Component 1: Human Lifespan Development

Delivery of this component

Component 1 underpins the learning in Components 2 and 3. In this component, in Learning aim A, students are introduced to the life stages and the areas of development: physical, intellectual, emotional and social (PIES). Students must understand the key aspects of development at each life stage. They must then consider factors that can affect different aspects of development. It is helpful for students to draw on knowledge of self and family members for them to grasp this topic, supported by case studies and video clips. Learning aim B explores life events – expected and unexpected – their impact and how individuals cope. Students will need to apply higher order thinking skills to avoid making assumptions, understanding that events may affect individuals differently depending on age, available support and other factors. Timelines are useful to help students to explore expected events across life stages. Speakers such as counsellors or social workers who are invited to talk to the students, would be beneficial.

Component 1 should be taught first or alongside Component 2, followed by Component 3. This enables students to apply their knowledge of human development to the context of care service provision and values (Component 2) and will support their understanding of the influences on, and implications for, individuals' health and welfare needs (Component 3).

Assessment guidance

This unit is internally assessed. Teachers should provide students with an assignment brief at the end of a period of learning. For this component, it is recommended that the first assignment is given after the delivery of Learning aim A and the second assignment after the delivery of Learning aim B. Assignments must be the students' own work and could be completed either within classroom hours or for homework. It should be made clear to students when they undertake formal assessment on which they will be assessed and graded that they must work independently to demonstrate their own knowledge and understanding.

Assignment briefs should have a vocational context so it is advisable that they are introduced through case studies. Questions should be clear and unambiguous to enable students to apply their learning and achieve all criteria listed in the component. Although all content must be taught, assessment may not necessarily cover all aspects, for instance, a case study assessing Learning aim A may be based on individuals from three life stages.

Pearson provides authorised briefs available on the Pearson qualifications website but these may be adapted to meet local needs and the individual needs of students. Students may present their evidence through written tasks, oral presentation supported by questioning or a combination of these. Where oral presentations or questioning are used, teachers must consider how they can clearly present evidence on which they base their decisions, for example, video or audio recording and/or detailed notes against the criteria.
<table>
<thead>
<tr>
<th>Component title</th>
<th>Human Lifespan Development</th>
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<tbody>
<tr>
<td>Guided learning hours</td>
<td>36</td>
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<tr>
<td>Number of lessons</td>
<td>36</td>
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<tr>
<td>Duration of lessons</td>
<td>1 hour</td>
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Learning aim A: Understand human growth and development across life stages and the factors that affect it

