

BTEC Tech Award L1/L2 2022

Health & Social Care Student Book DRAFT

Second edition

This draft version of Component 1 of the Student Book is being issued to teachers to help them prepare for and deliver their course in September 2022. Please note that this material is taken from proofs of the book, so may not reflect the exact contents that will be contained in the final published pack. The published book may include amendments or adjustments made during final proofreading and checking. This material is intended for the use of teachers and learners in the institution to which it was issued by Pearson and should not be shared, copied or issued to others without the prior written permission of Pearson.

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COMPONENT

01

Human Lifespan Development

Introduction

Although people pass through the same life stages, have you ever wondered why they may grow and develop at different rates? For example, some women may start the menopause in their 40s and others in their mid-50s. It is important in health and social care to have an understanding of the usual stages and rates of growth and development and how they may be affected.

In this component, you will study the areas of growth and development that contribute to the whole person, including physical, intellectual, emotional and social. You will reflect on factors that impact on everyone's life, such as lifestyle, culture or relationships with family, and consider the ways they may affect each area of growth and development.

As people progress through their lives they will encounter life events. These events may be expected, such as starting school, and usually result in a positive effect on development. Other events, such as an accident or death, come as a shock and are likely to have a negative effect on development. You will explore ways that individuals cope with such changes, and explore the role of different sources of support to help people adapt.

LEARNING OUTCOMES

In this component you will:

- | | |
|----------|---|
| A | Understand human growth and development across life stages and the factors that affect it |
| B | Understand how individuals deal with life events. |

Main life stages

GETTING STARTED

Alice will be 90 this year. What do you think is the most logical way to break down her life course into six stages of growth and development? Discuss and compare your ideas with a partner.

Life stages are a guide to help you understand the usual patterns of growth and development. There are six stages, and people living to older age pass through each stage.



An older person will pass through each of the six life stages

What happens at each life stage?

KEY TERMS

Characteristic is something that is typical of people at a particular life stage.
Life stages are distinct phases of life that each person passes through.

During the course of a person’s life, they will progress through a number of life stages. Looking at development as a number of stages, and understanding their **characteristics**, helps health and social care workers to understand how people usually develop at each life stage and recognise developmental problems or delay. Think about each life stage for Alice, who will celebrate her 90th birthday this year. She has lived through six **life stages**. Imagine how her growth and development have changed over each of those life stages.

- In her first life stage, Alice would have experienced rapid growth and development. She was totally dependent on her parents for all her needs.
- In her second life stage, Alice developed her physical skills further. This helped her to do things for herself so she became more independent.
- In her third life stage, Alice went through physiological and emotional changes as she progressed towards adulthood.
- In her fourth life stage, Alice reached physical maturity. This was her most fertile stage (when her body was ready to have babies) so it was the time she started a family.
- In her fifth life stage, Alice noticed changes in her body systems and appearance: her hair started to go grey, and her menstrual cycle became less frequent and gradually stopped. Towards the end of this stage she noticed the effects of ageing: her energy levels dropped, her skin became less smooth and she developed wrinkles.
- In her sixth and final life stage, her decline in strength, fitness and mobility becomes more noticeable. Alice experiences more difficulty in carrying out tasks and recalling information.

These six life stages on page 4 and in Table 1.1 are a useful guide. However, you need to remember that everyone is unique. They may not show characteristics of the next life stage at exactly the same age.

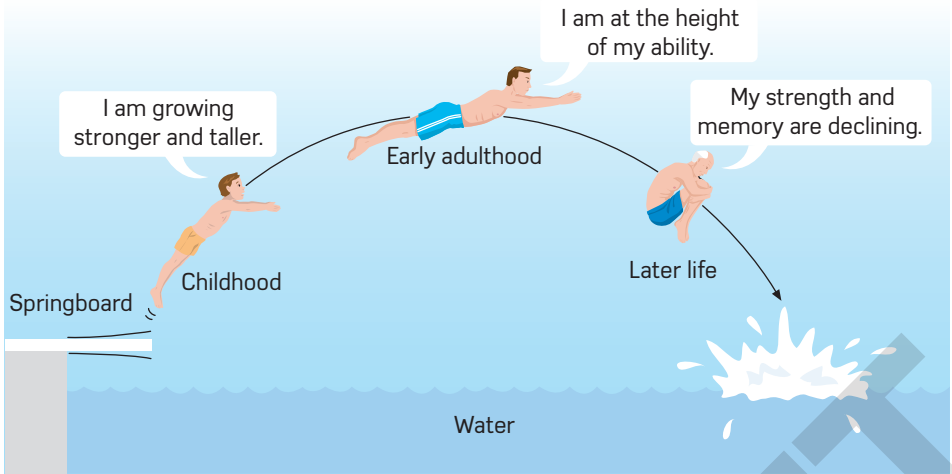


Figure 1.1: Does this model help to explain Alice’s life course?

ACTIVITY

- 1 Watch a video clip showing how people develop across the course of life and think how this could be separated into six life stages. Label each life stage.
- 2 Using your knowledge and the video clip, note at least one key characteristic of each life stage.
- 3 Compare your ideas with others. Give reasons for your decisions about each life stage.
- 4 Draw a timeline to illustrate your own life. Separate it into the actual life stages you must study in this component. What developmental changes have you experienced so far? What changes do you expect in the future?

DID YOU KNOW?

The longest lived person in the UK was Charlotte Hughes who died in 1993 aged 115 years 228 days.

Table 1.1: You will need to learn about development across each of these life stages

Age group	Life stage	Developmental progress
0–2 years	Infancy	Still dependent on parents/carers but growing quickly and developing physical skills
3–8 years	Early childhood	Becoming increasingly independent, improving thought processes and learning how to develop friendships
9–18 years	Adolescence	Onset of puberty, which brings growth spurts and emotional changes
19–45 years	Early adulthood	Leaving home, making own choices about a career and may start a family
46–65 years	Middle adulthood	Having more time to travel, socialise and take up hobbies as any children may be leaving the home; beginning of the menopause and ageing process
65+ years	Later adulthood	The ageing process continues, which may affect memory and mobility

CHECK MY LEARNING

Watch the video clip again. What other key characteristics at each of the life stages can you identify? Add them to your notes.

Areas of growth and development

GETTING STARTED

Can you identify each area of development?

KEY TERMS

Growth describes increased body size in terms of height and weight. **Classification** involves grouping similar things into a category. **Development** involves gaining new skills and abilities such as riding a bike.

Human **growth** is broken into four **classifications**, or areas of **development**. Here you will learn about these areas and how they relate to the life stages.

Growth does not happen smoothly. Infants reach half their adult height at between 2 and 3 years old. Growth continues into adolescence when there are growth spurts. By early adulthood people have reached their full height.

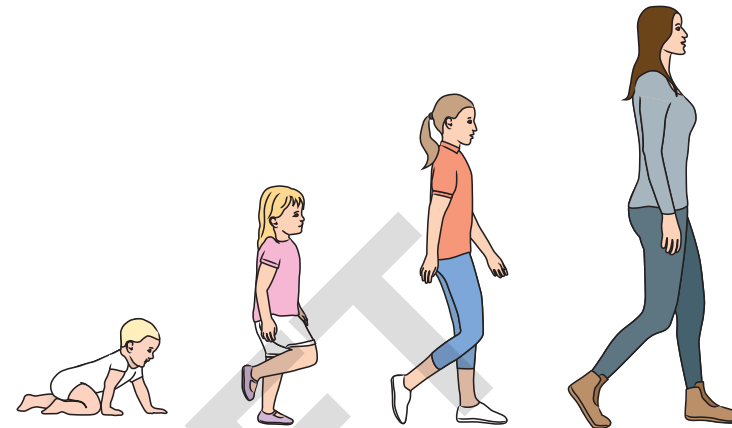


Figure 1.2: Our different stages of growth from infancy to adulthood

Development continues throughout life, although in the early stages development is at a faster rate. In later adulthood, development begins to slow down.

Development takes place in each of the following four areas:

- physical
- intellectual
- emotional
- social.

DID YOU KNOW?

The word PIES is an acronym for the four areas of development: physical, intellectual, emotional and social. It will help you to remember these classifications.



ACTIVITY

- 1 Write down the four classifications (areas) of development.
- 2 In groups, discuss what each classification means when describing a person's development. Agree on a definition and share your ideas with the class.
- 3 Return to the timeline you drew in the previous lesson. Make links from each of your examples to each area of growth and development.
- 4 Look at photographs of people of different ages. You can use newspapers or magazines for this. Describe what is happening in each photograph and identify the area of development each photograph illustrates. Can you identify the life stage of each individual?

Intellectual development – describes how people develop their thinking skills, memory and language – for example, being able to learn, remember and recall information.

Emootional development – describes how people develop their identity and cope with feelings – for example, developing confidence to try new things and learn how to adapt to change.

Physical development – describes growth patterns and changes in mobility of the large and small muscles in the body that happen throughout life. For example, infants begin to walk at around 13 months and can pick up small objects. By 3 years they can pedal a tricycle and draw a shape.



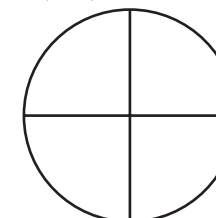
Social development – describes how people develop friendships and relationships – for example, developing the confidence and skills to join and participate in a group situation.

Figure 1.3: PIES – try to learn what P, I, E and S each stand for

Although you will study each area of development, it is important to remember that these four areas make up the whole person. Development does not happen separately; it is linked across all four areas. For example, without good communication skills (linked to your intellectual development) it is difficult to build friendships (linked to your social development).

CHECK MY LEARNING

- 1 Draw a large 'pie' shape like the one shown below, and divide it into four equal pieces.



Write one area of development in each quarter. Select one life stage and write two or three examples of how a person develops in that stage.

DID YOU KNOW?

Intellectual development is sometimes referred to as cognitive development.

BEST PRACTICE

Health and care professionals must consider how delays or difficulties in one area of an individual's development may affect other areas.

Physical development – types

GETTING STARTED

Create a model using pipe cleaners or cut out a paper shape using scissors. Next, use your whole body to jump up and down or step up on a chair. Describe the muscles and skills that you use for each of these activities.

Physical development is classified into two types: gross motor development and fine motor development.

How we develop

Have you ever really concentrated on your physical activity? Have you noticed that sometimes you use different parts of the body – some large movements, and some very small movements? Take a look at Table 1.2, which gives more detail.

Table 1.2: Two types of physical development

Type of development	What it describes
Gross motor development	The skills acquired to control and coordinate large muscles – legs, arms and torso (trunk of body).
Fine motor development	The skills acquired to control and coordinate small muscles – hands, fingers and toes.

DID YOU KNOW?

People lose height in later adulthood. By the time they are 80 years old, they may have lost as much as 5 cm. This is because of their change in posture (they may stoop) and compression on their spine.

In later adulthood, our joints become stiffer and our muscles weaker. This results in people becoming less mobile and losing the fine motor control they had in childhood.

ACTIVITY

All the activities you take part in involve your large and/or small muscles. For example, you may manipulate materials using finger muscles in art, but which muscles do you use in sport? Watch a video clip of adults taking part in physical activities.

As you watch, note:

- how each person is using large muscle groups – think about how they balance and how they coordinate movements
- how people use the small muscle groups – think about how they manipulate objects, grip them and use hand–eye coordination.

DID YOU KNOW?

A baby's head must be supported for the first three months of life until they gain control of their neck muscles.

Early stages of development

Here are three key things to help you understand the early stages of physical development.

1 Top to toe

Development starts from the head down. Infants start by gaining control of their head before their back muscles and legs.

2 Inner to outer

Control starts from the body and moves out to the limbs, toes and fingers. Infants can control movements in their whole arm to reach out before they can use finger muscles to hold an object.



A baby's head must be supported when being bathed.

3 Same patterns at different rates

All infants and children pass through the same stages but they may do so at different ages. For example, some infants may walk at 11 months though others might not walk until they are 14 months.



At 3 months old, this infant is controlling their head and neck muscles



At 8 months old, this infant has gained control of their back muscles



At 12 months old, this infant has gained control of the large muscles in their legs

CHECK MY LEARNING

Discuss with your parent(s), or an adult who knows you well, how old you were when you first used gross and fine motor skills for:

- sitting without help
- crawling
- walking
- riding a bike
- controlling a pencil
- building with blocks.

TAKE IT FURTHER

You could produce a graph to find the median age each individual in your class developed their skills.

Physical development in infancy and early childhood

GETTING STARTED

Use your ‘Check my learning’ activity in the previous lesson. Compare with a friend the ages you reached each new physical stage. You may have ridden a two-wheeler bike by the age of 5 but your friend may have been 6.

KEY TERMS

Infancy begins from birth and ends at 2 years.
Milestone is a significant change in development.

DID YOU KNOW?

Although the age when children reach a milestone may vary, they will meet milestones in the same order. For example, they lift their head before they can roll over.

Infancy is a time of rapid growth and physical development. At birth, infants have little control of movement but by the age of 2 most are able to walk, run and climb.

Development of physical skills

The development of gross and fine motor skills is essential for infants’ and children’s health, learning and independence. Knowing the usual pattern of development helps professionals to support development. Take a look at Table 1.3 for some more details.

Table 1.3: Expected development of physical skills from birth up to 3 years

Age	Gross motor skills	Fine motor skills
Birth up to 6 months	Lifts up head and chest when lying on front at around 3 months At 5–6 months will roll over from back onto stomach	At 3 months can hold a rattle for a few moments By 5–6 months will reach out and hold a toy
6 months up to 12 months	Sits without help at around 8 months Can walk holding onto furniture at 11–12 months	At 6 months can grasp and pass an object from one hand to another By 9 months can grasp things between finger and thumb
12 months up to 18 months	Walks at around 13 months Climbs stairs by 18 months	At 12 months can pick up small objects in finger and thumb and hold a crayon to scribble with
18 months up to 2 years	Can kick and throw a large ball Can propel a wheeled toy	Builds a tower with blocks By 18 months can feed self with a spoon
2 years up to 3 years	At 2 years can walk upstairs At 2.5 years will jump off a low step	Draws lines and circles with a crayon Can turn pages of a book

The skills and abilities described at each stage are referred to as **milestones**. Milestones have been developed by:

- observing a large number of infants and children at different ages
- identifying the stage of development most of the children have reached.

Of course, all children are individual.

- Some do not reach milestones at the suggested ages.
- Others reach them earlier than expected.

ACTIVITY

- 1 Watch videos of infants at play. Note the physical skills used. Share your notes with a partner, and list all your examples under ‘gross motor skills’ or ‘fine motor skills’. Discuss reasons for your choice.

2 Research gross and fine motor milestones for children aged 3 to 8 years.
- Produce a table with ages 3, 4, 5, 6, 7 and 8 years listed.
 - Give at least one example of gross and fine motor skills for each age group.
 - You could use examples from a video clip (teacher will advise), information from child development books and examples from this lesson.

Early childhood 3 to 8 years

At this stage, most children continue to grow quickly and make great progress in their physical skills.

- By the age of 5 years, children will have developed the physical skills needed for everyday activities – for example, dressing, washing and using a knife and fork. This helps them to become independent.
- By the age of 8 years, children will have good control, coordination and balance, which helps them to take part in physical games and sports.

Figures 1.4 and 1.5 give you some examples of physical development milestones in early childhood.

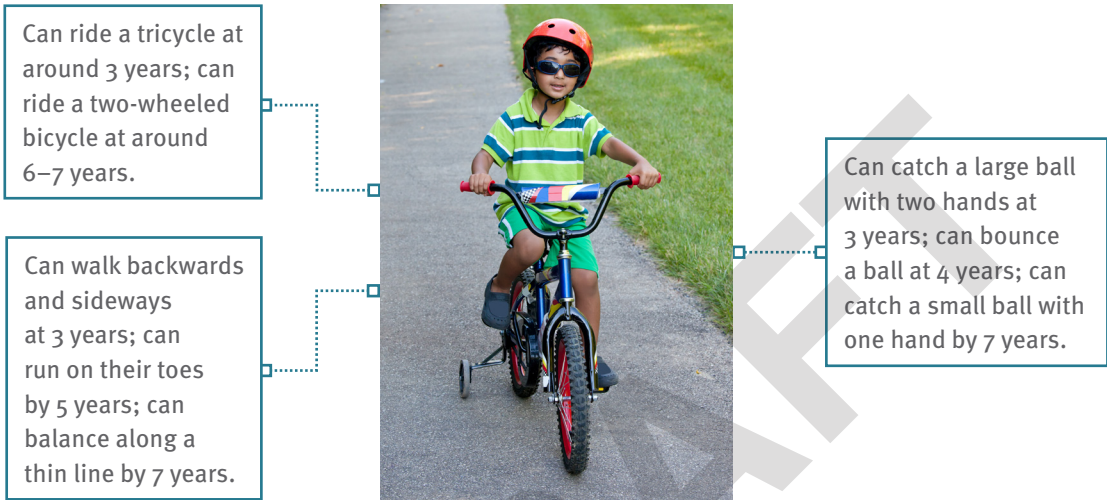


Figure 1.4: At ages 3–7, children generally have these gross motor skills



Figure 1.5: At ages 3–8, children generally have these fine motor skills

CHECK MY LEARNING

Observe infants and children in your own family or watch video clips (teacher can advise). Can you identify the gross and fine motor skills they are already using? Suggest activities to help them develop these gross and fine motor skills.

Physical development in adolescence and early adulthood

GETTING STARTED

What changes might parents/ carers notice when their children move from childhood into adolescence? Think about physical and emotional development.

