

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

Background Information/Context

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

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

Task 1 – PIES

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

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

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

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

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



Task 2 – Growth and Development

Define the term 'Growth'

Explain the 4 principles of Growth:

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

Identify ways we can record/measure Growth

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

Fill the gaps in the table below:

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

Task 3 – Motor Skills

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

Task 4 – Housing

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

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

Task 5 – Bullying

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

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

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

Task 6 – Intellectual Development

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

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

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

Task 7 – Emotional Development

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

a. Match the key terms in the box with the definitions below:

Key Terms Self-concept Empathy	<ol style="list-style-type: none">1. The way an individual sees themselves, this is the image created in their mind.2. The ability to comprehend and express emotions correctly. This is said to be essential for forming positive social interactions.
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Self esteem

Self-image

Attachment

Emotional
literacy

3. A strong emotional connection between a child and a parent/carer.
4. An awareness shaped in early childhood of being a unique individual.
5. How a person feels about themselves, and how they value themselves in terms of importance.
6. The ability to relate to or understand another's circumstances or feelings.

b. Read the following case study:

Carly is 13 years old and not yet reached puberty. Two of her close friends have reached puberty. They are both much taller than Carly and have developed breasts. They have also started menstruating.

Carly is receiving comments about her lack of physical development on social media.

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

Task 8 – Attachment Theory

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

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

<https://www.youtube.com/watch?v=WRQiCcH351E>
<https://www.simplypsychology.org/attachment.html>

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

a. Read the following case study:

Eli is 20 months old. Identify suitable toys and resources that could be provided to encourage parallel play alongside his brother, Kiane who is 3 years old. Explain your choices.



Task 9 - Predictable and Unpredictable life events

Everyone experiences major events during their life. These can be predictable (something that is likely to happen to most people), or unpredictable (something that is not expected).

Using P.I.E.S, you need to create a mind map identifying predictable and unpredictable life events for each.

Part 2: Meeting Individual Needs

Background Information/Context

Meeting Individual Care and Support Needs is a mandatory unit which is internally assessed. This unit introduces you to the values and issues that need to be considered when planning care and support that meet the needs of an individual in a health and social care environment.

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Topic	Task	Watched video clip/s (✓)	Completed task (✓)
1. Equality and diversity	Watch the video clip and then complete task 1 https://www.youtube.com/watch?v=Q6eqOBOqESM		
2. Skills – listening	Watch the video clip and then complete task 2 https://ed.ted.com/best_of_web/foptnjVE#watch		
3. Empathy	Watch the video clip and then complete task 3 https://ed.ted.com/best_of_web/sFgrZpHc#watch		

Task 1 - Equality and Diversity

Draw a line between the term on the left and the correct definition on the right.

Term		Definition
Principle		Treating a person or group of people differently from others
Value		All being treated fairly so can access services of equal quality that meet their personal needs
Skills		A strongly held opinion stored in the subconscious mind
Quality		A judgement of what is important in life on which we base our actions and behaviour
Equality		An unreasonable feeling against a person or group of people
Diversity		The beliefs, language, style of dress, ways of cooking, religion, ways of behaving etc. shared by a particular group of people
Discrimination		A basic belief as to how to behave that underpins all our actions
Belief		A personal attribute or characteristic that is part of an individual's personality
Culture		The ability to do something well

Further reading:

<https://www.psychologytoday.com/gb/basics/empathy>

<https://www.healthwatch.co.uk/blog/2019-03-13/four-ways-empathy-can-improve-patient-care>

Challenge! <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3411203/>

How empathic are you? Complete the quiz to find out!

<https://psychology-tools.com/test/empathy-quotient>

Design a poster to explain what empathy is. Use examples to show why empathy is important in health and social care settings.

Extra Task! Click on the link below to complete the 5 minutes quiz and find your NHS career

<https://www.healthcareers.nhs.uk/FindYourCareer>

Make sure you have put your name on all sheets of paper.

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

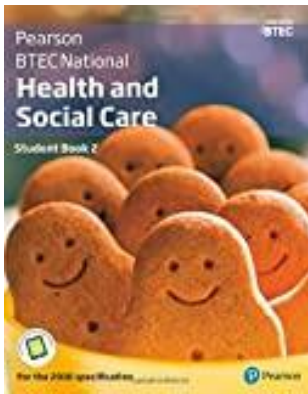


BTEC National Health and Social Care Student Book 1

Publisher: Pearson

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

ISBN: 9781292126012

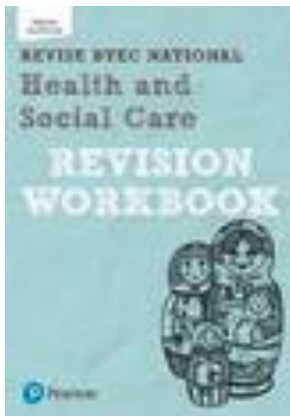


BTEC National Health and Social Care Student Book 2

Publisher: Pearson

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

ISBN: 9781292126029

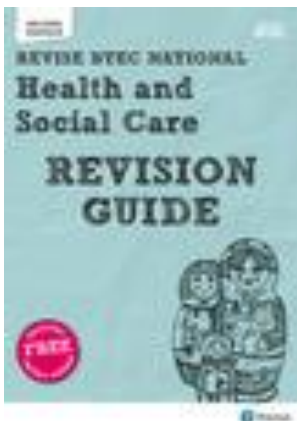


Revise BTEC National Health and Social Care Revision Workbook

Publisher: Pearson

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

ISBN: 9781292299082



BTEC National Health and Social Care Revision Guide

Publisher: Pearson

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

ISBN: 9781292230443