Learning aim A1: Human growth and development across life stages

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<tr>
<th>Lesson</th>
<th>Topic from specification</th>
<th>Suggested activities</th>
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<tr>
<td>1</td>
<td>Main life stages linked to ages [Component 1, A1, Main life stages]</td>
<td><strong>Introductory activities:</strong>&lt;br&gt;• Students work in pairs to discuss the six life stages to the age of 90 and learn their order.&lt;br&gt;• Teacher introduces Component 1 and explains that students will learn about different types/classifications of development across the six life stages.&lt;br&gt;&lt;br&gt;<strong>Main session activities:</strong>&lt;br&gt;• Students watch a video clip on human development from birth to older age.&lt;br&gt;• Students work in pairs to discuss the video clip and record how they might divide the human lifespan into six logical age ranges.&lt;br&gt;• Students compare ideas with another student pair and suggest appropriate description/terms for each life stage.&lt;br&gt;• Teacher leads a discussion and introduces age ranges and definitions for each life stage from content. Students then create their own life/timeline, recording life stages/terminology.&lt;br&gt;• Students work in groups to discuss and record examples of key life changes (milestones) on their life/timeline.</td>
<td>A3 planning sheets with life/timeline from birth to 90 years Short video clip from the internet that illustrates human development through the life stages Interactive whiteboard</td>
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<td>2</td>
<td>Areas of growth and development across main life stages using PIES classification [Component 1, A1, PIES growth and development in the main life stages]</td>
<td><strong>Introductory activity:</strong> Teacher provides descriptions of development (including the four classifications). Students link each description to the correct area of development. Teacher lists the classifications in the order of PIES and points this out as a way of remembering. <strong>Main session activities:</strong>   - Students work in groups to propose a definition for each area of development.   - Students feed back their definitions and are supported by the teacher to reach a group consensus for a working definition.   - Students work in groups to link their examples of key developmental milestones on the life/timeline from Lesson 1 to the relevant area of development.   - Students work in groups to link photographs/illustrations to areas of development (e.g. an adolescent who is upset, an adult taking part in sport), giving reasons for their decisions. <strong>Plenary activity:</strong> Students draw a circle split into four sections (PIES). They label each section with an area of development and add three examples of developmental milestones in each section. Students’ own life/timeline planning sheets from Lesson 1 Interactive whiteboard Photographs of individuals that illustrate areas of development</td>
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<td>3</td>
<td>Physical development: gross and fine motor skills [Component 1, A1, PIES growth and development in the main life stages]</td>
<td><strong>Introductory activity:</strong> Each student is given two or three pipe cleaners and asked to shape a human figure (or similar fine motor task, e.g. create a paper star shape). When finished, they find a floor space to make star jumps. <strong>Main session activities:</strong>   - Students describe the muscles/skills they were using for each activity, then give a definition of fine motor and gross motor skills. Pipe cleaners (or paper and scissors) A video clip that demonstrates the difference between gross and fine motor skills in adults and gives descriptions/differences between each aspect of physical development, e.g. ‘Classification of Motor Skills: Skill Acquisition (Fine/Gross..Serial..)’</td>
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| 4 | Physical development: infancy and early childhood, gross and fine motor skills and growth patterns | **Introductory activity:** Students discuss their own development, e.g. when they could first walk and ride a bike.  
**Main session activities:**  
- Teacher defines the term **milestones** and introduces:  
  - how growth patterns in infancy and early childhood  
  - how children follow the same sequence of development but not always at the same rate  
  - how development starts from the head and moves down the body.  
- Students watch a video clip of children at play using gross and fine motor skills. A teacher-led discussion covers their physical development.  
- Students work in pairs to research and individually record key gross and fine motor milestones up to 8 years old.  
**Plenary activity (homework task):** Students observe infants and/or children (in their own family or on television) to review their acquisition of gross/fine motor skills. | Video clips that detail infant observation, which can be useful for discussing gross and fine motor skills, e.g. several video clips of children 3 to 5 years at play produced by the Department of Education:  
[www.youtube.com/playlist?list=PL7914115EB65911A5](http://www.youtube.com/playlist?list=PL7914115EB65911A5)  
Child development resource books (see ‘Resources’)  
Interactive whiteboard  
Access to the internet |
|---|---|---|---|
| 5 | Physical development in adolescence | **Introductory activities:**  
- ‘Kevin Becomes a Teenager: BBC’ | |
and early adulthood: growth patterns and primary and secondary sexual characteristics

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<tr>
<th>Component 1, A1, PIES growth and development in the main life stages</th>
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<tr>
<td>Students in groups discuss the statement: ‘When does childhood end and adolescence begin?’</td>
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<td>Students watch a video clip about a teenager discussing why it might be funny and how true it is. Teacher introduces puberty ages for boys and girls.</td>
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<td><strong>Main session activities:</strong></td>
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<td>Students work in groups to discuss growth patterns and physical development in puberty. As students feed back, the teacher lists their ideas explaining that characteristics can be described as primary or secondary sexual characteristics – giving an example of each.</td>
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<td>Students work in groups to discuss and record characteristics under appropriate headings. Their ideas (and any they missed) are listed on the board.</td>
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<td>Students in pairs consider the question: ‘Why do athletes peak in early adulthood?’</td>
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<td>Students in groups then discuss physical milestones in early adulthood and record information for their notes – including missed characteristics listed by the teacher.</td>
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<td><strong>Plenary activity (homework task):</strong> Students research growth and developmental changes that begin towards the end of early adulthood.</td>
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6 Physical development in middle and later adulthood: menopause, loss of mobility, muscle tone/strength and skin elasticity