Adolescence is a time when there can be sudden physical and emotional changes. Adults often complain that their children become difficult and argumentative at this life stage. Why is this?

Adolescence 9 to 18 years

In your school you will have noticed there are sometimes huge differences in heights and builds of young people in the same class and the same age.

Young people notice many physical changes happening over a short period of time. Adolescents may appear not to grow for a while and then grow rapidly. Males can grow as much as 8 cm each year. You may be tired of older relatives and friends saying, 'Haven't you grown!' There will be a noticeable change in body shape and size. As well as an increase in height:

- males will become more muscular
- females will find their hips widen.

This growth is linked to the onset of puberty.

DID YOU KNOW?

The normal age when adolescents begin puberty varies. On average girls begin puberty a little earlier than boys.

Puberty

Puberty is a process towards sexual maturity, preparing adolescents for reproduction. It starts when hormones are released from the pituitary gland. Hormones send chemical messages to:

- the ovaries in females
- the testes in males.

This results in physical changes to the body.

Puberty happens at different ages for different people:

- females experience puberty at around 10–13 years
- males experience puberty a little later, at around 12–15 years.

Physical signs of puberty

In males:

- the larynx (voice box) grows, causing the voice to deepen (break)
- muscles and strength increase
- penile erections may occur
- facial hair appears
- the testes produce sperm.

In females:

- breasts begin to grow and nipples begin to protrude
- hips widen and fat layers increase on the buttocks
- menstruation begins.

In males and females:

- pubic and underarm hair grows
- there are growth spurts
- sexual organs grow.

Physical changes, or 'characteristics', can be classified as primary or secondary sexual characteristics.

LINK IT UP

To find out more about how physical changes in adolescence have a major effect on emotional development, go to Section A1 'Emotional development in adolescence and adulthood' in Component 1.

Primary sexual characteristics

These characteristics are present from birth but do not mature until sex hormones are released. These characteristics are essential for reproduction. They include processes such as:

- ovulation in females
- the enlargement of the testicles and the production of sperm in males.

Secondary sexual characteristics

These are physical characteristics and signs that indicate the change from childhood towards adulthood. They are not a necessary part of the reproductive system. For example:

- one of the first signs for females is the development of breasts
- one of the first signs for males is the growth at the base of the penis of pubic hair.

ACTIVITY

- 1 Carry out research on the physical changes adolescents experience during puberty. Identify the type of change. Is it a primary or a secondary sexual characteristic? Record your information.

Early adulthood 19 to 45 years

By early adulthood, people are physically mature and their sexual characteristics are fully formed. In this life stage:

- people are at the peak of physical fitness
- people have reached their full height
- people are at their most fertile.

Individuals leading a healthy **lifestyle** can stay physically fit well into the later stages of their early adulthood. However, by the end of this life stage they may notice they cannot achieve at the same physical level as in their 20s and 30s.

As well as a gradual decline in strength and energy, changes in physical appearance may be seen. For instance:

- some individuals begin to put on weight (sometimes referred to as 'middle-aged spread')
- some people's hair may start to turn grey
- some males may start to lose their hair.

Although females usually start the **menopause** in their middle adulthood, towards the end of this life stage they may already notice a slowing of their menstrual periods. This means their fertility is beginning to decline.

CHECK MY LEARNING

- 1 Explain what it means to be physically mature.
- 2 Give reasons why people are most fertile during the early adult stage.
- 3 Research and list the physical changes people may notice towards the end of the early adult stage.



■ This adult reached the peak of their physical fitness in early adulthood

KEY TERMS

Lifestyle involves the choices made that affect health and development such as diet and exercise.

Menopause is the ceasing of menstruation.

ACTIVITY

- 2 With a partner, discuss the question: 'Why do athletes peak in early adulthood?' Then research the key physical milestones expected in early adulthood. Produce a template to record your information.

LINK IT UP

To find out more about what happens during the menopause, go to Section A1 'Physical development in middle and later adulthood' in Component 1.

Physical development in middle and later adulthood

GETTING STARTED

With a partner, discuss what you have learned about the possible physical changes towards the end of early adulthood. How do you think these changes will progress during middle adulthood?

People reach physical maturity at about age 19, but towards the end of this life stage they may notice the effects of ageing such as less stamina and muscle tone.

Middle adulthood 46 to 65 years

As people move into middle adulthood they begin to notice some effects of ageing even though they may stay active. This can be distressing for some individuals. They sometimes refer to their feelings about these changes as a 'midlife crisis'. Physical changes include greying of hair, and hair loss in males. People may put on weight, particularly if they exercise less but continue to eat and drink the same amount.

One of the main characteristics in middle adulthood for females is menopause – when menstruation ends and they can no longer become pregnant. Males may continue to be fertile throughout life but there is a decrease in sperm production in this life stage.

What happens during menopause

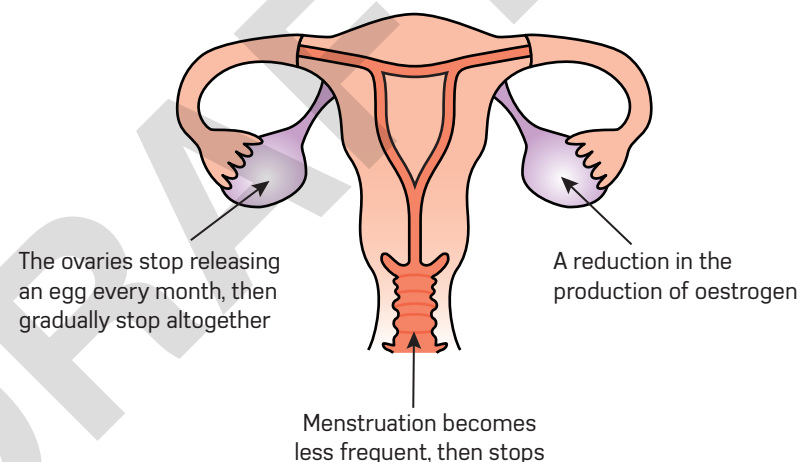


Figure 1.6: Symptoms of menopause can include hot flushes, night sweats and lack of sleep. What effect might this have on a woman's wellbeing?

KEY TERM

Oestrogen is a hormone produced by ovaries that maintains female characteristics.

During menopause, the hormone **oestrogen** reduces. This causes the ovaries to slow down and gradually stop the release of eggs.

The reduction of oestrogen causes other physical effects such as problems with temperature regulation in the body. Women may notice 'hot flushes' and changes in mood. The health of skin, hair and nails can also be affected.

ACTIVITY

- 1 In groups, discuss the physical changes that people notice in middle adulthood. Research the process of menopause. At what age does it usually start? Print off or draw a diagram of the female reproductive organs. Use it to label physical changes in the female body and list other possible effects that may be experienced.
- 2 With a partner, research the possible effects of ageing. You could use health and social care resource books or the internet, using sites such as Age UK or the NHS. Record the physical changes older people may notice.

Later adulthood 65+ years

The rate of the ageing process varies but everyone in later adulthood will notice some change in their:

- physical appearance
- physical ability.

Age also brings with it a higher risk of infection, which is likely to have more impact on the body of an older person.

Physical appearance

As well as losing some height with age, people's hair, skin and nails also show effects of ageing:

- hair may become thinner; males may lose most of their hair
- skin will lose elasticity and show lines and wrinkles
- nails may become more brittle or harder.

Motor skills

Mobility (the use of gross motor skills) will decline as muscles become weaker and joints become stiffer. People may find it harder to carry out tasks they used to do easily – for example, DIY or gardening.

Dexterity (fine motor skills) will also decline at this life stage. Tasks such as opening packets or changing a plug can gradually become more difficult. This does not mean people give up an active life. Many stay fit and healthy and adapt so they can continue to take part in sports, work or hobbies.

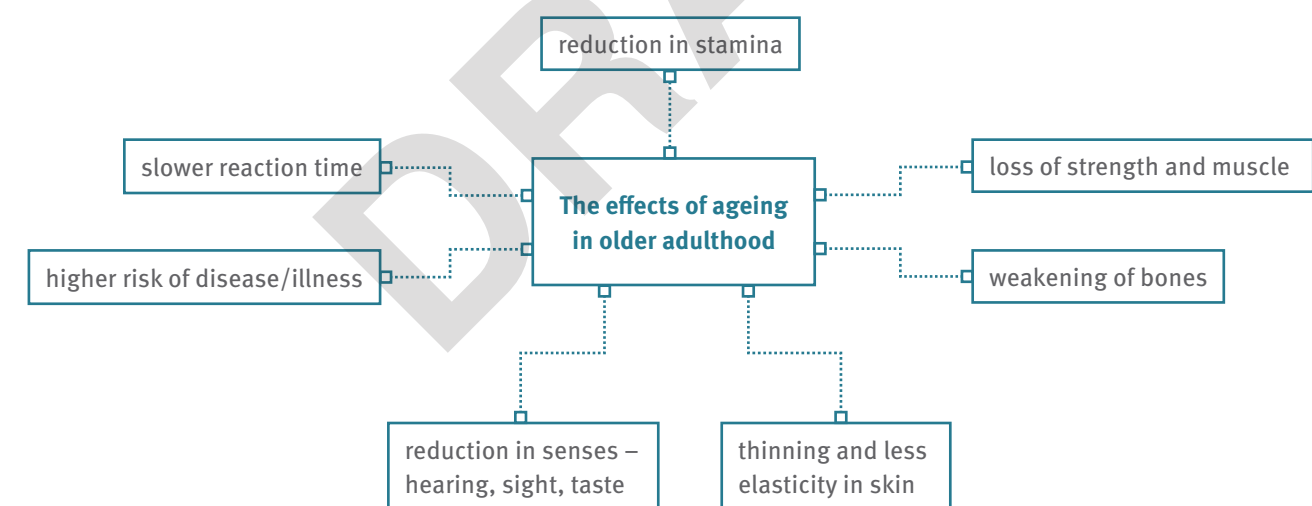


Figure 1.7: Later adulthood may bring new challenges

CHECK MY LEARNING

For homework, interview an older relative or friend on the effects of ageing. Before you start, make a list of open-ended questions you could ask. Check with your teacher that the questions are appropriate.

Intellectual development

GETTING STARTED

When you work out problems in your maths lesson, what intellectual processes are you using? See if you can link the activities to the following terms: 'problem solving', 'abstract thought', 'creative thinking', 'memory' and 'recall'.

When we talk about intellectual development it can involve different aspects of our thought processes. These aspects are sometimes referred to as cognitive development.

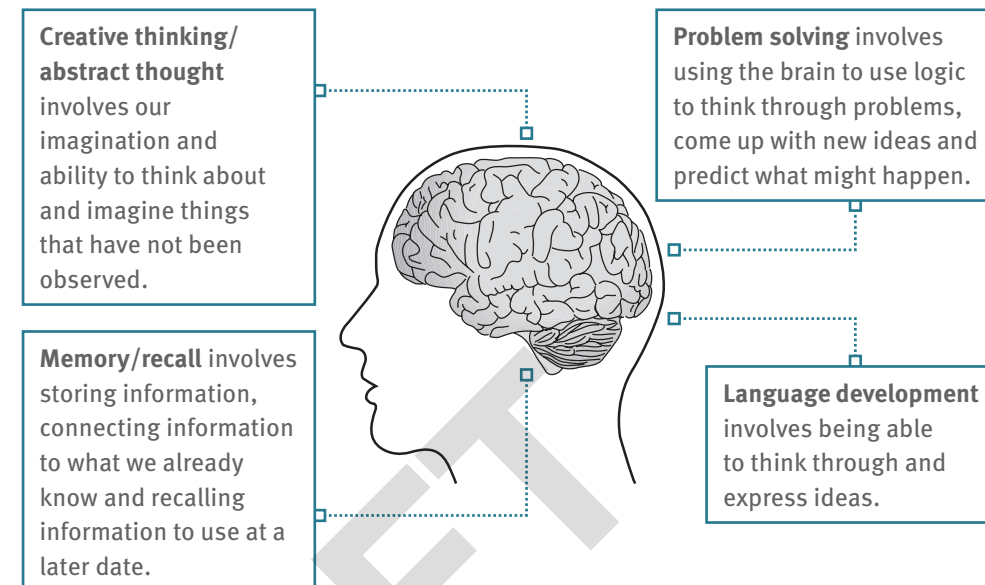


Figure 1.8: Aspects of cognitive development

Infancy

At birth, infants' brains are already well developed. Infants use their senses – touch, smell, taste and hearing – to learn about the world around them. Experiences and interactions with adults help infants to build connections in their brains so that by the time they are 12 months old their brains will have doubled in size.

Infancy is a time of rapid intellectual development.

- At 3 months, infants can remember routines and show excitement – for instance, when they hear a bath being prepared.
- At 9 to 12 months, infants are developing their memory. If you hide a toy under a blanket they will know it is still there and look for it. They will start to remember where things are kept that are important to them (for example, a drinking cup).
- At 12 months to 2 years, infants learn by watching and remembering what things can do. They will press buttons on toys to make them work and will know how to use a toothbrush.

Early childhood

At 3 to 4 years, children are becoming more inquisitive so they enjoy exploring objects and materials.

- They like to find out why things happen and ask lots of questions to satisfy their curiosity.
- They can think through simple problems such as ways to sort objects by colour or size.

From this stage, children learn through 'hands-on' experience. For example, a 5 year old will use apparatus that they can move and count with because they have difficulty working out problems in their head. (By around 7 years they will be able to work out simple 'abstract' mathematical problems without the use of counters.)



How can playing in the sand tray help these children to develop their thought processes?

By 5 to 6 years, children's memory is becoming well developed which helps them to talk about things that have happened in the past and to anticipate what might happen in the future.

ACTIVITY

- 1 Work in your groups to research intellectual development across two life stages. Your teacher may allocate the life stages.
- 2 Produce a poster that illustrates development at your chosen stages. Consider development in relation to problem solving, abstract and creative thinking, memory and recall.

If you study the older age group, think about the process of loss of memory and recall.

Adolescence

This is a time when young people are being challenged and exposed to many new ideas and experiences.

Abstract thought is an important intellectual development in adolescence. Instead of the need for hands-on exploration, adolescents can use abstract thought processes to work out problems. By the end of this life stage young people can:

- think logically
- think through quite complex problems and come up with solutions.

In early adolescence, young people may still find difficulty understanding the consequences of their actions. But as they get older, they are able to understand situations from another person's point of view.

Early and middle adulthood

Early adulthood is a time when careers are important. Many individuals work hard to develop their careers, so they return to education or training. They are capable of abstract and creative thinking. In middle adulthood, individuals will have gained a great deal of experience and knowledge, enabling them to deal with complex problems and situations. They may choose to retire at the end of this life stage to pursue other interests.

Later adulthood

At this life stage, people continue to learn, often taking on new hobbies, particularly if they retire from full-time employment. Although they retain their level of intelligence, their speed of thinking will decline. This may affect people's ability to:

- think through problems
- make logical decisions.

One effect of ageing is the decline in memory – perhaps in recalling everyday events or names. This can be quite distressing. At this stage, some people can also be affected by dementia, which affects the function of the brain.

CHECK MY LEARNING

Present your posters to the whole group. Invite other students to ask you questions. If you are unsure of the answers you should carry out further research.



Being able to apply abstract thought helps adults to solve complex problems

Language development

GETTING STARTED

With a partner, discuss ways that infants communicate before they begin to use words.

Language development is an aspect of intellectual development. Expressing your ideas (using language) helps you to develop your thought processes (intellectual development).

How language develops

Even before they can speak, infants are able to communicate their feelings and needs. This happens mainly through sounds and gestures. They will:

- cry when hungry or uncomfortable
- coo when something pleases them.

