muscle groups and body parts, such as the arms and legs.
<b><i>Fine motor skills</i></b>	The ability to control small muscle groups and make more precise movements, such as writing.
<b><i>Milestones</i></b>	Indicate the normal age range by which a child should have developed a particular skill or ability.
<b><i>Cruising</i></b>	Walking while holding onto something for support, such as furniture.
<b><i>Adolescence</i></b>	The transitional period between childhood and adulthood, 9–18 years.
<b><i>Puberty</i></b>	Development of sexual maturity – a physical transition between childhood and adulthood, kick-started by an increase in sex hormones.
<b><i>Primary sexual characteristics</i></b>	Reproductive organs. Changes during puberty make them capable of reproduction.
<b><i>Secondary sexual characteristics</i></b>	Features that appear and changes to body parts, other than reproductive organs, as a result of puberty.
<b><i>Hormones</i></b>	Chemicals in the body that regulate the functioning of organs and biological processes.
<b><i>Sexual maturity</i></b>	The state reached by someone when they are able to produce children.
<b><i>Physical strength</i></b>	The degree of physical force which can be exerted by the body.
<b><i>Lactation</i></b>	The production and secretion of milk by the breasts, to feed infants.
<b><i>Libido</i></b>	Desire to have sex.
<b><i>Perimenopause</i></b>	Due to a decline in oestrogen beginning in a woman's 40s, eggs are no longer produced each month. There are emotional and physical effects.
<b><i>Oestrogen</i></b>	A female sex hormone that stimulates egg production and other things.
<b><i>Menopause</i></b>	The end of a woman's fertility, in which the menstrual cycle stops and oestrogen production significantly declines.
<b><i>Ageing</i></b>	The physical, intellectual, emotional and social changes associated with getting older.
<b><i>Cognitive impairment</i></b>	A reduction in cognitive abilities, such as thinking, memory and problem-solving.

## **Physical development across the life stages** *(Table Fill)*

A measurable and quantifiable increase in continuous dimensions, such as height and weight. Different body parts progress at different speeds.	
The acquisition of skills and abilities; follows an orderly sequence.	
Show the average level of growth that is expected to be achieved by a particular age.	
Describes the usual process of children developing the ability to use upper limbs before the lower limbs.	
Motor skills of the central body parts (e.g. trunk) are acquired before the ability to control 'outward' body parts such as limbs.	
Skills in movement of large muscle groups and body parts, such as the arms and legs.	
The ability to control small muscle groups and make more precise movements, such as writing.	
Indicate the normal age range by which a child should have developed a particular skill or ability.	
Walking while holding onto something for support, such as furniture.	
The transitional period between childhood and adulthood, 9–18 years.	
Development of sexual maturity – a physical transition between childhood and adulthood, kick-started by an increase in sex hormones.	
Reproductive organs. Changes during puberty make them capable of reproduction.	
Features that appear and changes to body parts, other than reproductive organs, as a result of puberty.	
Chemicals in the body that regulate the functioning of organs and biological processes.	
The state reached by someone when they are able to produce children.	
The degree of physical force which can be exerted by the body.	
The production and secretion of milk by the breasts, to feed infants.	
Desire to have sex.	
Due to a decline in oestrogen beginning in a woman's 40s, eggs are no longer produced each month. There are emotional and physical effects.	
A female sex hormone that stimulates egg production and other things.	
The end of a woman's fertility, in which the menstrual cycle stops and oestrogen production significantly declines.	
The physical, intellectual, emotional and social changes associated with getting older.	
A reduction in cognitive abilities, such as thinking, memory and problem-solving.	



## **Physical development across the life stages** *(Match Up)*

1	A female sex hormone that stimulates egg production and other things.
2	A measurable and quantifiable increase in continuous dimensions, such as height and weight. Different body parts progress at different speeds.
3	A reduction in cognitive abilities, such as thinking, memory and problem-solving.
4	Chemicals in the body that regulate the functioning of organs and biological processes.
5	Describes the usual process of children developing the ability to use upper limbs before the lower limbs.
6	Desire to have sex.
7	Development of sexual maturity – a physical transition between childhood and adulthood, kick-started by an increase in sex hormones.
8	Due to a decline in oestrogen beginning in a woman's 40s, eggs are no longer produced each month. There are emotional and physical effects.
9	Features that appear and changes to body parts, other than reproductive organs, as a result of puberty.
10	Indicate the normal age range by which a child should have developed a particular skill or ability.
11	Motor skills of the central body parts (e.g. trunk) are acquired before the ability to control 'outward' body parts such as limbs.
12	Reproductive organs. Changes during puberty make them capable of reproduction.
13	Show the average level of growth that is expected to be achieved by a particular age.
14	Skills in movement of large muscle groups and body parts, such as the arms and legs.
15	The ability to control small muscle groups and make more precise movements, such as writing.
16	The acquisition of skills and abilities; follows an orderly sequence.
17	The degree of physical force which can be exerted by the body.
18	The end of a woman's fertility, in which the menstrual cycle stops and oestrogen production significantly declines.
19	The physical, intellectual, emotional and social changes associated with getting older.
20	The production and secretion of milk by the breasts, to feed infants.
21	The state reached by someone when they are able to produce children.
22	The transitional period between childhood and adulthood, 9–18 years.
23	Walking while holding onto something for support, such as furniture.

<b>Growth</b>	
<b>Development</b>	
<b>Centile measurements</b>	
<b>Cephalocaudal development</b>	
<b>Proximodistal development</b>	
<b>Gross motor skills</b>	
<b>Fine motor skills</b>	
<b>Milestones</b>	
<b>Cruising</b>	
<b>Adolescence</b>	
<b>Puberty</b>	
<b>Primary sexual characteristics</b>	
<b>Secondary sexual characteristics</b>	
<b>Hormones</b>	
<b>Sexual maturity</b>	
<b>Physical strength</b>	
<b>Lactation</b>	
<b>Libido</b>	
<b>Perimenopause</b>	
<b>Oestrogen</b>	
<b>Menopause</b>	
<b>Ageing</b>	
<b>Cognitive impairment</b>	

# Physical development across the life stages