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<tr>
<td><strong>Introductory activity:</strong></td>
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<td>Students in pairs discuss:</td>
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<td>- physical development towards the end of early adulthood</td>
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<tr>
<td>- how the ageing process begins and continues into middle and later adulthood.</td>
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<td><strong>Main session activities:</strong></td>
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<td>Students work in groups to identify the physical changes individuals may notice in middle adulthood. They learn that one of the key changes for women is menopause.</td>
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Comedy: a video clip that shows the change in behaviour/attitudes as Kevin reaches 13 years (or any similar-themed video): [www.youtube.com/watch?v=dLuEY6jN6gY](http://www.youtube.com/watch?v=dLuEY6jN6gY)

Interactive whiteboard
H&SC resource books (see 'Resources')
Access to the internet

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| 7 | Intellectual/cognitive development: problem solving, abstract and creative thinking, development/loss of memory and recall  
[Component 1, A1, PIES growth and development in the main life stages] | **Introductory activity**: Teacher gives each group a task on problem solving or creating thought. Students are asked to suggest the intellectual processes involved. Teacher prompts them to think of each aspect of intellectual development (from Component 1, A1 content) and list on the board.  
**Main session activities**:  
- Teacher leads a discussion on aspects of intellectual development and writes the words 'problem solving', 'abstract/creative thinking', 'memory' and 'recall' on the board.  
- Students are given an overview of intellectual development across life stages and discuss how memory and recall may decline in later adulthood.  
- Students work in groups and each group is allocated two life stages to research and produce a poster with key milestones in relation to: problem solving, abstract/creative thinking, development or loss of memory and recall.  
**Plenary activity**: Students present the research to the group in chronological order. | Interactive whiteboard  
Access to problems and required materials, e.g. How to make four equilateral triangles from six pencils (built as a three dimensional structure)  
Access to creative thought activities and required materials, e.g. thinking of as many uses of a paperclip as possible  
Problems/activities such as those available from:  
[www.businessballs.com/games.htm](http://www.businessballs.com/games.htm)  
Materials for posters |
| 8 | Intellectual/cognitive development: language development | **Introductory activity**: Students watch a video clip to stimulate discussion about language development. They | A video clip such as ‘Talking Twin Babies – Part 1’ shows babies clearly |
| Component 1, A1, PIES growth and development in the main life stages | Discuss the questions: ‘Are they really talking?’, ‘Are they communicating?’, and ‘When will they start to use words that we can understand?’ **Main session activities:**  
- Students take part in a teacher-led discussion on the early stages of language development.  
- Using relevant materials/websites suggested by the teacher, students in pairs research the key stages of language development in infancy, early childhood, and up to adolescence, producing one PowerPoint® slide for each stage. Less able students would benefit from a handout with prompts.  

**Plenary activity:** Students show PowerPoint® slides and make notes for their files. | Communicating but not yet using words [www.youtube.com/watch?v=lih0Z21blUQ](www.youtube.com/watch?v=lih0Z21blUQ)  
Child development resource books (see ‘Resources’)  
Access to the internet  
PowerPoint® software |
|---|---|---|
| Emotional development in infancy and early childhood including bonding and attachment, security and independence | **Introductory activity:** Students in small groups discuss: ‘What do infants need to feel emotionally secure?’ Teacher then introduces: emotional development, bonding and attachment, security, independence, contentment, self-image and self-esteem.  

**Main session activities:**  
- Students write on a sticky note a response to the question: ‘Why do infants need to feel secure?’ Responses are then read out.  
- Students work in groups to discuss how infants form attachments.  
- Teacher explains the stages of attachment, e.g. Shaffer and Emerson, and suggests scenarios for discussion, e.g. how an 8-week-old baby responds to separation from a parent, how a 9-month-old baby responds to starting nursery.  
- Students in groups discuss how infants are dependent on parents and when they develop independence, e.g. feeding, dressing self.  