Age	
0–6 months	Makes mouth movements mirroring adults' speech
6 months – 12 months	Coordinates movement of mouth, lips and tongue to copy sounds they hear
12 months – 18 months	Uses speech sounds to say words but understands more words than they can say
18 months – 3 years	Puts words together to make meaningful speech and understands simple requests
3–5 years	Organises thoughts to hold conversations and can follow simple instructions
5 years +	Speaks fluently and begins to understand grammar (rules of language) to build more complex sentences



Activities such as nursery/finger rhymes and using puppets are important to support the language development in infants and young children

0–3 months – makes natural sounds such as cooing and crying

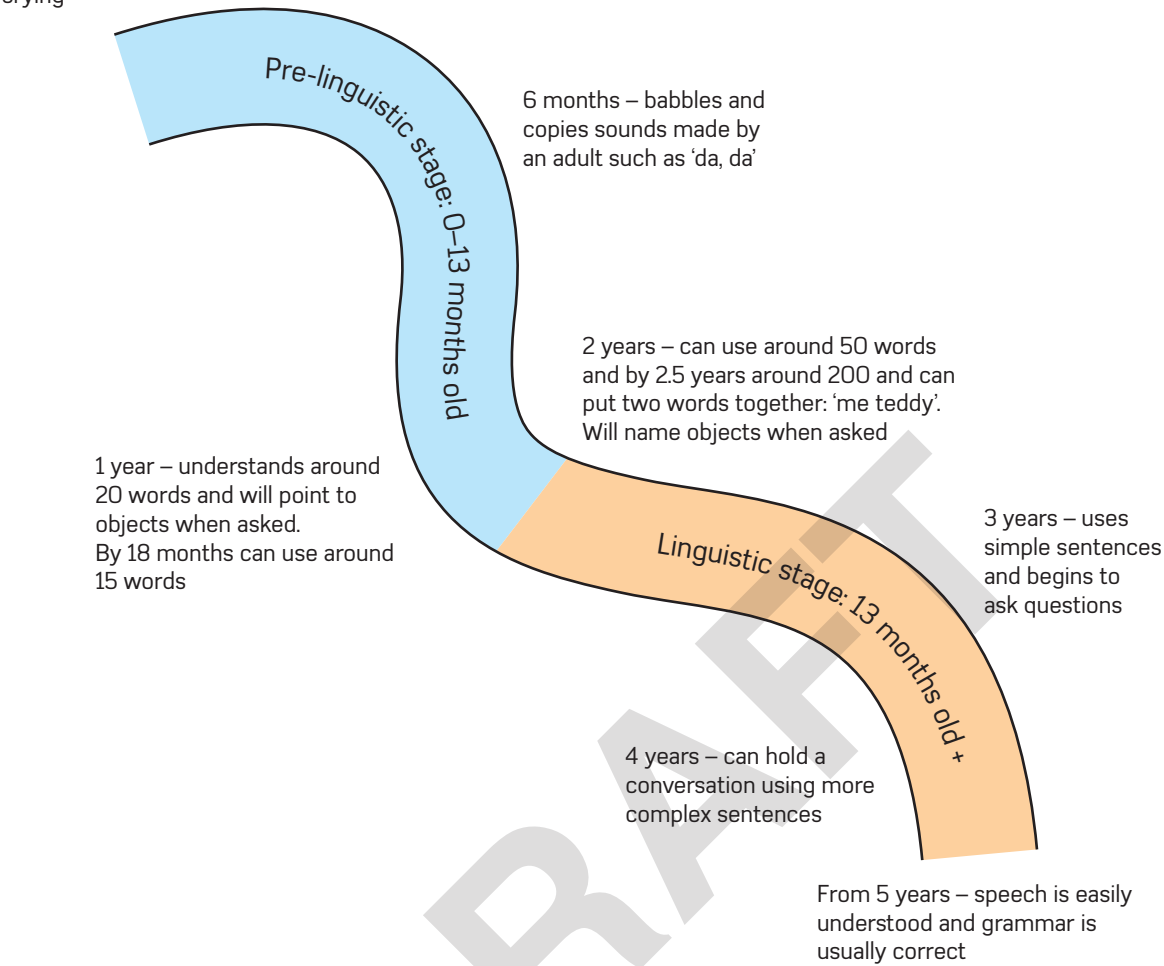


Figure 1.9: How we develop language skills

ACTIVITY

- 1 Work with a partner to research language development in the three life stages of infancy, early childhood and adolescence.
- 2 Organise your information and produce three PowerPoint slides (one slide for each life stage) to show how language develops over these three life stages.

CHECK MY LEARNING

Write a few notes for each point you make in your three PowerPoint slides so that you are prepared to answer questions.

DID YOU KNOW?

Some theorists suggest that infants' brains are pre-programmed to learn language; others suggest that language is learned through social interactions.

Emotional development in infancy and early childhood

GETTING STARTED

What do infants need to feel emotionally secure? Discuss your ideas with others in a small group.

Emotional development refers to how we feel about ourselves and how we cope with life.

Infancy

Infants need consistency in their care if they are to feel safe and emotionally secure. Supporting emotional development requires:

- the provision of sufficient food, warmth and shelter
- being shown love and affection by their carers
- having routines so they know what will happen next.

By the time children are 3 years old, they can more easily cope with their feelings. They are beginning to develop their self-image. Giving them attention and showing interest in everything they do helps to boost their self-esteem.

Bonding and attachment

Bonding and attachment describe the emotional ties an individual forms with others. This process starts in the first year of life when infants form attachments to their parents or main carer. This happens because the main carer fulfils the infant's needs, making them feel safe and secure. It is a process that changes over the infant's life stage.

- From birth and up to around 6 months, a child forms attachments with their parent(s) or the main carer but is happy to be looked after by others who provide their care.
- From about 6 months, infants have formed such strong attachments they will be unhappy to go to a stranger. They may cry or not take their feed if cared for by someone they do not really know.
- At around 12 months, infants will be able to form attachments with others. They may get upset when left by their parent(s) or main carer but they can be comforted.

Studies have shown that infants who have been able to form strong attachments in their early lives are more able to form positive attachments with others as they grow.

ACTIVITY

- 1 Read the scenario and answer the questions.
- Callum is 9 months old and lives with his father, Paul. Paul has been offered a new job, which means Callum will be starting nursery next week.*
- a) How is Callum likely to react when left at the nursery?
 - b) How might Callum have reacted if he had started nursery at 8 weeks old?
- Give reasons for your answers, making links to the stages of bonding and attachment in infancy.
- 2 In your groups, discuss how infants and children are dependent on parents or carers, and how they can be helped to develop independence.

Security

Did you have a favourite toy or blanket when you were an infant? Most infants will have one and continue to take it to bed for a number of years. Comfort toys help infants and young children to feel secure. For infants and young children, security is mainly the feeling of being cared for, being safe and loved, and closely linked with attachment.

Contentment

People often talk about **contentment** – for example, how contented a baby looks when settled after a feed. The baby has had enough food, has had love and is clean and dry, so has no other needs.

Independence

Independence is about reaching a stage of development that enables individuals to care for themselves and make their own decisions. Achieving independence is important for our emotional development. Infants are totally dependent on parents and carers for all their needs. Towards the end of this life stage, they will begin to feed and attempt to dress themselves.

In early childhood, individuals gradually become more independent. They can now wash and dress themselves, although from the ages of 3 to 5 years they may need some help. From 3 years, children often want to make their own decisions about what they eat or what they wear.

KEY TERM

Contentment is an emotional state when infants and children feel happy in their environment and with the way they are being cared for.

BEST PRACTICE

In childcare settings, a keyworker is assigned to each infant or child. Their responsibility is to form an attachment and support that child's wellbeing. It provides the infant or child with a feeling of security and contentment.



These toddlers are able to feed themselves

CHECK MY LEARNING

What are the emotional development needs of infants and young children? Note down three emotional development needs.

Emotional development in adolescence and adulthood

GETTING STARTED

How do you view your own independence? Make a list of three aspects of your life in which you are now independent and another three in which you are still dependent. Think about aspects of personal care, your financial situation and choices you make for yourself.

Emotional development can fluctuate throughout life, particularly in adolescence when young people are coming to terms with their identity. In adulthood, emotions are influenced by levels of independence and contentment.

Independence

Table 1.4 takes a look at three life stages and the levels of independence we may have within those life stages. Do you recognise any of these life stages in yourself or in others you know?

Table 1.4: Three life stages of independence

Life stages	Stages of independence
Adolescence	Still dependent on parents/carers but enjoying more independence and freedom to make own decisions
Early adulthood and middle adulthood	Gaining independence such as living independently and controlling own lifestyle and environment
Later adulthood	A time when individuals may gradually become dependent on others for care

Security

Our security needs will change during the course of our lives. Adolescents, for example, may find that sudden physical change causes them to feel insecure about:

- who they are
- their relationships with others.

This is also a time when they may be making decisions about:

- their education
- a future career.

In early and middle adulthood, an individual's security is linked to:

- relationships
- job security
- income.

Later life brings additional concerns that threaten security such as whether a person is able to stay in their own home and whether they feel safe. A feeling of security helps us to cope better with everyday situations.

Contentment

When people start to feel discontented with aspects of their life – for example, relationships or work – their emotions can be negatively affected.

Self-image and self-esteem

Concerns about **self-image** are heightened during adolescence because individuals are coping with physical change.

- One person may have a positive self-image – for example, they may see themselves as intelligent, successful and/or funny.

KEY TERM
Self-image is how individuals see themselves or how they think others see them.

- Another person may perceive themselves negatively, thus giving them a negative self image – for example, they may feel conscious about their body, or feel they are not doing well at school.

How we see ourselves is based on a number of things, including:

- personal appearance
- what other people say about us
- how we compare ourselves with friends
- how we compare ourselves with people in the media.

Self-esteem is how we value ourselves based on our self-image. Self-esteem can change from day to day. A person may feel confident about their abilities, but if they unexpectedly do badly in a school test or receive unkind comments on social media their self-esteem can dip.

In middle and later adulthood, people's lives are changing. They may no longer be working and family members may have left home, so they may feel they are not needed. If people feel they do not have a purpose in life it can have a negative impact on self-esteem.

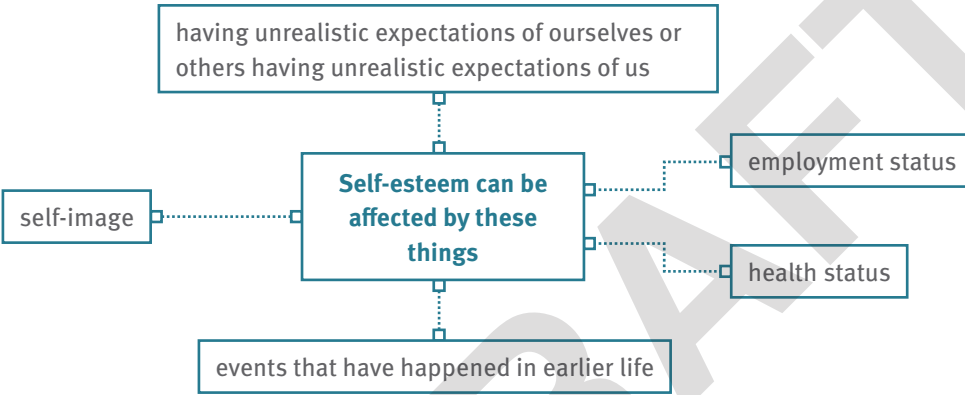


Figure 1.10: A number of factors can affect our self-esteem

High self-esteem can lead to acceptance of ourselves. It can make you confident when coping with difficulties and challenges in life.

Low self-esteem can lead to negative thoughts and problems in coping in difficult situations.

KEY TERM
Self-esteem is how good or bad an individual feels about themselves and how much they value their abilities.

KEY TERM
Low self-esteem is when you do not feel good about yourself for any reason.

ACTIVITY

- 1 With teacher guidance, discuss what may make individuals feel secure or insecure, contented or discontented during adolescence and each stage of adulthood. Think about financial, environmental and emotional aspects of life, giving an example for each.
- 2 With teacher guidance, consider this scenario:
Nadine, aged 13, is concerned about her body shape compared to that of her friend's.
How might her worries affect her emotional development? Share your thoughts.
- 3 Guided by your teacher, discuss:
 - How is self-concept built?
 - How is self-concept destroyed?Think about difficult aspects of different life stages such as self-identity in adolescence and loss of independence in older adulthood.

CHECK MY LEARNING
Discuss the importance of body image for emotional development at the adolescent life stage. You could watch a video clip about body image and discuss the possible effects of wanting to achieve a perfect body image.

Social development in infancy and early childhood

GETTING STARTED

Do you remember having a special friend? What games did you play? In a group, discuss the importance of how play develops during infancy and early childhood.

LINK IT UP

Think about the relationship between emotional and social development by rereading information about bonding and attachment earlier in Component 1.

Social development is a process called socialisation. Socialisation describes how infants and children learn to connect to others, at first through interactions with parents and then gradually with others through their play.

Forming attachments and friendships

The development of social skills begins in infancy and is very closely linked with emotional development.

- It starts with the formation of attachments with carers.
- It progresses until children begin to develop their skills and abilities to form wider friendships and relationships.

From birth to 2 years, infants are very dependent on their relationship with their parents and close family members such as grandparents, brothers and sisters. There may be other carers they depend on, too.

By the time children are 3 years of age, they are widening their social circle. If they attend nursery, for example, they will:

- form relationships with other children and new adults
- need to learn how to share and cooperate with others
- start to realise differences in types of relationships between family and those in formal settings such as place of worship or school.

Early childhood is a time when children begin to extend their social development skills. Close friendships start to develop at around 3 years of age. By this time they have developed language skills to help them communicate more easily. (By the time they are 8 years old they will have several close friends but are likely to have one person they think of as a special friend.)

Early childhood is also a time when children may go to a nursery, then school. At school, they may take part in after-school activities, which means they will be developing more formal relationships with adults such as teachers, club leaders and sports coaches.

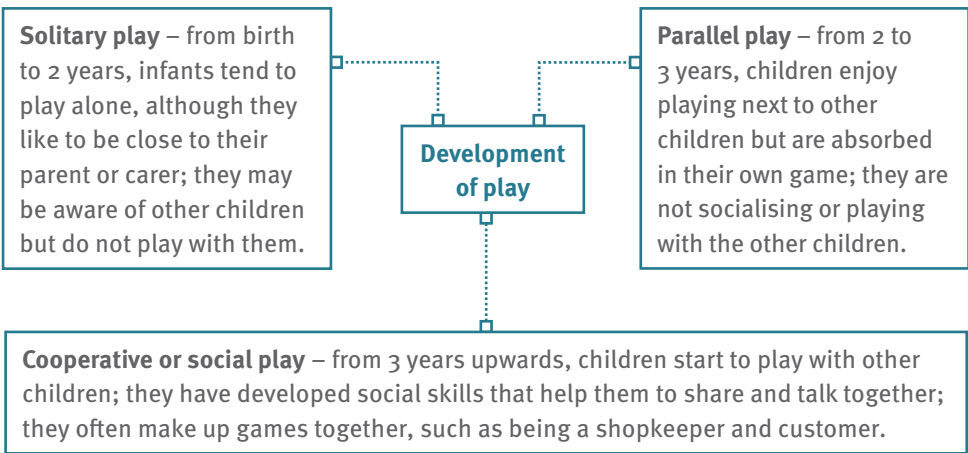


Figure 1.11: Play changes with a child's social development



How does this type of play help children's social development?

ACTIVITY

Opportunities for social play are essential for developing social skills.

- 1 Research how children develop their social play. Share with others in your class your examples of the types of play that help children to socialise.
- 2 Work with a friend to produce an advice sheet that gives new parents/carers information on the stages of play in infancy and early childhood. You could divide the information into 'solitary', 'parallel' and 'cooperative or social' play.

CHECK MY LEARNING

Make a list of relationships that are formed in infancy and early childhood (remember that initial relationships are formed with parents/carers). At what age do children start to cooperate in play with other children?

Social development in adolescence and adulthood

GETTING STARTED

Identify all the people you have friendships and relationships with. Indicate the friendships and relationships you have had all your life. State your life stage when you made other friends or gained new relatives.

Social development is having the skills and abilities to form and maintain friendships and relationships. Socialisation is important for adolescents and adults to be able to live and work alongside others.

Informal relationships

Informal relationships are those formed between family members. These relationships can provide unconditional love and acceptance. They are important for developing positive self-image and self-esteem.

Friendships

Friendships are formed with people we meet in the home or in situations such as schools, work or clubs. They are built between individuals who have common values and interests. Friendship involves the ability to communicate effectively and to adapt behaviour to match that of the other person.

Formal relationships

Formal relationships develop between individuals who are not related or do not have friendships – for example, relationships with teachers or doctors. To develop positive formal relationships, individuals need skills to interact with people in different situations.

Intimate relationships

The first intimate relationships may begin in adolescence. The importance of intimate relationships for positive development continues into later adulthood. Positive relationships are based on trust and respect. They are important for a person’s sense of security and positive self-image.

Social development requires individuals to develop a range of skills and abilities.

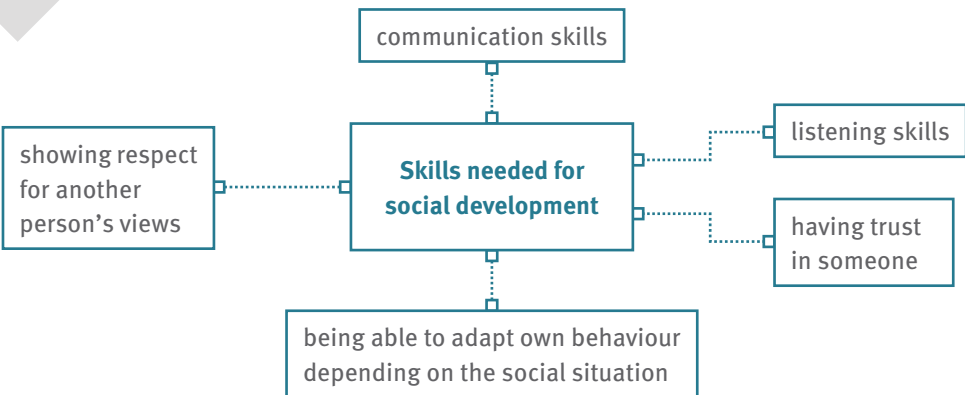


Figure 1.12: Forming positive relationships requires social skills



Social skills help us to build friendships

ACTIVITY

- 1 Work in a small group to discuss the relationships you have formed in your life. Identify the reasons why you developed those relationships. For instance, was it because of shared interests, a shared problem or because you needed help or advice?
- 2 Now use two different coloured pens to indicate whether each of these relationships is formal or informal. For example, relationships with a teacher would be formal and relationships with a favourite aunt would be informal.

Table 1.5: Social development at different life stages; which ones do you recognise in yourself and others?