**Plenary activity:** Students discuss and add to their | Interactive whiteboard  
Sticky notes  
A range of scenarios relating to infant bonding |
| 10 | Emotional development in adolescence and adulthood: independence, security, contentment, self-image and self-esteem [Component 1, A1, PIES growth and development in the main life stages] | **Introductory activity:** Students discuss how they view their own independence: In what aspects of life are they independent? In what aspects of life are they still dependent? They should consider personal care, decision making and finances.  
**Main session activities:**  
- In a teacher-led discussion, students note what could make individuals feel secure/insecure, contented/discontented at each life stage.  
- Teacher outlines, giving examples, how security can relate to financial, environmental and emotional aspects of life.  
- Students indicate each aspect next to their notes.  
- Teacher uses examples, perhaps from television, of teenage characters for class discussion about how individuals may be feeling.  
- Teacher defines **self-image** and **self-esteem**.  
- In a teacher-led discussion students consider the following questions: How is self-concept built? How is self-concept destroyed?  
- Teacher prompts students to consider particularly difficult life stages, e.g. adolescence, loss of independence in older adulthood.  
**Plenary activity:** Students watch a video clip about body image and discuss the effects on emotional development (alternatively set as a homework task). | A video clip about ‘Teen Self-Esteem’ such as ‘Can We talk About Self-Esteem?’  
www.youtube.com/watch?v=CxsBxhwzw58  
Interactive whiteboard  
Large planning sheets/pens |
| 11 | Social development in infancy and early childhood: formation of relationships with others and socialisation process [Component 1, A1, PIES growth and development in the main life stages] | **Introductory activity:** Students watch a video clip that explains how play develops in infancy and early childhood. **Main session activities:**  
- Teacher illustrates different types of play on the video clip.  
- Students carry out further research on solitary, parallel and cooperative or social play.  
- Students in pairs produce an advice sheet for parents on how they should expect their children’s play to develop in infancy and early childhood. **Plenary activity:** Students in groups illustrate the relationships that will be formed between infants and children over the infant and early childhood life stages. | A video clip that simply explains the stages of play and how children develop skills in socialisation. Check the appropriateness of any video clips before use. A good source for cooperative play is the *Early Years Foundation Stage* series produced by the Education Department Child development resource books (see ‘Resources’) Interactive whiteboard Computers/software printers to produce advice sheet |
| 12 | Social development in adolescence and stages of adulthood: formation of relationships with others and socialisation process  
Revision of Learning aim A1 [Component 1, A1, PIES growth and development in the main life stages] | **Introductory activity:** Students quickly jot down friends and relations, noting the life stage at which they began. They are reminded of the development of relationships in infancy and early childhood. **Main session activities:**  
- Students take part in a teacher-led discussion on relationships formed in adolescence up to later adulthood.  
- Students work to draw an outline of self in the centre of a sheet of paper, then draw links to everyone they have friendships/relationships with – showing formal/informal relationships in different colours.  
- Students in groups discuss: How were friendships formed? What is the difference between formal and informal relationships? and How might different relationships form in later life?  
- Students in their groups complete a table to show types of relationships often formed at different life stages from adolescence up to later adulthood. **Plenary activity (homework task):** From a list of teacher- | Interactive whiteboard H&SC resource books (see ‘Resources’) Access to the internet |
<table>
<thead>
<tr>
<th>Learning aim A: Understand human growth and development across life stages and the factors that affect it</th>
<th>Learning aim A2: Factors affecting growth and development</th>
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</table>
| 13 Physical factors that affect growth and development: genetic inheritance, experience of illness and disease [Component 1, A2, Factors affecting growth and development: physical factors] | **Introductory activity:** Teacher uses Q&A session to review Learning aim A1 content that students are unsure of. Students are prompted to think of factors that could impact on growth and development. **Main session activities:**  
- Teacher introduces Learning aim A2 by asking what factors may affect development. Teacher shares a list and points out any from the spec students have missed.  
- Students in pairs discuss what they understand by **genetic inheritance** and feedback.  
- Teacher writes the headings ‘Physical characteristics’, ‘Disposition, skills and abilities’, ‘Genes’ and ‘Medical conditions’ on the board.  
- Students in pairs discuss questions linked to each heading: How do inherited physical characteristics affect growth and emotional development? Do individuals inherit their disposition, skills and abilities or are these learned? How do genes determine social and emotional development?, and Which medical conditions are inherited? **Plenary activity:** Students in groups discuss reasons why illness and disease may affect development. |
| 14 Physical factors that affect growth and development: diet and lifestyle choices, and appearance [Component 1, A2, Factors affecting growth and development: physical factors] | **Introductory activity:** Students give examples of lifestyle choices made by individuals through life stages. These choices are summarised on the board. **Main session activities:**  
- Students in groups discuss their understanding of a ‘healthy’/‘unhealthy’ diet. They list ideas under the |

H&SC resource books (see ‘Resources’)  
Large planning sheets/pens  
Access to the internet  
Interactive whiteboard
### Social and cultural factors that affect human growth and development: culture, religion, community involvement, gender roles and expectations and educational experiences

| Component 1, A2, Factors affecting growth and development: social and cultural factors |

#### Introductory activity:
Students watch a video clip to stimulate discussion of how lack of social interaction may affect development and how the community can help. They are then introduced to social and cultural factors.