Life stage	Types of relationships and social development
Adolescence	<ul style="list-style-type: none">Individuals become more independent and build more informal and formal relationships.At this life stage, social development is closely linked to emotions, which can fluctuate.Adolescents are often strongly influenced by their peers, which affects the development of positive friendships. It may result in them acting in a way they would not normally act or in making risky decisions. This is referred to as ‘peer group pressure’.
Early adulthood	<ul style="list-style-type: none">Individuals are independent and make their own decisions about informal relationships.They may have a family of their own; they may be developing emotional and social ties with partners and children of their own.Social activity is often centred on the family. They are likely to be in work and need to use social skills to build and maintain positive formal relationships.
Middle adulthood	<ul style="list-style-type: none">Middle adulthood is often a time when children have left home.Individuals are likely to maintain family relationships.They may expand their social circle through travel, spend more time on hobbies or join new groups.
Later adulthood	<ul style="list-style-type: none">Adults are usually retired at this life stage and enjoy their social life with family and friends.They will continue to socialise with people they have known for some time, but will often join new groups and try new skills.In the later life stage, social life can change because people may experience the death of partners and friends.They may also have more difficulty going out and socialising.These things can cause isolation, which will have a negative effect on all areas of their development.

ACTIVITY

In your group, discuss the types of relationships that may develop at each life stage. Produce a table similar to the one below, with each life stage listed. Against each stage, identify:

- the social skills required to form relationships – relevant to the life stage
- why relationships are important for development (PIES).

Life stage	Social skills	Importance for development
Infancy		
Early childhood		
Adolescence		

CHECK MY LEARNING

You have now completed learning for Learning outcome A1. How confident are you? Are there aspects of this topic you need to revise? List the topics you understand and those you need to find out more about.

Factors affecting growth and development

GETTING STARTED

Jot down or work in a small group to discuss factors that could impact on an individual's development. Think about how each factor might improve or slow their development (positive and negative impact).

LINK IT UP

Find more on sickle cell disease and cystic fibrosis in Component 3, Factors affecting health and wellbeing.



Figure 1.13: A gene is hereditary information that is passed to children from their parents. It determines characteristics. A defective or missing gene from one or both parents may cause disorders that impact on growth and development

Factors are circumstances that affect an individual's growth and development. The circumstances may be linked to their health, the way they live their lives or their home environment. Different factors can affect different aspects of an individual's growth and development.

Physical factors

Inherited conditions

Inherited conditions are a result of genes that are passed from a parent or parents to their child. These may be physical characteristics such as eye or skin colour. Sometimes health conditions are passed to a child through their genes. These conditions can have a direct impact on the individual's growth and development.

Table 1.6: Genetic disorders and their symptoms

Disorder	Symptoms
Sickle cell disease	Individuals have sickle-shaped blood cells. These can block blood vessels, causing tiredness and severe pain.
Cystic fibrosis	A disease of the lungs. Sticky mucus builds up in the lungs and digestive system, causing breathing difficulties and digestive problems.
Muscular dystrophy	A disorder that causes muscle stiffness or weakness that gets worse over time (progressive disorder).
Marfan syndrome	A connective tissue disorder that can cause pain in different parts of the body and becomes more severe with age. It may cause heart or eye defects.
Huntington's disease	A brain disorder affecting the central nervous system. It causes an individual to make uncontrolled movements. It usually starts in early to middle adulthood and is progressive.

You may have heard of these conditions. Children are born with them, and others cannot 'catch' them. These conditions may affect a child from birth or appear in later life.

These conditions may impact on PIES (areas of development) – **Physical**, **Intellectual**, **Emotional** and **Social**.

Physical – disorders may affect an individual's ability to take part in physical activities because of the impact on their coordination, strength and stamina.

Sickle cell disease and cystic fibrosis both cause delayed growth. In contrast, those with Marfan disorder may grow taller than average, having long limbs. Children with muscular dystrophy will be slower to learn to walk, and some may need a wheelchair by the time they reach puberty.

Intellectual – some conditions, such as Huntington's disease, have a direct impact on thought processes and learning ability. However, any condition can affect learning because children and young people miss schooling when in pain, unwell or attending health services. Concentration and the ability to make decisions can be affected when unwell.

Emotional – an individual's physical appearance or inability to socialise affects how individuals see themselves and may lead to negative self-image. Children with certain conditions, such as muscular dystrophy, may also experience behaviour problems.

Social – having a health condition may affect an individual's confidence to build friendships and relationships. Conditions that cause a physical disability, such as muscular dystrophy or Huntington's disease, may impact on independence because the individual relies on others for care.

Illness and disease

Individuals may experience **chronic** or serious illness during their lifetime that impacts on their growth and development temporarily or long term. For example, a child with asthma may miss school, affecting their learning and reducing physical activity.

KEY TERM

Chronic illness is one with long-term symptoms. The symptoms may be eased, but the illness cannot usually be cured.

Physical development

- May affect the rate of growth in infancy and childhood.
- May impact on the process of puberty.
- In later life, illness may cause tiredness and/or mobility problems; this can make it difficult to take part in physical activity; sometimes it may prevent it altogether.

Emotional development

- May cause worry and stress.
- Individuals may develop negative self-esteem.
- Can result in a loss of independence.
- May result in isolation in older adults.

The impact of disease and illness on growth and development

Intellectual development

- Students may miss school.
- Memory and concentration may be affected, which impacts on decision making.

Social development

- May affect an individual's ability or opportunity to socialise and build relationships.
- May cause a breakdown in relationships.

Figure 1.14: Effects of long-term health conditions

ACTIVITY

- 1 Discuss with a partner what you understand by genetic inheritance.
- 2 Choose one of the four inherited conditions that have been outlined. Research the disorder to find the possible impact of the disorder on PIES.
- 3 Produce a poster, leaflet or PowerPoint slides and present your information to the whole group.

CHECK MY LEARNING

Maya, 17, is studying science in 6th form. She has the effects of Long Covid several months after being infected. She has frequent headaches and dizziness. She often feels tired. Give examples of the possible impact on each area of her growth and development.

LINK IT UP

To find out more about the types of genetic disorders, go to Section A in Component 3.

Physical ill health and disabilities

GETTING STARTED

What do you already know about these three health conditions? Discuss in pairs and give feedback to your group.

LINK IT UP

Find out more about how each condition impacts on health and wellbeing in Component 3, Factors affecting health and wellbeing.

DID YOU KNOW?

There are helplines, information and support available for individuals who are worried about their mental health, such as www.mentalhealth.org.uk and www.mind.org.uk.

Physical ill health

Three of the most common health conditions you will be familiar with are cardiovascular disease, obesity, and Type 2 diabetes. These are serious conditions that impact on the development of individuals.

Table 1.7: Health conditions and their impact

Condition	How it affects the individual	Possible impact on growth and development
Cardiovascular disease	Involves the heart and blood vessels. It may cause breathlessness and pain. It may cause a stroke or heart attack.	<ul style="list-style-type: none">• Less able to take part in physical exercise or vigorous sports, leading to loss of stamina and fitness.• Worry/anxiety about the illness.• Reduced opportunities to travel and/or socialise.
Obesity	Obesity describes someone with an unhealthy weight. It affects mobility and puts strain on the heart and other organs.	<ul style="list-style-type: none">• Loss of stamina, fitness, coordination.• Lack of self-esteem caused by poor self-image, discrimination, or bullying.• Less confidence to socialise, build friendships or relationships, leading to isolation.
Type 2 diabetes	The level of sugar in the blood is too high. This increases the risk of conditions of the eyes and heart.	<ul style="list-style-type: none">• Worry/anxiety affecting thought and concentration.• Reduced confidence and low self-image.

Mental ill health

There are many different types of mental illness. Anyone can experience mental ill health. It affects the way a person feels about themselves and how they interact with others. Individuals experiencing mental ill health will have high levels of stress, causing anxiety.

Stress can be positive and help you to respond well to challenges. Sometimes, stress can become overwhelming and, when it does, it may impact on growth and development.

Anxiety may cause:

- lack of motivation, such as, not doing any exercise, hobbies or interests
- difficulty in coping in social situations
- missed school, college, or work
- low self-esteem
- making poor life choices, such as alcohol or substance misuse
- loss of sleep, tiredness
- inability to make decisions.

Disability

A disability is something that may limit an individual's ability to carry out some activities. It may be a mental or physical impairment.

Disabilities may impact on areas of development in the following ways:

Physical – a physical disability may delay or affect growth in childhood and level of mobility.

Intellectual – a mental impairment may affect learning, thinking and decision-making skills.

Emotional – a disability can have an emotional impact. This includes how an individual feels about their disability, how they see themselves, and the emotional impact of how others view and treat them.

Social – disabilities may limit opportunities for socialisation and lead to isolation if mobility or getting around independently is a problem. An individual may lack independence if relying on others for care and/or support.

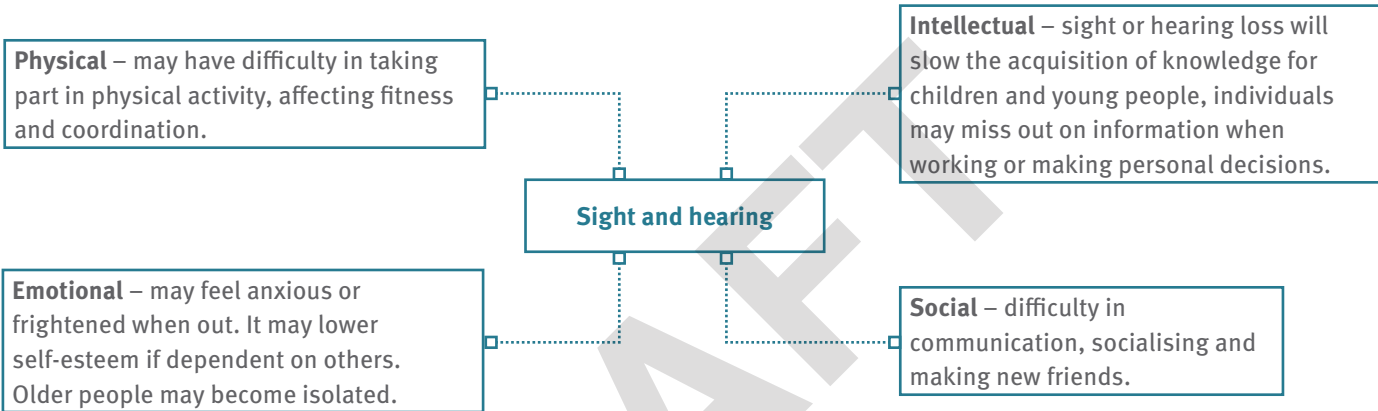


Figure 1.15: The effect of sight and hearing loss on PIES

Sensory impairment

Sensory impairment describes the impairment (partial or complete loss) of one of the senses: sight, hearing, smell, touch or taste. Depending on the severity of the sensory impairment, it will impact on areas of development. Impairment may be from birth or appear later in adulthood.

Taste, smell and touch

The loss of taste, smell or touch can cause fear and anxiety for an individual, as they may worry about food, dangerous surfaces or not being able to smell. It is known to cause feelings of isolation and depression, which can then affect relationships.

Often, individuals further develop other senses to overcome any negative impact, such as more sensitive touch or hearing for those with sight loss. Confidence can be increased in individuals who are able to find other ways to participate in activities, such as using Braille.

ACTIVITY

Rose Ayling-Ellis, who is deaf, won Strictly Come Dancing in 2021.

Work in groups to discuss:

- 1 The possible positive and negative impact of Rose's deafness on her physical, intellectual, emotional and social development as she was growing up.
- 2 The possible positive impact of entering the Strictly Come Dancing contest on Rose's emotional development.

BEST PRACTICE

Developing new skills such as British sign language can help to reduce the negative impact on development for people with hearing loss. Find out more at <https://www.british-sign.co.uk> or search for BSL.

CHECK MY LEARNING

In pairs, discuss the possible impact of physical disability on social development for individuals in these life stages:

- childhood
- middle adulthood
- later adulthood.

Note any differences in the possible effects for each life stage.

Lifestyle

GETTING STARTED

Think of an example of a lifestyle choice you have made and share this with your class.

As individuals become independent they are free to make their own choices in how they lead their lives. The decisions they make directly affect the way they grow and develop.

Lifestyle choices

Lifestyle choices include the food you eat (your diet) and how much exercise you do. They also include whether you smoke, drink alcohol or take illegal drugs.



Figure 1.16: A healthy diet has a balance of foods that contain the nutrients (vitamins, protein and minerals, carbohydrates and fats) that individuals need to grow and develop

Nutrition

Nutrition is the way your body takes in energy and nutrients from the food you eat.

A healthy diet leads to:

- normal growth patterns
- strong bones and muscles
- alertness
- positive self-image
- energy and stamina
- good health.

An unhealthy diet leads to:

- delayed growth
- lack of energy and strength
- ill health
- low mood
- delayed learning/slower thought processes
- negative self-image.

Physical activity

Regular physical activity is particularly important for supporting physical development. It helps children to improve their fitness, develop muscles, balance and gain coordination. As people get older, regular activity helps them to retain their dexterity (fine motor skills) and mobility. You will notice how much children love to take part in physical play. Physical activity is also important for mental wellbeing. It releases chemicals like endorphins and serotonin. These chemicals work to improve mood and reduce stress. You may also hear people say how activities such as dance or gardening give them a 'feel-good factor', which leads to improved self-image.

CHECK MY LEARNING

Physical activity is important for all ages.
Research types of physical activity that are beneficial for:

- improving strength of children's large muscles
- improving and maintaining the mobility of older people.

Other lifestyle choices

Here are some of the other lifestyle choices that individuals make.

Smoking can lead to:

- a lack of fitness
- social exclusion if friends are non-smokers
- an increase in stress and anxiety
- delayed growth of an unborn child if pregnant.

Alcohol – the government gives advice on a safe amount to drink.

Using more alcohol than the safe limits:

- can affect your decision making, leading to poor or risky activities
- may lead to ill health
- may lead to aggression that affects relationships.

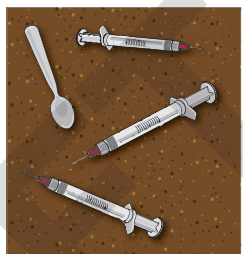
Substance misuse can only have a negative effect. It:

- affects memory and decision making (intellectual ability)
- may lower self-esteem
- may cause mood swings that affect relationships
- could cause infertility.

However, the correct use of prescription drugs is important for maintaining health and development for those with health conditions.

Our lifestyle choices also include whether we have unsafe or safe sex.

- Unsafe sexual practices can result in unwanted pregnancy and sexually transmitted diseases.
- Developing trust and safe sexual practice in an intimate relationship can lead to emotional security.



Smoking, drinking alcohol and misusing substances are lifestyle choices that can have a negative impact on an individual's growth and development.

DID YOU KNOW?

Alcohol and misuse of substances leads to lower inhibitions. It can lead to risky behaviour such as unsafe sexual practices, or driving under the influence of alcohol or drugs.

ACTIVITY

Making healthy lifestyle choices is important for all-round healthy development.

- Work in groups to discuss what you understand by a 'healthy' diet and what you understand by an 'unhealthy' diet. List your ideas in two columns, using these headers: 'A healthy diet can...' and 'An unhealthy diet can...'
- Select one lifestyle choice made by individuals. Choose from: physical activity and misuse of substances (smoking, alcohol, illegal substances and prescription drugs). Work in pairs to produce an outline design for a web page or health magazine that gives advice on making healthy choices.

CHECK MY LEARNING

List some of the lifestyle choices you have made. Identify the importance of making healthy lifestyle choices for your own emotional and social development.

LINK IT UP

To find out more about the positive and negative impact of lifestyle choices, go to Section A in Component 3.

Emotional and social factors

GETTING STARTED

In your groups, discuss how your mood affects your school or college work.

KEY TERM

Physiological – relating to the function of parts of the body.

Emotional factors

Emotional factors are about an individual's feelings. Emotions change as a result of things that happen in life. For example, if something upsets you it may affect how you perform in sport, make decisions or respond to your friends.

Emotional factors that may impact negatively on growth and development

Fear is a natural response to danger. The danger may be real or imagined. Fear causes **physiological** changes such as fast heart rate and sweating palms. Responding to danger is an emotional response and can vary between individuals. Some may face the fear while others remove themselves from the situation and become isolated.

Anxiety and worry happen as a response to stress that individuals may feel. For example, being given too much work, lack of money for everyday living, having exams or being ill.

Individuals sometimes feel upset and sad. These emotions are a response to something bad that happens. When we're upset, we may not be able to think properly or make decisions. Being sad for no apparent reason may be linked to anxiety or depression.

Grief and bereavement describe the response individuals show when they experience a loss, usually the death of someone close. They may also be because of a breakdown in a relationship. They cause many different emotions, such as overwhelming sadness, anger or exhaustion. They can cause people to feel quite numb and unable to function (learn, work or relate to others) as normal.

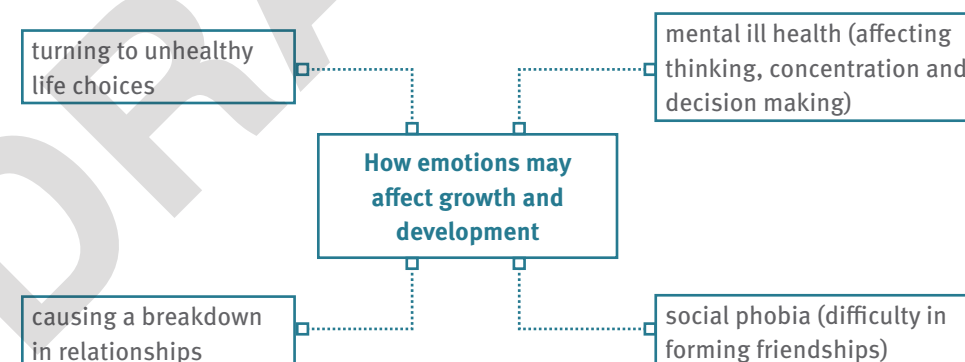


Figure 1.17: How different emotions may affect growth and development

Some emotional factors have a positive effect on development.

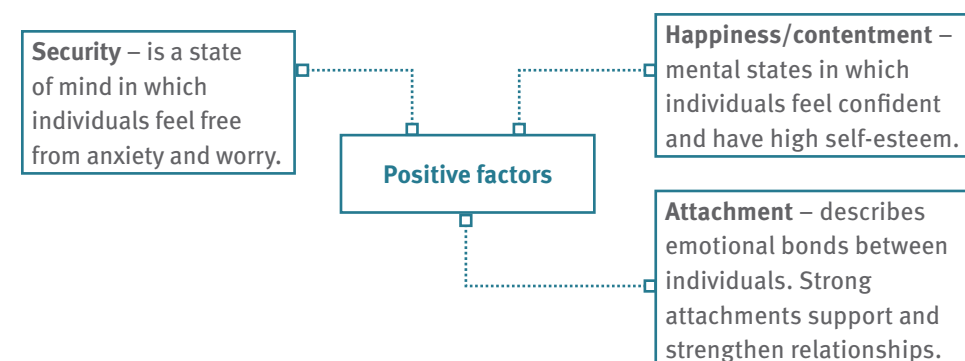


Figure 1.18: Positive emotional factors and the effect on development

Social factors

Establishing relationships with others is important for social growth and development. Relationships are supportive bonds we form with others. Relationships can be informal with friends and family or formal with colleagues.

Relationships

Family relationships start with attachments made from birth. These attachments start with parents/carers and then extend to wider family members – grandparents, aunts and uncles. Relationships change as we get older and gain more independence.

Friendships are first formed in nursery and school. We make friends with people who share our views, ideas and interests. As we get older and develop, these friendship circles change and widen.

By early adulthood, individuals may move into higher education and the workplace, building relationships with peers (someone who is from the same social group) and colleagues (a person that works alongside you).

Relationships may be:

Supportive:

- help to become independent
- having someone to share worries or concerns
- acting as positive **role models**
- emotional security and trust

Unsupportive:

- parental lack of care
- rivalry/jealousy
- lack of interest in achievements
- lack of trust
- controlling of life choices/ideas

Social inclusion and exclusion

Social inclusion means feeling part of a group, being heard and valued. It has a positive impact on emotions, raising self-worth and self-esteem.

Social exclusion or isolation means not being part of a group or community. Exclusion has a negative impact because individuals feel anxious and insecure. It can lead to negative thoughts and unhealthy lifestyle choices.

Individuals may feel excluded because they are isolated due to being unemployed, retired or have an illness or disability. It can also happen because an individual is deliberately excluded (discriminated against) because of their race, gender/gender identity or sexual orientation.

Discrimination

Discrimination means being treated unfairly because of a particular characteristic. For example, skin colour, age or gender. It can leave individuals feeling powerless over their lives. Discrimination can cause anxiety and depression, preventing individuals from reaching their potential. It may be used as a form of bullying.

Bullying

Bullying is the misuse of power over another person. It may be done to cause harm to the person physically, with words, or both. It can often take place through electronic communication (**cyberbullying**). Bullying can happen to people of all ages. In childhood, it can prevent children from learning and making friends. At all ages, it can cause fear, stress and anxiety. Confidence and self-esteem can be severely affected.

KEY TERMS

Role model is someone a person admires and strives to be like.

Cyberbullying is the use of electronic communication to send messages that intimidate or threaten.

BEST PRACTICE

It is important to challenge discrimination when we are aware of it happening.

LINK IT UP

Read more about discrimination and bullying in Component 3.

ACTIVITY

- Draw yourself in the centre of a page. Jot down the people with whom you have an attachment, such as family, friends, peers, etc., around your drawing.
- Outline ways that your development is supported by each of the people identified.
- Choose a TV character or someone in the news. Describe factors that may have affected their life. Suggest how the factors may continue to impact them over their next life stage.

CHECK MY LEARNING

In a group, discuss the factors that help you to feel contented and secure. Outline how they affect your emotions (feelings) and the ways this can impact on your growth and development

Cultural factors

GETTING STARTED

What do we mean by community participation? With a partner, agree on a definition and share it with the group. Does it mean the same for everyone?

How people develop depends on the opportunities and experiences they have and the cultural, religious or community groups they belong to.

The influence of religion

Development can be influenced by a person's religion because it affects:

- their values – how they behave
- lifestyle choices – diet, appearance.

Positive effects of a person's culture or religion include:

- 👍 a feeling of security from sharing the same values and beliefs with others
- 👍 good self-image through feeling accepted and valued by others.

Negative effects of a person's culture or religion may include:

- 👎 feeling discriminated against (treated negatively) by people who do not share their religion, leading to negative self-image
- 👎 feeling excluded and isolated because their needs, such as diet, are not catered for.

Community participation

Communities are important for people to meet and interact with each other.

Community can mean different things to different people:

- it may refer to the local area where the person lives
- it could be their school
- it could be the religious or cultural group to which they belong.

What is common in communities is that participants have shared values and common goals.

Being part of a group or community brings a sense of belonging essential for wellbeing (emotional development) and for building and maintaining relationships (social development). People who are not part of a community may have minimal contact with others, resulting in isolation. The impact on development may include:

- anxiety, which may lead to depression
- making negative lifestyle choices such as poor diet or using illegal drugs or alcohol
- feeling less secure
- difficulty in building relationships.

ACTIVITY

- 1 In your groups, discuss the ways in which culture and religion may affect lifestyle. Think about diet, values, marriage, family roles and involvement of communities. Share your ideas with another group.
- 2 In your groups, discuss the differences in expectations of boys and girls. Why might this be? Think about the impact on gender roles, opportunities, access to services and effects on growth and development.

Gender roles

Traditionally men were expected to go out to work to provide for the family while women took care of the children and home. In recent times **gender roles** and expectations have changed; men now share more responsibilities in the home and women develop their careers. Some types of work still attract people of a specific gender. For example, more men work as engineers and more women work as nurses, but this is changing. However, there are still differences in expectations of men and women, which can impact on their development.

- Women are often thought of as more caring and able to express their emotions.
- Men are often thought of as more 'macho' (tougher) and not expected to show their emotions.

Children learn gender roles from infancy. These may be reinforced if girls/boys are given dolls to play with and boys are given trucks or construction tasks. Children may also see pictures of people in traditional 'male' roles or 'female' roles. This affects their self-image, impacting on their social and emotional development.

Despite UK equality laws, some people still face discrimination because of their gender. Discrimination may also lead to a feeling of isolation and low self-esteem.



Figure 1.19: Some effects of discrimination

Race

Race refers to the traits that are shared by groups of people. Those traits may be linked to physical characteristics, such as skin colour, hair types or facial features.

Racial prejudice or bias can impact negatively on individuals. It may result in:

- feeling frightened or anxious
- being excluded from groups
- having fewer opportunities
- feeling isolated.

Gender identity

Gender identity refers to an individual's sense of their own gender. Some people identify as male, some as female, while others do not identify as either. Gender identity may not align with biological sex.

Some individuals are more emotionally content and secure when their biological sex and gender match. For others, gender dysphoria (distress and anxiety) may occur when the individual feels their sex does not match their gender identity.

Sexual orientation

Sexual orientation refers to an individual's identity in relation to the gender or genders they feel emotionally or sexually attracted to. The impact on development may be positive or negative depending on how friends, family and colleagues accept their identity.

Individuals from the LGBT+ (lesbian, gay, bisexual and transgender) community often experience victimisation that can lead to fear, emotional distress and low self-esteem.

KEY TERM

Gender role is the role and responsibilities determined by a person's gender.

CHECK MY LEARNING

Talk with a family member or friend about the impact of community participation on aspects of their social and emotional wellbeing. Ask them to indicate the level of impact from 1 (least) to 5 (highest) and record in a table.

Environmental factors

GETTING STARTED

Create a mind map of any aspects of the environment that may impact negatively on a person's growth and development. Share your ideas with a partner. You may wish to add any examples you missed to your own map.

DID YOU KNOW?

Childline (www.childline.org.uk) is a service that supports children and young people who are worried about abuse or bullying or have concerns about relationships and sex.

Our environment means our surroundings and the conditions in which we live. It is our home, how we live and the area around us, even the air we breathe and things we hear. One particular aspect of our lives is where we live. It can impact on our physical and mental health as well as our emotions.

Housing

Living in good housing that is secure and with space to socialise and relax means that individuals are more likely to:

- feel good about themselves
- stay healthy
- easily access open spaces to take physical exercise
- feel safe and emotionally secure.

Living in bad housing that is cramped and with unhealthy conditions such as damp means that individuals are more likely to:

- have low self-image and self-esteem
- experience physical or mental ill health
- take less or no physical activity
- be stressed about the conditions, causing anxiety.

The home environment

Feeling loved and secure as children is essential for continued physical growth and development. Sometimes, children may experience a home environment that is not caring. When adults in the family or older siblings argue or fight, it is often referred to as domestic abuse. It can be frightening for children who see or hear the arguments. It can cause anxiety and fear, which may prevent them from sleeping. This then could affect concentration and learning in school.

Abuse happens when a person is deliberately harmed. It happens to those who are more vulnerable such as children, people who are disabled or the elderly. Abuse can take different forms, but all can have a severe impact on the person's development.

LINK IT UP

Read more on the health impact of conflict and abuse in Component 3, Factors affecting health and wellbeing.

Sexual abuse – being coerced into sexual acts or viewing printed or electronic sexual materials. This can cause severe stress and anxiety, affecting learning and ability to build friendships and relationships.

Neglect – a vulnerable person that is uncared for. They may be left dirty, not sent to school or given opportunities to play or socialise. Help is not sought when the individual is hurt or ill.

Abuse

Physical abuse – physical injuries (burning, hitting). Causing physical injuries may delay growth and affect physical movement. It could result in isolation or the person becoming aggressive and angry.

Emotional abuse – criticising, putting someone down, constantly belittling. It could cause stress, anxiety and lowering of self-image and self-esteem.

Financial abuse – when money is taken from a person who may have a learning disability or is elderly. They are likely to become anxious and confused.

Figure 1.20: Different types of abuse

Pollution

Pollution refers to substances in the air that can do us harm. There is a lot of information and concern about how pollution affects our planet. Pollution can also impact on all areas of our personal growth and development. Pollution may also be in the form of light or noise.



Pollution may be in the air, water or the land

We may not always be aware of the dangerous gases and particles in the air around us, but they can affect the growth and brain development of children, slowing their physical and intellectual abilities. Pollution increases the risk of illness. Children miss time from school, which impacts on their learning. Adults may have to take time from work, which impacts on their finances.

Noise pollution may be experienced by people living by busy roads, construction sites, industrial estates or near airports. Noise pollution can happen in some working environments as well, such as factories. Noise can severely impact a person's intellectual and emotional development. Noise such as loud music, shouting or fighting in the street can impact on a person's feeling of security at home. Noise pollution affects concentration, may lead stress and anxiety and, eventually, to mental ill health. It can lead to lack of sleep, preventing individuals from functioning normally at home, school or work.

Light pollution is caused by street lighting, traffic or other artificial lighting. It can cause disruption to our normal pattern of sleep. Being exposed to artificial light is shown to lead to difficulty sleeping and depression.

ACTIVITY

Take a moment to listen. What noises can you hear?

- 1 In your groups, discuss the types of noise that impact on your learning.
- 2 Produce a letter to a local council which explains your concerns about the possible impact of noise pollution on PIES.

LINK IT UP

Read more about types of pollution and their impact on health and wellbeing in Component 3, Factors affecting health and wellbeing

DID YOU KNOW?

In 2020, a coroner ruled that air pollution caused the death of nine-year-old Ella Kissi-Debrah in 2013. Ella lived close to a major road. Before she died, Ella had been admitted to hospital many times, causing her to miss much of her schooling.

CHECK MY LEARNING

Return to the mind map from your starter activity. Are there any aspects that you did not think of? Add them now. Find out what your local council is doing about reducing air pollution in your own area. For example, are there any traffic-calming approaches, charges or introductions of electric buses or council vehicles?

Economic factors

GETTING STARTED

People say ‘money can’t buy happiness’. What do they mean? Is it true? How does income (or lack of it) affect development?

KEY TERM

Inheritance is money, property or possessions that are passed on after the death of someone.

Economic factors relate to a person’s employment situation and their financial resources. Financial resources include a person’s income from their work, their savings, and any **inheritance** they may have received from family members.

Employment situation

A person’s employment situation can determine their health and development. A person may be employed, unemployed or retired.

Employment usually leads to a positive impact on a person’s health and development.

- Being employed can have a positive impact by providing:
- status and identity, which lead to high self-esteem
 - an income to pay for necessities such as healthy food and suitable living conditions, which prevents illness
 - independence, because individuals can make choices about the lifestyle they lead.

Some types of work may lead to negative health and development, for example:

- job roles that are physically challenging may lead to physical illnesses
- low-paid work can lead to worry about paying for food or bills
- high-powered job roles can lead to a high level of stress and anxiety.

Unemployment

When individuals have a low wage or are unemployed it can mean that they, and any children they may have, are living in relative poverty. Without enough income, individuals struggle to meet basic needs, such as healthy food for themselves and for their family. This may have an impact on the growth and development of children.

Retirement

Many older people rely on the state pension to buy the things they need. Some people have additional private pensions that enable them to socialise and travel.

Without sufficient money, older people may have to cut down on:

- shopping (clothes and healthy foods)
- travel or social activities that cost money.

This may speed the ageing process and could lead to a decline in health.

Financial resources

An individual’s access to financial resources has an impact on all aspects of their health and development. Remember, financial resources could come from income, inheritance or savings.

Having financial resources may mean:

- feeling positive/high self-esteem
- more likely to stay healthy/lead a healthier lifestyle
- feeling contented and secure.

Lack of financial resources may lead to:

- low self-image and self-esteem
- risk of illness or disease if diet, suitable housing or opportunities for activities are affected
- stress and anxiety about paying bills and caring for children.

Learning outcome A: assessment practice

How you will be assessed

When you have completed Component 1, your teacher will give you an assignment to complete. It will include four tasks. The first two tasks relate to learning outcome A. For Task 1, you will demonstrate your knowledge and understanding of the PIES growth and development through the life stages. For Task 2, you will demonstrate your knowledge and understanding of the impact of specified factors on PIES growth and development of an individual, or individuals, at different life stages.

CHECKPOINT

Strengthen

- Identify the four areas of development.
- What is the age group for each life stage?
- Produce a leaflet or PowerPoint slides that explain one cultural factor and how it may impact on the development of an individual in a) childhood b) later adulthood.

Challenge

- Produce a fact sheet for parents/carers explaining why adolescents may find it difficult to deal with their emotions.
- Produce a report explaining why illness may impact on an infant’s intellectual and physical development.

ASSESSMENT ACTIVITY	LEARNING OUTCOME	A
Ask a family member or friend for permission to write about their development. (Alternatively, you may choose a fictional person or another person that you know about.)		
<ul style="list-style-type: none">■ Give an account of each area of your chosen person’s growth and development over three life stages.■ Give reasons why different types of factor may have affected their growth and development.■ Compare each of the factors to identify the level of impact each has on the person’s growth and development at each life stage.■ Produce a report about the possible impact of different factors on the person’s growth and development at each life stage.		
In your response, you should include examples of at least three factors you have learned about in learning outcome A.		

TIPS

It is not always possible to know how factors have affected a person or might affect them in a future life stage. Instead, consider what is likely to happen.

TAKE IT FURTHER

Check through your responses and see if you can recognise how factors may impact on growth and development differently at different life stages. For example, the influence of lifestyle on young adults.

Life events

GETTING STARTED

How did you feel on your first day at your school or college? Note down words that expressed your feelings.

KEY TERMS

Health and wellbeing events cause changes to the body, physical or mental health or mobility.
Relationship changes are the building or breakdown of friendships or relationships.
Life circumstances refer to the way a person lives, their day-to-day life and choices they make.

Health and wellbeing

Life events can be grouped under different types relating to **health and wellbeing**, **relationship changes** or **life circumstances**. Some events happen to most people, such as starting school. Other events, such as a serious accident, don't happen to everyone, and come as a shock. All events have some impact on our growth and development.

Starting a new school is one life event that will have happened to you. However excited you may have felt, the change will also have brought some level of anxiety about:

- facing new routines
- meeting new people
- the expectations people have of you (other students, teachers).

As well as starting school, you will already have experienced a number of other life events. Some you will have **expected**, and some may have been **unexpected** – a complete surprise to you. Unexpected events could include changes to:

- health and wellbeing (both for you or those close to you)
- relationships (perhaps within the family)
- life circumstances (for example, a change in income for the family).



Figure 1.21: A parent and child looking at some life events

ACTIVITY

- 1 In your groups, discuss the positive and negative effects of transferring to a new school or college. Think about the impact on emotional and social development.
- 2 Produce a personal timeline of your life from birth to older age. Note events that have happened to you and those you expect to happen as you move through life stages.
Then:
 - identify life events that are expected at a particular life stage (for example starting school, work or marriage or long-term partnerships)
 - share your ideas with another group. You may wish to add other events you hadn't thought of.