#### Main session activities:
- Students in groups discuss how culture and religion affect lifestyle. A teacher-led discussion prompts ideas about diet, values, marriage, family roles and involvement of communities, e.g. supporting/upholding of values.
- The discussion moves towards how culture and community may affect an individual's development.
- Students consider the question: 'Are there different expectations of boys and girls?' Students in groups then discuss the impact of gender roles, opportunities, access to services and effects on growth and development.
- Students, still in groups, discuss the statement: *Education helps to shape an individual's identity*. They identify positive/negative effects of education on a person’s development.

#### Plenary activity (homework task):
Students carry out research with their family and friends on the possible effects of their gender and of educational experiences on

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A video clip that outlines loneliness/lack of social interaction in older age, e.g. [www.ageuk.org.uk](http://www.ageuk.org.uk) (search for ‘Man on the Moon’)

Interactive whiteboard

Large planning sheets/pens
Social and cultural factors that affect human growth and development: the influence of role models, social isolation and personal relationships with friends and family

[Component 1, A2, Factors affecting growth and development: social and cultural factors]

**Introductory activity:** Students in pairs share the importance of their own personal relationships. They discuss the positive effects and perhaps what would happen if a relationship were to break down.

**Main session activities:**
- Students in groups discuss their own role models and respond to scenarios of two individuals – one influenced by a positive role model and one influenced by a negative role model – identifying effects on growth and development.
- Students consider two scenarios and discuss the effect of role models on individuals.
- Students select a character from television or a person in the news. They describe factors that may have affected that person’s life and the effect this may have had on their growth and development over two life stages.

**Plenary activity:** Students watch a video clip about an older person, then identify and discuss lifestyle, social, cultural or economic factors that may have affected the individual’s development.

Economic factors that affect human growth and development: income/wealth and material possessions

[Component 1, A2, Factors affecting growth and development: economic factors]

**Introductory activity:** Students discuss what is meant by economic factors. They then discuss three headers on the board: ‘income’, ‘wealth’, and ‘material possessions’, defining what each means. Finally, they discuss what ‘money can’t buy you happiness’ means.

**Main session activities:**
- Students in groups discuss three scenarios and their possible effect on growth and development: a child living in poverty; an adult who has lost their job; and an older person with a good income and own home.
- Students debate with teacher as chair on: The impact of material possessions on development. They