Accident and injury

Accidents always happen unexpectedly. Accidents will affect a person's mobility and often impact on their independence in the short or longer term. Some accidents may have a life-long impact on a person's mobility and appearance. This can have a devastating effect on individuals as they learn how to cope with their life change.

After an accident, it is likely that individuals will have to miss time from school or work. For children and adolescents, there will be a direct impact on learning which may affect future prospects. For adults, missing work can mean lost earnings and affect any promotion and career prospects.

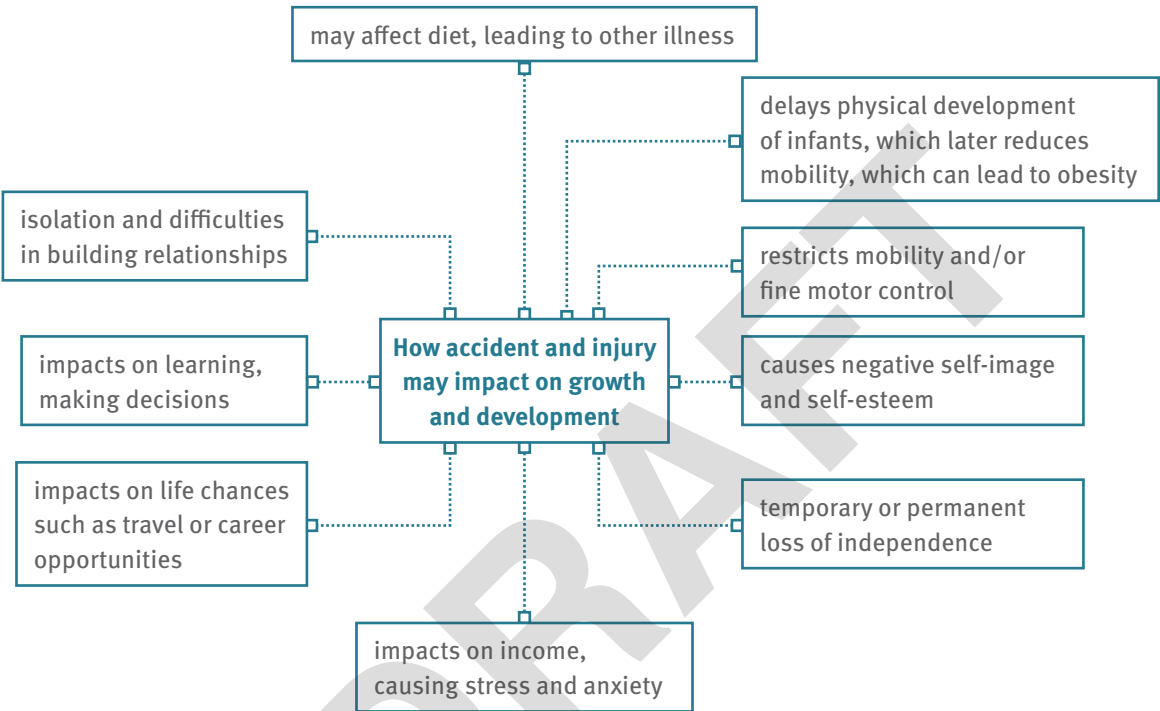


Figure 1.22: The impacts of injury

ACTIVITY

- 1 In your groups, discuss the types of accident or injury that could happen to an individual and how they may change that person's life. You might share experiences from your own family, but remember to respect confidentiality.
- 2 Research news reports to identify a real person who has had a life-changing injury. For example, a teenager injured on a ride at a well-known theme park in 2015.
- 3 Discuss the possible effects on areas of their development.

CHECK MY LEARNING

Use the list of events suggested by everyone in your class at the beginning of your lesson. List each event under the headings health and wellbeing, relationship changes and life circumstances. The key terms on the previous page will help you to decide.

Physical and mental illness

GETTING STARTED

Make a list of various life events with your class. Identify each type of event under the headings **health and wellbeing, relationship change or life circumstances.**

Physical illness

We all feel ill from time to time with headaches or colds. These are illnesses that are unlikely to affect our development because they occur for a short time. When individuals experience more serious or long-term illness it has an impact on their growth and development. It reduces the individual's ability to carry out their usual activities. It often brings pain and discomfort, which affects mood and sleep. Some physical health conditions, such as arthritis, are chronic. That means symptoms are long term. They may be eased, but the illness cannot usually be cured.

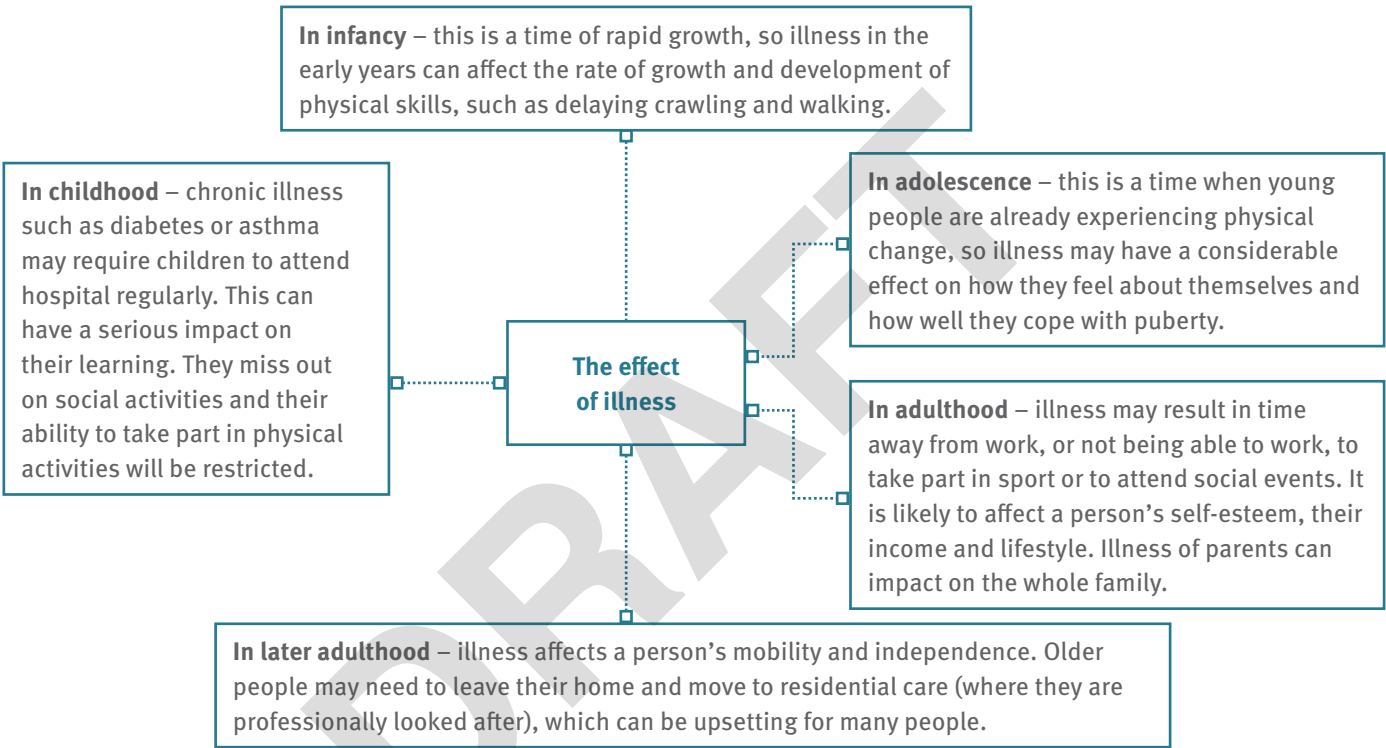


Figure 1.23: The possible impact of physical illness

ACTIVITY

- Work in pairs to research one of the examples of ill health you learned about in Learning outcome A on pages 30–31.
- Produce a poster or four PowerPoint slides with PIES headings.
 - Outline the possible impact of your chosen illness.
 - Present your information to the class.

Mental and emotional ill health

There are many different types of mental illness and disorders. Mental ill health affects the mind. It can impact on an individual's ability to carry out their usual activities and interact with others. It is estimated that mental health conditions are experienced by one in four people.

Emotional ill health describes difficulties individuals experience in coping with everyday life. It may result in anxiety, leading to mild or sometimes severe depression.

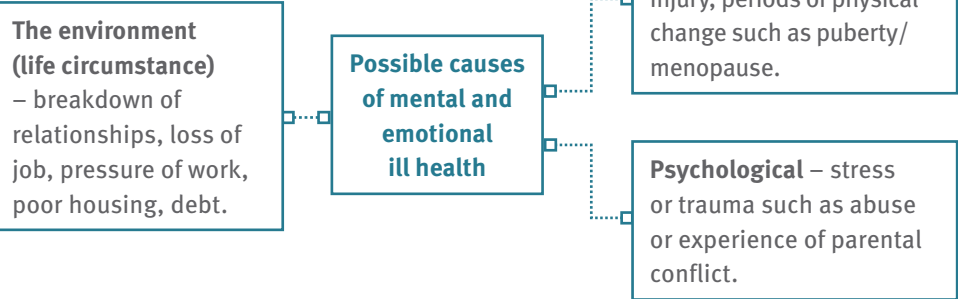


Figure 1.24: Some of the causes of mental and emotional ill health

The impact of mental and emotional ill health on development (PIES)

Physical

Sleep patterns are often affected, so individuals feel run down and tired. A person may become lethargic and reluctant to take part in physical exercise, leading to reduced fitness and mobility. Untreated mental health disorders may result in physical ill health, such as cardiovascular disease or cancers.

Intellectual

Mental health conditions affect how people think, react and make decisions. It can impact on short-term memory. Children may lose concentration easily and function less well at school. Adults may not be able to focus on their work, which could lead to them losing their job.

Emotional

Stress and anxiety may be the cause of, or a symptom of, poor mental health. Anxiety or depression may prevent individuals from making safe lifestyle choices. Heightened emotions cause physical symptoms such as a fast heart rate, chest pains or sweaty palms. Mood can be particularly affected at the onset of puberty or menopause, when individuals may display mood swings. At times they may be energetic and impulsive, while at others tearful.

Social

Individuals may find difficulty in building friendships if their condition is not understood. There can be difficulties in long-term relationships and intimacy, causing breakdowns of relationships. Individuals may feel they are being shunned because of a lack of understanding from others. They could find others are dismissive or unkind. It can result in the person avoiding people, and even isolating themselves from contact.

DID YOU KNOW?

Although there is more information about mental ill health, there is still a great deal of stigma (shame) around the issue. People can be hurtful and unkind towards others experiencing poor mental health, causing upset and distress.

BEST PRACTICE

Knowing the signs of mental and emotional ill health helps health and care workers to respond and support individuals appropriately.

CHECK MY LEARNING

- Produce an 'emotions' poster.
- On the left of your poster, use words and images that best express the feelings of a person with positive emotional wellbeing.
- On the right, use words and images that best express the feelings of a person who is experiencing emotional ill health.
- Outline how negative feelings may impact on PIES.

Relationship changes

GETTING STARTED

Make a list of the changes in relationships that might happen during a person's life course.

Relationships can be viewed as important for many individuals. But if relationships with others change or break down, they may have an impact on emotional and social development.

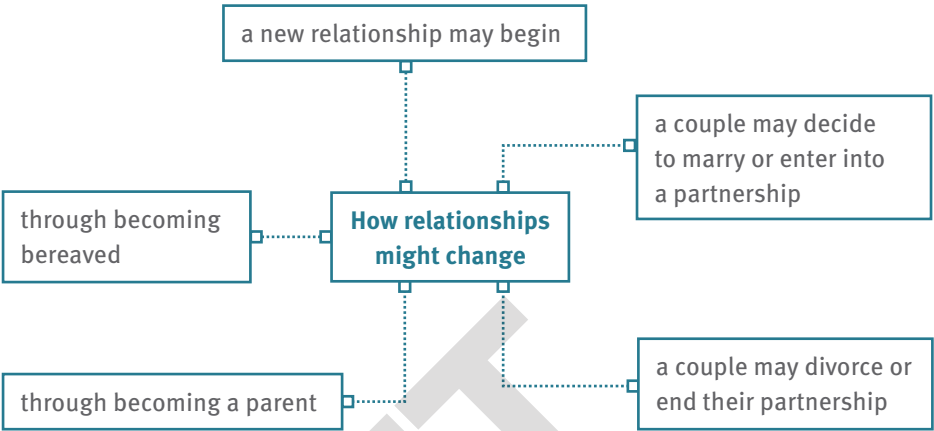


Figure 1.25: Relationships are rarely static

New relationships



New relationships are part of our emotional and social development

Relationships are really important for our emotional and social development. People form new relationships at every life stage. In early childhood, children tend to make friends with those they see regularly and who have the same interests. From adolescence, people begin to widen their social circles. They tend to form close friendships and intimate relationships with others who have similar values and interests.

Building a new relationship that is based on a mutual understanding, trust and loyalty can result in positive self-image and high self-esteem. Friends are important. They allow us to share social interests such as hobbies, sports and travel. A close or intimate friendship means that individuals have someone to:

- share worries with
- help provide practical and emotional support.

Long-term relationships

Marriage, civil partnership or entering into a long-term relationship is a major change in anyone's life. It means:

- adapting to life as a couple
- changing lifestyle (to an extent).

Commitment to a long-term partnership can:

- be positive and improve a person's self-esteem
- provide a feeling of safety and security
- provide sexual intimacy.

These things are all essential for emotional development.

Divorce or separation

Research shows that after the death of a spouse or long-term partner, divorce or separation from a long-term relationship comes second in the level of impact on a person's emotional development. Strong family ties provide the stability and security needed for positive growth and development. A breakdown in a relationship can lead to insecurity for the people involved, the couple and their children. Lack of security and poor self-image can lead to ill health, affecting emotional and intellectual development. It can affect social development, as there is a loss of friendships and wider family networks.

Parenthood

Parenthood generally brings positive emotions of great joy and fulfilment. However, for some it may also have a negative impact.

- Parents change their whole lifestyle and routines.
- New responsibilities for another person can create anxiety, especially if the parent is single and has no one to share their worries.
- It also means they have less time for themselves to pursue their interests and meet with friends.
- There are added pressures if parents work (perhaps around childcare).
- Lack of sleep can put pressure on a partnership or marriage, affecting emotional development.

Bereavement

One of the most difficult events a person has to cope with in life is the death of someone close. People deal with their grief in their own way but it will have a considerable impact on their emotional development for some time. Some deaths may be expected – for example, when a person has been ill for some time. In these circumstances, others close to them may find it easier to come to terms with the death because they are prepared. If the death happens unexpectedly through illness or accident, then coming to terms with it could take longer.

DID YOU KNOW?

There are many different emotions that bereaved people experience, including; shock, sadness, anger, guilt, exhaustion.

ACTIVITY

In groups, discuss the possible impact of relationship changes on the emotional and social development of these individuals.

- 1 Meena, aged 27, dated Tariq for three years and Tariq has proposed marriage. How might marriage affect Meena's development?
- 2 Sean, aged 45, and Graham, aged 48, have been in a partnership for four years. Graham has decided to leave as they are not getting on. How might the breakdown of the partnership affect Sean's development?
- 3 Sarah is aged 69. She and her husband Alan were married for 37 years but recently Alan died. How might bereavement affect Sarah's development?

CHECK MY LEARNING

Share your responses to each of the scenarios with others in your class. Identify possible positive and negative effects.

Life circumstances

GETTING STARTED

Did you ever move house or do you know someone who did? What were the effects on your or their development?

Life circumstances may be expected or unexpected. Circumstances such as redundancy (losing a job) are often unexpected and can be quite a shock to an individual.

- The person’s lifestyle will change abruptly, which may affect their emotions.
- Even if there are good reasons, they are likely to feel unwanted. This may have a considerable impact on a person’s self-image.
- They may also lose friendships and relationships they have built at work.

In the long term there may be positive effects if the person is able to find new work opportunities.

In contrast, moving house may be expected or unexpected. The impact of moving house will depend on reasons for the move.

- A planned move through choice to a better house and neighbourhood is more likely to be a positive experience for individuals.
- Having to move because a person cannot afford to live in their home anymore will cause a great deal of emotional stress.

Exclusion: a case study



Meet AJ. He started at New Road Academy just over a year ago. AJ’s mother is worried that he goes around with the ‘wrong crowd’, who have used peer pressure to get him to do things such as stealing and causing fights.

AJ has been disruptive in class for several months now. He has had several warnings for bullying and last week he hurt another student so badly they had to go to hospital. AJ has now been excluded from school. AJ’s mother is worried about the effect exclusion will have on his development. She is concerned that it may affect his:

- learning and prospects for going to college or having a career
- self-image, lowering his self-esteem
- social development, if he is excluded from friendship groups
- physical development, without opportunities for sport in school.

ACTIVITY

- 1 In groups, discuss the effects of exclusion on development. Think of any positive effects.
- 2 Carry out a ‘hot-seating’ activity. Take turns to play a character experiencing a life event listed below. Others in the group will ask questions about the effects on their development.
 - Select a life circumstance and an individual from a relevant life stage.
 - In your character, answer questions from other students about the effects life circumstances have had on areas of your development.
- 3 Watch a video clip about an individual coping with redundancy. Discuss in your group. Make notes about how redundancy has affected the individual.

Life circumstances that are particularly difficult will have negative effects on development but, as people come to terms with the event, they may also have some positive effects, as Table 1.8 shows.

Table 1.8: The positive and negative effects of some life circumstances

Life circumstances	Possible positive effects	Possible negative effects
Moving house	Excitement because of new experiences, opportunities to meet new people and discover new areas	<ul style="list-style-type: none">• Anxiety and stress at the physical and mental pressures of moving• Possible loss of close friends/neighbours
Starting or moving school	Opportunities to build new friendships and relationships and learn new things	<ul style="list-style-type: none">• Anxiety about learning new routines and building relationships• Young children may feel insecure when leaving parents for the first time
Exclusion from education	May remove the stress that caused the exclusion	<ul style="list-style-type: none">• Can lower self-image and self-esteem• Missed schooling may affect learning and loss of friendships
Redundancy	Opportunities to take on new/different challenges or career	<ul style="list-style-type: none">• Can lower self-image and self-esteem• Loss of earning may impact on diet/lifestyle choices, ability to socialise
Imprisonment	May provide opportunities for: <ul style="list-style-type: none">• learning• developing new skills• making different life choices	<ul style="list-style-type: none">• Can lower self-image and self-esteem• Loss of independence• Loss of social contact
Changes to standards of living	Improved standards of living can mean a healthier lifestyle, which improves security, self-esteem, contentment	<ul style="list-style-type: none">• A poorer standard of living may mean unsuitable housing and poorer diet – these can increase the risk of illness and cause stress
Retirement	<ul style="list-style-type: none">• Reduced stress• More time to spend with family• More time to take on new interests and hobbies	<ul style="list-style-type: none">• Loss of relationships with colleagues• Loss of self-image if people lack purpose in life• Fewer opportunities for intellectual challenge

CHECK MY LEARNING

Make links from your notes on the impact of redundancy on the individual’s physical, intellectual, emotional and social development.

Coping with change

GETTING STARTED

Reflect on your discussions about how you and your friends reacted when you moved to a new school or college. Did you cope well or not so well? Why do you think that was? Were there any differences between how you and your friends coped? If so, why do you think different people reacted in different ways?

KEY TERM

Character traits describe a person's disposition, and whether they are positive or negative about events and circumstances.

LINK IT UP

For more on resilience, self-esteem, emotional intelligence and disposition go to Component 1, Human growth and development across life stages.

Two people can face the same type of event but deal with it in very different ways. How individuals adapt to change varies depending on their **character traits**.

Adapting to life events

You may have found that some friends react to life events such as changing school by isolating themselves because:

- they miss old friends
- they are worried about meeting new friends.

Others may have:

- welcomed the opportunity to meet new people
- quickly formed new relationships.

These differences may be because of their disposition (their mood, attitude and general nature). Some people may be shy and withdrawn, while others may be outgoing.



What character traits would help a person settle into a new school?

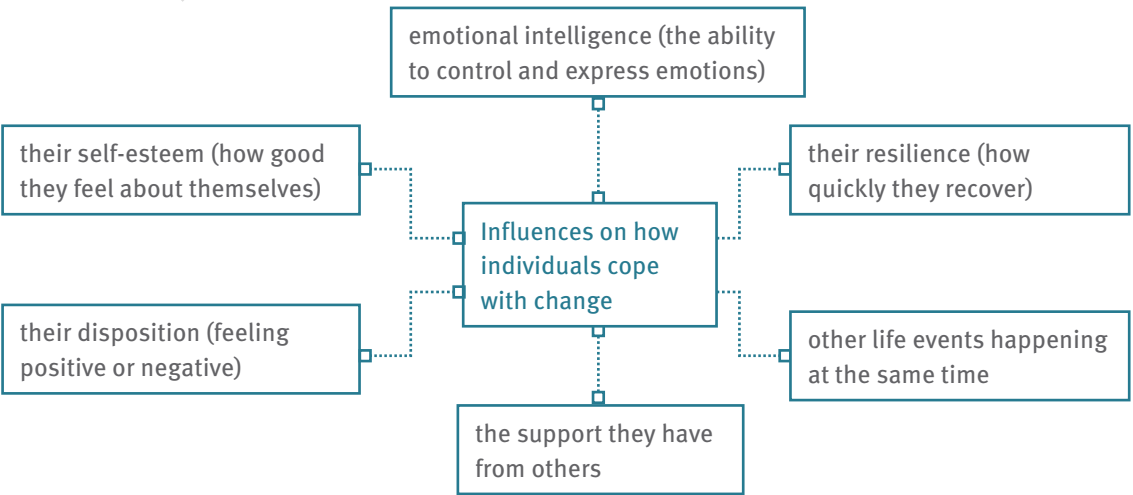


Figure 1.26: Coping with change

ACTIVITY

- 1 Read the scenario:
Both Joel, aged 22, and Adam, aged 19, have recently split up with their long-term partners. The split affected them both greatly. Two months on, Joe does not socialise and has started to drink heavily. Adam has joined a sports club and is meeting new people.
Why might Joel and Adam have reacted differently?
- 2 In groups, produce a scenario (a life event and description of a real or fictional individual).
Discuss different ways the individual may react to the event, giving reasons. Suggest factors that could help the individual to cope positively with the life event. Swap scenarios with another group.
If you use a real person in your scenario, remember to keep their identity confidential.

Accepting change

It is impossible for a person to adapt to change unless they can accept what has happened. They may try to hang on to the past and keep thinking about what their life was like. They may see change as a bad thing rather than looking forward to the opportunities it could present. For example, a person who loses their job (made redundant) may accept what has happened and train for a new career that they enjoy more.

Giving time

People may need a long time to adapt. Change following bereavement or a divorce is particularly difficult. These losses can never be replaced, and many people can find it difficult to move on and accept that someone they were close to has gone. It can impact on a person's development for some time. With support and time, people usually find ways of accepting their loss and adapting to their new life.

BEST PRACTICE

Friends, family and health and care workers can best support individuals by listening to their concerns.

CHECK MY LEARNING

Carry out interviews with your family members and others you know well to see how they reacted to the same event. Examples could include moving house, changing job or retirement. Remember not to share names so the information stays confidential.
Plan your questions in class and check with your teacher.

Adapting to change

GETTING STARTED

After the previous lesson, you carried out interviews with individuals you know to find out how they coped with change. With a partner, discuss what or who helped them adapt. Remember not to share names, so the information stays confidential.

KEY TERM

Adapt – adjust to new conditions or circumstances.

Life events, whether expected or unexpected, force individuals to make changes to their lives. They must find ways to **adapt** to the changes that life throws at them.

Adapting to expected and unexpected events

Change happens in every life stage. Those who understand the changes that may happen can prepare by thinking about:

- how it will affect them
- how they can adapt
- seeking support and advice.

Events that happen unexpectedly, such as an accident or being made redundant, may be more difficult to cope with and adapt to. The individual has less control over the event.

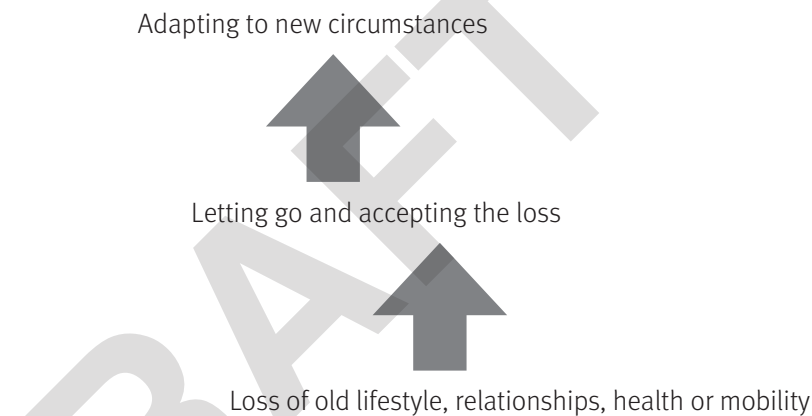


Figure 1.27: Steps for coping with change

Character traits

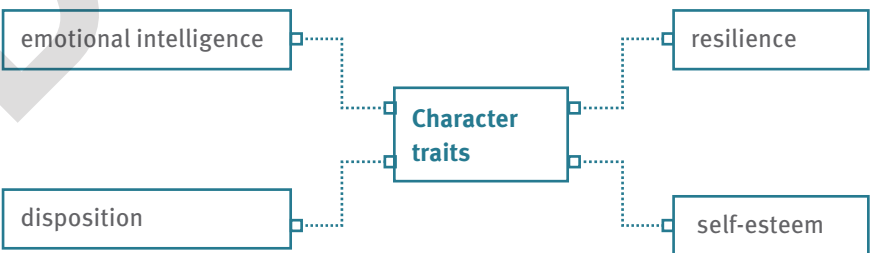


Figure 1.28: These character traits influence how individuals cope with life events

Resilience

Resilience is a person’s ability to come to terms with, and adapt to, events that happen in life. Resilience can help people to overcome the worst effects on their development. It is stronger in people who:

- have a positive outlook on life
- are able to accept that change will happen
- belong to a close family and community network
- are able to plan for expected life events.

Self-esteem

Self-esteem is about how we value ourselves and our abilities. High self-esteem leads to confidence and a feeling of self-worth. High self-esteem helps individuals cope with change because they are more likely to feel they have the strength and ability to adapt to new circumstances. They are more likely to:

- adapt to their new circumstances
- have the confidence to make decisions about their change in circumstances
- feel able to try new things or make new relationships
- believe in themselves to be able to change things.

Emotional intelligence

Emotional intelligence describes how individuals are able to understand and manage their own emotions and relationships. This ability is particularly important at times of change.

Understanding emotions is about knowing how an event or change in circumstance might affect you. It is helpful to know how your emotions affect your decisions (such as being impulsive) and why you behave in a particular way in response to situations.

Managing emotions is about accepting feelings. It stops individuals from becoming overwhelmed and not able to cope. Being able to share feelings with others and controlling emotions helps individuals to make more positive decisions and move on.

Disposition

Do you know anyone who always appears cheerful and has a good outlook on life? They have a positive disposition. A positive disposition can help individuals to accept and cope well with change. A negative disposition may cause individuals to find accepting and coping with change more difficult.

Table 1.9: Disposition

Positive character traits	Negative character traits
More able to take decisions	A sense that things will not go well
Enjoy change	Reluctant to change
Can clearly assess the impact of events	Resigned to what might happen
Has perseverance	Gives up more easily

ACTIVITY

Case study

When Alex retired in her 60s, she isolated herself for some time. She had been used to getting up at 7.30 every morning to go to her job as the manager of a garden centre. She felt she had no purpose in life because she had suddenly found she had lost the relationships she had with colleagues and her status as a manager.

Alex gradually came to terms with this loss and began to find new hobbies such as bowls, which she was good at. She had more time to be with her grandchildren, began to travel to see places she had always wanted to visit and to build new friendships. Her self-image improved greatly, and she now feels more contented than when she was working.

In pairs, discuss the event in Alex’s life. Identify the four character traits (described above) and how they may have helped Alex to adapt. Share your ideas with the whole class.

CHECK MY LEARNING

Consider each of the following events:

- redundancy
- moving house
- starting a family.

Outline the emotions that individuals may experience when faced with each event.

Consider possible positive and negative emotions.

Informal support

GETTING STARTED

Discuss the support provided by your family and friends in your everyday life. How important is this for you?

Support given by partners, family, friends or neighbours is often the first level of support that a person receives. Informal support is often given alongside formal support, given by professionals.

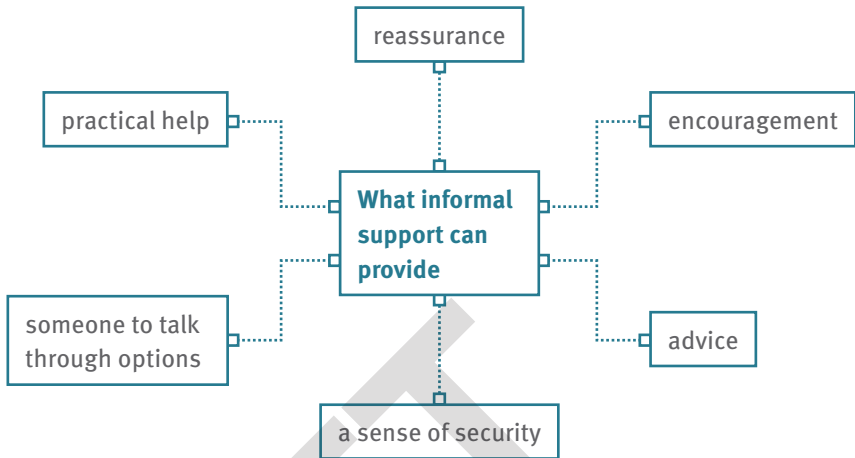


Figure 1.29: The nature of informal support

Reassurance

When life changes, people are unsure of how that change will affect them. A friend or family member with more life experience can help by reassuring another person that they will be able to cope with their new life. This can give them confidence. For example:

- a person who has been made redundant can have their self-image boosted by being reassured that they have the skills and abilities to find a new job
- a child can be reassured that they will enjoy new experiences at their new school.

Encouragement

People are often reluctant to change. But if they have someone who believes in them, they are more likely to accept and adapt. For example, a person with a life-changing injury can be helped to overcome their disability through encouragement to develop new skills and abilities.

Advice

Friends and family are generally the people who know an individual best. They are a good source of advice because they will:

- know the person's background
- understand the person's needs
- recognise when the person is not coping
- suggest ways to overcome difficulties
- suggest when the person would benefit from formal help.

Security

Partners, family and friends provide individuals with a sense of security. Support from people who are trusted is more likely to give individuals the strength to cope with life-changing events.

Someone to talk to

Often, partners, friends neighbours and family are there to talk to. Talking is important, as it helps people to express their emotions. Talking through worries helps people to:

- come to terms with events
- find ways to cope.

Practical help

Some life events may mean that individuals cannot continue with their usual way of life. Help may be given through:

- supporting everyday tasks, such as shopping for a neighbour
- providing childcare so that a friend can attend a health appointment
- helping with transport.

Practical help is important to help people overcome difficulties. But, if individuals are to come to terms with change, it is also important that they are encouraged to:

- do as much for themselves as possible
- make their own decisions.

New baby: a case study

Misha and Sahil have recently had a baby girl, Siya. It has taken time for them to adapt to their new life. Misha is still feeling anxious about caring for Siya and sometimes feels she cannot cope. Family and friends have been a great help. Here are some ways they have been given informal support.

- Misha's mum gave her practical advice on bathing and feeding her baby.
- Misha's sister babysat while Misha and Sahil went out for a meal.
- Sahil's neighbour listened to his concerns.
- Misha's friend reassured her that she was giving Siya excellent care.

ACTIVITY

Select a person from the media or a fictional character (perhaps from a soap opera) and a life event they have experienced.

- 1 Write a brief description of them and their life event.
- 2 Swap your description with a friend in your class.
- 3 Suggest ways the person might be supported by their partner, family, neighbour and/or friends.

CHECK MY LEARNING

Carry out interviews with family and friends to find out the types of informal support they have been given at different life stages.

Voluntary sources of support

GETTING STARTED

Can you think of another voluntary support service? What type of support does the service provide? Share your support service with others in your class.

Organisations offering voluntary support are charities, communities and religious groups. They are funded by donations from individuals and sometimes local authorities or central government. They do not make a profit.

Volunteers

At voluntary support services, many staff are volunteers (they work for free). Voluntary organisations also employ qualified people who are paid from donations (given to the organisation). Voluntary sources of support often work alongside:

- informal support given by families
- formal support given by trained professionals.

ACTIVITY

- 1 Think of a voluntary source of support and create a whole-class list. Is your source of support national or local? Is it a charity, community group or religious group?
- 2 In your groups, rearrange each example under an appropriate heading.
- 3 Work with a partner to research one of the examples. Remember to include the people the support aims to help – for example, gender, life stage, life event. Present your information to the whole group using, for example, PowerPoint®, a poster or a handout.

There are voluntary organisations that you could research online but a few examples are shown in Table 1.10.

Table 1.10: Voluntary organisations and how they support people

Organisation	What it does	Life event	Who it supports
Prince's Trust (www.princes-trust.org.uk/)	Provides advice, support and help with education and training to get a job	Imprisonment	Adolescents and young adults who are disadvantaged
Home-Start (www.home-start.org.uk/)	Carries out home visits or organises groups so that new parents can talk and share their worries; refers parents to other services if there are concerns	Parenthood	Parents with young children
Royal National Institute of Blind People (www.rnib.org.uk/)	Gives help and advice on sight loss; supports training, education and work; campaigns for better services	Accident, ill health or disability	People with loss of sight
Cruse Bereavement Support (www.cruse.org.uk)	Provides support, information and advice to people when someone close to them dies	Bereavement	People of all ages who have been bereaved
Relate (www.relate.org.uk)	Offers face-to-face counselling, workshops and online chat lines	Divorce or separation	People who are experiencing problems and breakdown in relationships/marriage
SupportLine (www.supportline.org.uk)	Provides confidential emotional support over the phone, online or by post	Abuse or parental conflict	Children and adolescents who are experiencing or have experienced abuse or parental conflict

Community groups

Many voluntary sources of support, such as those listed in Table 1.10 are national organisations. Some national charities also provide services within the local community. Community organisations are non-profit making and work at a local level to support the particular needs of people living in the same neighbourhood. Volunteers in community support have often experienced similar life events as the people they support. This helps them to understand their emotions.

Community support may include groups such as the ones below.

Lunch clubs or social club get-togethers – to provide companionship and support for older people who live alone, are ill or disabled.