Interactive whiteboard
Case studies/examples of people in the news/television characters
A video clip that shows factors affecting the development in later adulthood – negative/positive, e.g. www.ageconcernexmouth.co.uk/ (look for ‘Once We Were Young’ in the video gallery)
| 18 | Preparation for assessment: Recap of Learning aims A1 and A2 [Component 1, A1, A2, Understand human growth and development across life stages and the factors that affect it] | **Introductory activity**: Q&A or crossword based on Learning aims A1 and A2.  
**Main session activities:**  
- Teacher recaps topics covered in Learning aims A1 and A2 and explains that students will be expected to illustrate how an individual changes (linked to PIES) over three life stages and the factors that might affect these changes.  
- Students in pairs respond to a case study about a person who has lived through three life stages. They discuss: a) how the person changed; b) the factors most important in each life stage; and c) how the factors might have impacted development.  
- Students are grouped depending on revision needs and given support activities depending on their responses in Lesson 17 ‘Plenary activity’.  
**Plenary activity**: Teacher introduces final assignment brief for Learning aims A1 and A2 and discuss the criteria explaining the command words. Students conduct assessment independently and produce an outline plan for their assessment. | Pearson authorised assignment brief or brief produced and verified by school |
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<td>19</td>
<td>End of Learning aim A: formal assignment [Component 1, A1, A2, Understand]</td>
<td><strong>Introductory activity</strong>: Teacher reminds students that the assignment is formal and must be their own work. They suggest students make notes to plan their response.</td>
<td>Pearson authorised assignment brief or brief produced and verified by school</td>
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| Learning aim A: Understand human growth and development across life stages and the factors that affect it | Main session activity:  
- Students complete an assignment in class or for homework.  
Plenary activity: Teacher leads a check on understanding of key terminology. |
|---|---|
| End of Learning aim A: formal assignment  
[Component 1, A1, A2, Understand human growth and development across life stages and the factors that affect it] | Introductory activity: Teacher re-reminds students that the assignment is formal and must be their own work.  
Main session activity:  
- Students complete an assignment in class or for homework.  
Plenary activity: Teacher informs students of the process for assessment and feedback/dates for submission and return. |
| **Learning aim B: Investigate how individuals deal with life events** | Pearson authorised assignment brief or brief produced and verified by school |
| **Learning aim B1: Different types of life event** | A copy of Learning aims B1 and B2 for display on an interactive whiteboard |
| Types of life events: physical, relationship changes and life circumstances  
[Component 1, B1, Different types of life event] | Introductory activity: Students are introduced to Learning aims B1 and B2, then use one word to express how they felt on their first day at their new secondary school.  
Main session activities:  
- Students in groups discuss positive and negative effects of transferring to secondary school. More able students could link the impact of the event to emotional and social development.  
- Students in groups produce a personal timeline – birth to older age – recording expected events that have already happened and those they expect to happen.  
- Students in small groups identify events that happen at a particular life stage, e.g. starting school, expected events that may happen at different times, e.g. marriage.  
- A spokesperson from each group joins another student group to compare the information. |
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<th>Plenary activity: Students work in groups to identify life events that may happen that are unexpected.</th>
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<td>22</td>
<td>Types of life events through the life stages that may be expected or unexpected. Types of life events: physical events to include accident and injury and ill health [Component 1, B1, Different types of life event]</td>
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|   | **Introductory activity:** Students are given definitions of three types of life event: physical events; relationship changes; and life circumstances. They then share examples of each type. **Main session activities:**  
  - Students discuss a list of life events, feeding back on whether the life events are expected, unexpected or both. More able students identify circumstances when/why life events may be expected, unexpected or both.  
  - Students identify the type of life events (physical events, relationship changes or life circumstances) against the list.  
  - Students consider physical events: types of illness, accident or injury that may impact on a person’s development, e.g. acute, chronic or mental illness, types of accidents/injuries that may be life-changing.  
  - Students in groups research and discuss possible effects of illness or injury to a real or fictitious individual. **Plenary activity (homework task):** Students interview a family member or friend, who has experienced accident/injury or ill health, about how they were affected.  
  - Examples of a real-life case such as a teenager injured on the Smiler ride at Alton Towers in 2015, Simon Weston who was badly burnt in the Falklands War or a description of a fictitious television character  
  - H&SC resource books (see ‘Resources’)  
  - Access to the internet |
| 23 | Types of life events: relationship changes, entering into relationships, marriage, divorce, parenthood and bereavement [Component 1, B1, Different types of life event] |
|   | **Introductory activity:** Students work independently to identify events relating to relationship changes. Teacher writes examples on the board, adds any they missed, then summarises the types of life events and introduces tasks. **Main session activities:**  
  - Students in small groups respond to scenarios of individuals experiencing different types of relationship changes from different stages of life.  
  - Students then share their responses in a teacher-led  
  - A range of scenarios available to show on an interactive whiteboard or to be printed out |