Food banks – to provide food to people with financial difficulties following divorce or loss of job.

Community support



Transport – to help people get to clubs or hospital appointments.

Community organisations – to provide social opportunities that help new people become part of a community.

Volunteers – visit new parents, older people or disabled people in their own homes. During the recent pandemic support was given through doorstep, telephone or video calls.

Figure 1.30: How community support can help

Faith-based organisations

Faith-based organisations are formed by groups of individuals who share religious or spiritual beliefs. Faith-based organisations have traditionally supported people in their spiritual and cultural needs. These days, faith groups:

- take on wider responsibilities for community groups, providing food banks and/or transport
- support people's emotional, social and faith needs.

CHECK MY LEARNING

Research one of the following:

- your local council
- a local community or religious group
- a voluntary online organisation.

Identify who they are and the types of support they provide.

Outline how the support can help individuals cope with an event or circumstance.

Professional support

GETTING STARTED

With a partner make a list of types of professional care and support. Share ideas with the class. You could add any you had not thought of.

KEY TERM

Professional describes a member of a paid occupation who has formal qualifications and skills.

DID YOU KNOW?

Some charities, for example the Cystic Fibrosis Trust, provide support from professionals or services.

DID YOU KNOW?

One of the roles of counsellors is to help people to explore feelings and emotions relating to loss. This helps the individual to understand and accept what has happened and cope with change. Counsellors don't give advice but talk through the person's feelings, supporting positive development.

LINK IT UP

Read more on health and care services in Component 2.

Some individuals may need **professional** support. This is provided by professional carers and services who have the skills and experience to understand and support each person's needs.

Who provides professional care and support?

Support may be provided by:

- statutory care services – provided and paid for by the state
- private health and care services – paid for by the person receiving care.

There are many types of professional services available. They support individuals at different life stages and with different care and health needs. Here are some examples of care and services:

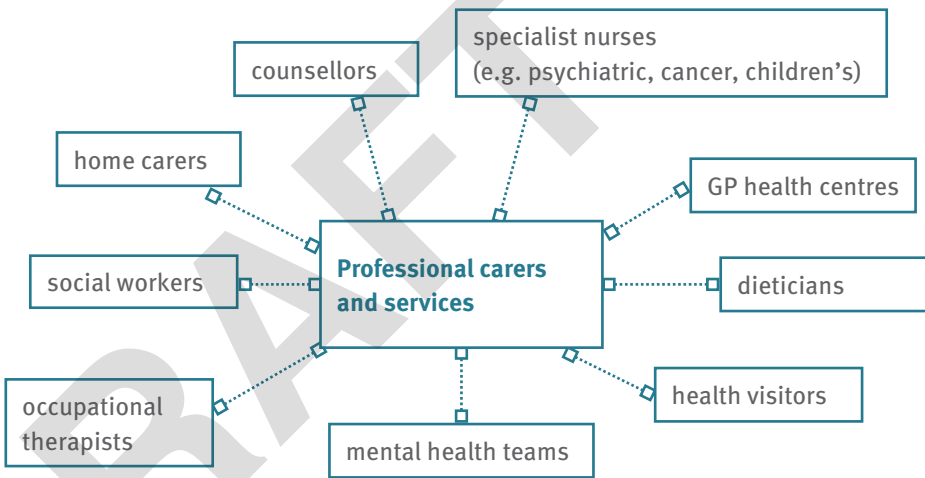


Figure 1.31 Sources of care and health services

Even though individuals may have been supported by family, friends or their community groups, they may need to access professional care and services to support them.

Professional support can help individuals to:

- improve a physical or mental health condition or maintain it (prevent it getting worse)
- improve or maintain mobility and improve independence
- support learning and intellectual development
- come to terms and/or move on from life circumstances, such as imprisonment, exclusion or bereavement
- understand and manage their emotions
- change their lifestyle.

Professional support for life events

Physical events

It is likely that professional care and services are needed when individuals experience ill health or following accident or injury. **Acute services** may be needed at the onset of illness or following an accident. Professional health workers provide the best treatment, such as medication or surgery to alleviate symptoms or repair injuries.

The individual may require ongoing care and support, such as:

- occupational therapy to help them back to their day-to-day activities
- counselling to help them come to terms with their health.

Relationship changes

Bereavement, divorce or separation in a long-term relationship can have the greatest impact on individuals. Although individuals may have family and friends to talk to, they may need the support of a professional counsellor to help them through their emotional changes.

Parenthood is another event that can lead to worry and anxiety. Often people are worried about caring for a baby. New parents may call on professionals for support, such as a health visitor, to answer health concerns or give advice on feeding or sleep.

Life circumstances

Some life circumstances are difficult to cope with alone. For example, exclusion from school, or imprisonment, will have a big impact on development. Here are services that can support individuals through these life circumstances:

Table 1.11: Life circumstances and the support available

Life circumstance	Professional support
Exclusion and return to education	<ul style="list-style-type: none">• Specialist teachers to support learning• Educational psychologists – support for emotional and behavioural problems• Department for education – guidance on the exclusion process and support for return to school
Imprisonment and support after release	<ul style="list-style-type: none">• Probation officer – supervise offenders and give practical support such as helping with training and a place to live• Social workers – provide advice and support to the families of offenders• Counsellors or cognitive therapists – provide support to individuals with alcohol or substance abuse problems

CHECK MY LEARNING

Choose one professional type of care or service. Imagine that you will have a visiting speaker to talk to your class about the service they provide. Prepare questions for them that will help you to understand their role.

KEY TERM

Acute services provide care for illnesses or injuries that become serious very quickly but do not last very long.

ACTIVITY

- 1 Work with a partner to research one source of professional support. (Your teacher may allocate a carer or service to you.) Think about:
 - how the care or service is accessed
 - the type of service they provide
 - individuals or circumstances that benefit from the support.
- 2 Produce one or two PowerPoint slides with information on your selected carer or service to share with your class.
- 3 Make notes so that you can answer any questions from other students.

LINK IT UP

Read how services and professionals may work in partnership in Component 1, Multi-agency and multidisciplinary working.

Multi-agency and multidisciplinary working

GETTING STARTED

Find out what services or professionals are available to support new parents. Discuss how these services or professionals might work together to support parents with a new baby.

Sometimes, different types of care and services are required to provide the care and support an individual needs. Two ways of partnership working are:

Multi-agency working – two or more different types of service work together in a planned way.

Multidisciplinary working – professionals from the same service but with different specialisms work in cooperation.

The benefits of multi-agency and multidisciplinary working for individuals

Multi-agency and multidisciplinary working have a number of benefits for individuals needing support:

- They do not have to seek support from different services or professionals.
- It is a person-centred approach – all issues are identified and treated.
- They don't have to make separate appointments at different settings.
- Individuals are more likely to access the support they need quickly, preventing deterioration in development.
- It can provide continuous care as there is ease of transfer to other services.
- Individuals are more likely to achieve their health and development improvement targets.

Multi-agency working

When a number of agencies work together, they are usually led by one service that has an overview of the individual's development, needs and circumstances. It may mean that services with quite different responsibilities come together to support an individual. For example, a person with respiratory problems living in poor housing will need support from a specialist nurse to advise and treat their lung condition as well as a housing association to improve their living conditions.

Other examples

The role of social services is to carry out the assessment needs of individuals. They may give advice or direct individuals to other services. For example, an individual who has mental health needs will be directed to mental health teams for support. Social services and mental health trusts often work together. They have complementary skills that help to support the person's social, emotional and mental health needs.

When children or adolescents are involved in the justice system, it can be quite traumatic. Children are supported by the justice system if they are victims, witnesses or they have broken the law themselves. This is a specialist service with a particular focus. In partnership with the justice system, children's social services will meet the growth and development needs of children.

Multidisciplinary working

Professionals from the same organisation work closely together as a team. They share information about an individual to plan the support they need. There is usually one professional who leads the team. As with multi-agency working, individuals are at the centre of care planning.

BEST PRACTICE

Multi-agency and multidisciplinary working is a person-centred approach, essential for supporting the whole person (all aspects of their growth and development).

LINK IT UP

Read more about the person-centred approach in Component 3, Person-centred approach to improving health and wellbeing.

LINK IT UP

Read more about multidisciplinary working in Component 2, Healthcare services.

An example would be when Vic was seriously injured in a motorcycle accident, he needed professionals at the hospital to work together, including:

- a trained surgeon and medical team to repair and treat the injury
- a professional counsellor to talk through what happened and help him deal with his emotions
- a physiotherapist to support Vic to regain or improve mobility.

Here are other ways that professionals may work together:

Table 1.12: Examples of multidisciplinary working

Individual	Service	Professional role
An infant who has a skin condition	Health centre	GP – diagnose the health condition, provide treatment and/or medication Health visitor – visit the family and infant in their home to give advice on care such as bathing and diet
A young adult who is unable to work because they have depression	Mental health service	Psychiatric nurse – assess the individual's mental health and agree and support a treatment plan Occupational therapist – provide advice and support to get back into day-to-day activities and work

ACTIVITY

Case study

In your groups, discuss the factors that impact on the following individual and how professionals and services may work together to support her development.

Irie is 76 years old. She was recently bereaved when her husband Anton died. She now lives alone. Irie has arthritis in her knees that causes mobility difficulties. She needs to use a frame to help her to walk. Irie feels very isolated as her family do not live close by. Because of her health needs and without Anton's pension she is worried about whether she will be able to stay in her home.

- 1 Discuss the services and professionals and how they can work together to support Irie.
- 2 Explain the role of each service or professional in supporting Irie.
- 3 Present your ideas to the whole group.

CHECK MY LEARNING

- 1 Explain the difference between multi-agency and multidisciplinary working.
- 2 List three benefits of multi-agency and multidisciplinary working for supporting the growth and development of individuals.

Types of support

GETTING STARTED

With a partner, discuss the support available to students in your own school and contribute information to a class list. Sort the examples of support under the headings 'Emotional support', 'Information and advice' or 'Practical help'.

Some people may find it difficult to adapt to change unless given support. It is important that the support they receive is suitable to meet the needs of the individual.

Effective support

Effective support is not about making decisions for people. It is about giving them the confidence they need to adapt.

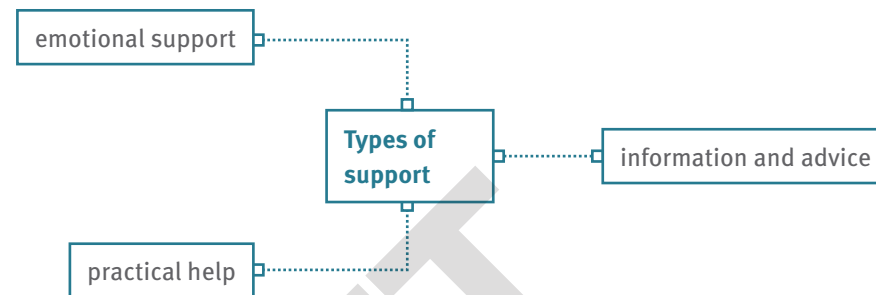


Figure 1.32: Support for change

Emotional support

Emotional support is essential to help individuals cope with all life events. Having someone to talk to helps people feel secure and come to terms with and adapt to change. Emotional support may be given by close friends and family, but some people may need professionals to help them to deal with more upsetting life events.

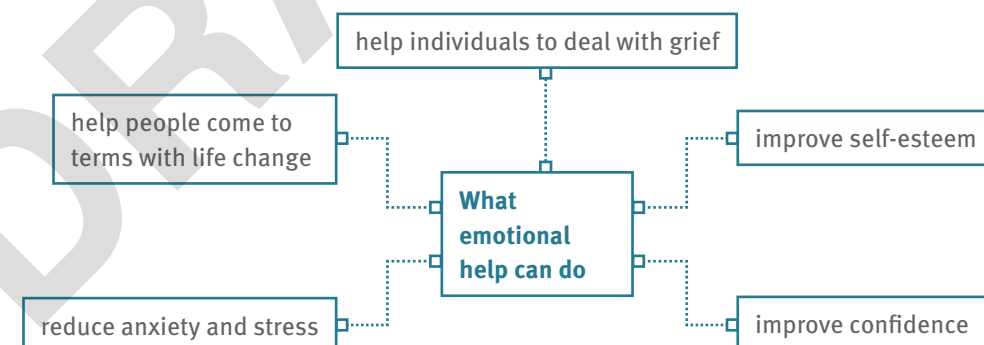


Figure 1.33: The benefits of emotional support

Information and advice

When life events happen people often feel they do not know what to do. Information and advice is important because it helps people to understand:

- where to go for support, including professionals, help lines and endorsed apps
- the choices available to them
- how to make healthy choices.

BEST PRACTICE

Individuals requiring health and social care should be directed to apps that are endorsed (approved) by health and social care professionals and services. Endorsed apps are safer and more effective.

Practical help

More practical help will support individuals to manage and cope with change.

Financial assistance

Some people may need money to help them adapt to changes.

- An individual with a change in physical condition might need financial assistance to adapt their home to make it easier for them to move around. (This could include an older person who can no longer climb stairs, for example.)
- Someone whose circumstances have changed, for example has lost their job and is unable to provide for their family, may need financial assistance to help them through their crisis.

Additional care support

Respite care may be needed by parents of children with a health condition or disability or carers of others with 24 hour care requirements in order to give valuable support. It can also support, for example, a lone parent after a divorce, or provide **respite care** for children who need 24-hour care.

Transport

Transport can support people who have mobility problems. Volunteers or the NHS may provide transport to health appointments. A car could be specifically adapted to support a person who is disabled.

Domestic chores

Assistance with everyday chores can help individuals to remain in their homes. Family, friends or paid carers may provide meals and carry out chores such as washing or cleaning.

Types of support

Types of support may come from different sources. Some support may be formal, some may be informal and some may be voluntary.

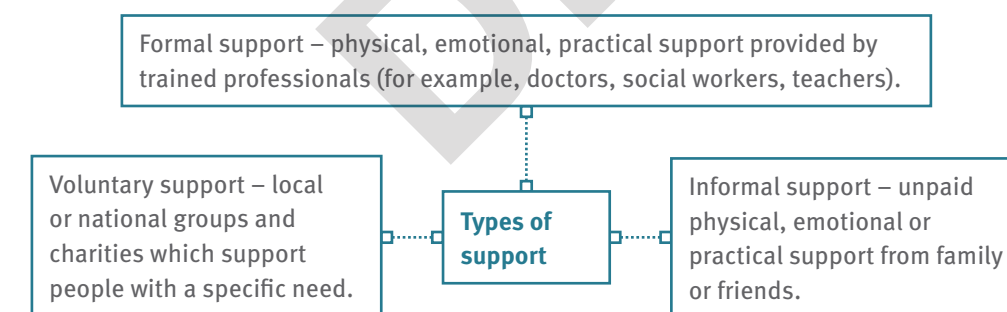


Figure 1.34: Sources of support

ACTIVITY

Select a person from the media or a fictional character (perhaps from a soap opera) and a life event they have experienced.

- 1 Write a brief description of them and their life event.
- 2 Swap your description with a friend in your class.
- 3 Suggest ways the person might be supported by their partner, family and/or friends.

KEY TERM

Respite care involves temporary care of an individual with ill health to provide relief for their parent(s) or usual carer.

LINK IT UP

To find out more about voluntary support, go to Section B. 'Voluntary sources of support' in Component 1.

CHECK MY LEARNING

Identify three sources of information and advice for a person in their later life stage whose arthritis has restricted their mobility.

Learning outcome B: assessment practice

How you will be assessed

Now that you have completed Component 1, your teacher will provide an assessment brief to complete independently and under teacher supervision. You will have 6 hours to answer the four tasks. It will comprise four questions: two tasks relating to learning outcome A (over 3 hours) and two relating to learning outcome B (over 3 hours).

Completing the assessment below will help you to prepare for tasks 3 and 4 on the impact of life events on individuals and how they adapt to change.

CHECKPOINT

Strengthen

- Identify one expected life event that might happen in childhood and one that might happen in later adulthood.
- Give an example of the support a person with an illness may need from their family.
- Give an example of a charity and how they can support individuals experiencing bereavement.

Challenge

- Explain why divorce may impact on a person's self-esteem.
- Give justified reasons why some individuals may find transferring from school to a university difficult.
- Identify and explain the difference between three types of support.

TIPS

To refresh your understanding of 'loss of old life', 'accepting the life event' and 'adapting to new life circumstances', look back at 'Adapting to change' in Component 1.

TAKE IT FURTHER

Look for similarities as well as differences in the reactions of each person. Then you must justify your reasons on whether, and how well, each person adapted. Suggest the importance of multi-agency or multidisciplinary working and the extent to which it supports the whole person.

ASSESSMENT ACTIVITY

LEARNING OUTCOME B

Choose a life event from one of the three types of life events (physical events, relationship changes or life circumstances) you have studied in Component 1.

Identify two people who have experienced the life event. Ask their permission to write about how the life event has impacted on them and the types of support they have received.

Produce a report on the impact of the life event on each individual and ways they adapted, with reference to growth and development (PIES).

Show similarities and differences in:

- how well each individual adapted to the life event, referring to character traits and making links to areas of development (PIES)
- how the sources of support given have helped each individual or if little support given, suggest ways it may have helped their development (PIES).

Provide your evidence in a report, through audio or video recording or PowerPoint presentation.

You may choose to select real case studies. These can be found on websites such as www.womeninprison.org.uk (look for 'About' and then 'Our impact') or www.redundancyexpert.co.uk (look for 'Case studies').