| 24 | Types of life events: life circumstances, moving house, starting school, new job, exclusion from education, redundancy, imprisonment and retirement  
[Component 1, B1, Different types of life event] | Discussion and are prompted to think about the positive and negative impacts of each scenario.  
**Plenary activity:** As a whole class, students share their responses and attempt to identify potential positive and negative effects.  
**Introductory activity:** Teacher introduces the types of life circumstances that can affect growth and development. Students share memories of moving house or getting a part-time job – including how the events affected their lives.  
**Main session activities:**  
- Students watch a video clip about individuals experiencing exclusion. They write down how each individual responded to the event.  
- Using ‘hot-seating’, selected students are given a ‘character’ and life event. Other students ‘interview’ them using questions relating to how the event may have impacted on their character. More able students can think of their own questions but other students may need to be given questions or prompts.  
- Students watch a video clip on individuals coping with redundancy. They write down the effects and work in groups to discuss how redundancy has impacted on the individual.  
**Plenary activity (homework task):** Students link the impact of redundancy on the individual to PIES.  
A video of three individuals’ experiences of exclusion and the effects on them, e.g. ‘Avoiding Exclusion’:  
http://oxme.info/cms/learn/avoiding-exclusion  
Alternatively, a case study on exclusion by Barnardo’s is available in an information booklet ‘Not Present and Not Correct’:  
www.barnardos.org.uk  
A video clip that shows an individual speaking about the effects of redundancy, e.g. on www.nhs.uk (search for ‘Coping with Redundancy’) |  
| 25 | Types of life events: life circumstances, moving house, starting school, new job, exclusion from education, redundancy, imprisonment, retirement and impact on PIES  
[Component 1, B1, Different types of life event] | **Introductory activity:** Teacher to recap one of the scenarios from Lesson 23 or 24 and the identified positive and negative effects. Make links as an example to areas of development (PIES).  
**Main session activities:**  
- Students in pairs discuss scenarios describing individuals experiencing a life event. Examples should include each of the life circumstances, e.g. imprisonment, starting a new job, retirement. Students  
A list of life circumstances that can be displayed on an interactive whiteboard during feedback |
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|   | write down how the life event impacted on each individual described in each area of development (PIES).  
   - Students feed back their information to the whole group and discuss any differences in views.  
   **Plenary activity**: Students check a list of topics from Learning aim B1. They identify topics they feel confident about, topics they are not sure about and any topics they do not understand. |   |
|   |   |   |
|   |   |   |
| **26** | Types of life events: revision [Component 1, B1, Different types of life event] | **Introductory activity**: As a class, students recap the types of life events and give examples of each type.  
**Main session activities:**  
- Students use diamond rating to organise a series of cards showing life events – from those that have the most impact to those that have the least. Students can be prompted to think about the impact each event may have on PIES.  
- Students feed back justifying how they have prioritised their events.  
- Students could re-sort according to types of life events.  
**Plenary activity**: Students are given criteria relating to life events (Learning aim B1) and their impact, on which they will be assessed. A teacher-led Q&A session will help to clarify the criteria. | Printed cards each giving a life event example |
|   |   |   |
|   | Learning aim B: Teaching content: Investigate how individuals deal with life events  
Learning aim B2: Coping with change caused by life events |   |
| **27** | How people may react differently to the same life events [Component 1, B2, Coping with change caused by life events] | **Introductory activity**: Students are introduced to Learning aim B2 content. They are given a scenario of two people simultaneously experiencing the same life change (starting secondary school) but coping in different ways. Students suggest reasons for the difference.  
**Main session activities:**  
- Students in groups consider a different life event such as ‘accident’ or ‘parenthood’. Using descriptions of | Interactive whiteboard  
A range of scenarios that can be shown on an interactive whiteboard or printed on cards |
| 28 | How individuals can adapt to changes caused by life events  
[Component 1, B2, Coping with change caused by life events] | Individuals from different life stages and different circumstances, e.g. describing their family background and factors such as health, wealth and housing, students discuss how 'their' individual may react/cope with the event.  
- Teacher, acting as spokesperson, leads a discussion on the possible reactions of different people. Students in groups are prompted to think about why differences may occur.  
**Plenary activity (homework task):** Students carry out interviews with their family/friends to see how they reacted to the same event, e.g. starting school, starting a new job, retirement. | **Introductory activity:** Teacher to lead discussion on students' findings from their interviews. What were the differences and why?  
**Main session activities:**  
- A speaker who helps people adapt to life events is invited to the class.  
- Students use a Q&A session to find out more about the work of the speaker.  
- Students in groups discuss a case study based on an individual who must adapt to change caused by life events. They explore ways the person must adapt to be able to cope with life.  
**Plenary activity (homework task):** Students research the support available to help adolescents settle into their own school.  
Visiting guest speaker to discuss how individuals adapt to life events, e.g. occupational therapist/physiotherapist, a teacher whose responsibility is for new students or an individual who has adapted, e.g. to a physical disability after accident  
A back-up list of questions for the guest speaker – in case students do not cover all points that need to be drawn out  
Three case studies based on an individual who has experienced a life event, e.g. a child experiencing a long-term health condition or an adult who retires |}

| 29 | Types of support: emotional, information and advice, and practical help, e.g. financial assistance, childcare, transport | **Introductory activity:** A teacher-led discussion recaps types of life events that have happened to students. Students are invited to give examples of support they have received, e.g. when starting school or going to hospital. | Case studies from previous lesson |
| 30 | Informal sources of support: family, friends, partners and types of support they can provide  
[Component 1, B2, Coping with change caused by life events: sources of support] | Introductory activity: Students in pairs discuss their own experiences of support given to their family and friends during life events. The class should be reminded about confidentiality.  
**Main session activities:**  
• Students in groups discuss types of support family, friends and partners can provide during life events.  
• Students write a description of a fictional character or media personality who has experienced a life event.  
• Students swap their work to help identify the range of informal support that would benefit the individuals.  
• Students are encouraged to share/compare ideas to discuss how support may differ depending on the event. More able students who finish early can swap with another student.  
• A guest speaker could describe informal support, and then take part in a class Q&A session.  
**Plenary activity (homework task):** Students carry out H&SC resource books (see 'Resources')  
A guest speaker who provides informal support for another person, e.g. an older relative |
| 31 | **Formal sources of support: professional carers and services and types of support they can provide**  
[Component 1, B2, Coping with change caused by life events: sources of support]  
**Introductory activity:** Students write one source of formal support on a sticky note which is collected by the teacher and read out.  
**Main session activities:**  
- Students working in pairs are given one formal source of support to research.  
- Students record their findings – how the carer/service is accessed, the type of support provided and individuals/circumstances when support would be given.  
- Students produce one or two PowerPoint® slides with information on their selected service.  
**Plenary activity:** Students prepare questions to ask a visiting speaker about formal support. | Sticky notes  
Computers/PowderPoint® software | 32 | **Formal sources of support: professional carers and services and types of support they can provide**  
[Component 1, B2, Coping with change caused by life events: sources of support]  
**Introductory activity:** Students recap the types of formal support. Teacher introduces a presentation activity.  
**Main session activities:**  
- Students, in turn, show their PowerPoint® slides from the previous lesson and make notes from each feedback.  
- A manager, e.g. of a residential home for older people, day centre for young people with learning difficulties or other needs, or children’s centre – is invited to the classroom. The manager discusses with students the ways they work in partnership with professional carers and services to provide support for individuals experiencing life events.  
- Teacher leads a Q&A session between the manager and students.  
**Plenary activity:** Students visit/research online a local organisation to find what support is provided and write down ways the organisation helps people to prepare for | Interactive whiteboard  
A back-up list of questions for the guest speaker – in case students do not cover all points that need to be drawn out |
| 33 | Sources of voluntary support: community groups, voluntary services and faith-based organisations and types of support they can provide [Component 1, B2, Coping with change caused by life events: sources of support] | **Introductory activity:** On a sticky note each student writes one possible source of voluntary support or service for individuals. Each student, in turn, then reads out the source to the class.  
**Main session activities:**  
- As a class, students place each 'source of voluntary support' under a heading of a life event it can support. (Students may identify more than one heading.) A teacher-led discussion on ideas prompts students to consider other key voluntary groups, e.g. community, faith-based. These are discussed in relation to particular life stages.  
- Students in pairs discuss a case study of an individual experiencing a life event. They research one source of voluntary, community or faith-based support.  
- A teacher-led feedback session allows the merits of students’ suggestions to be discussed.  
**Plenary activity:** Students check a list of topics from Learning aim B2. They identify topics they feel confident about, topics they are not sure about and any topics they do not understand. | Poster paper with headings: 'Community groups', 'Voluntary services' and 'Faith-based organisations'  
H&SC resource books (see ‘Resources’)  
Access to the internet  
Sticky note |
| 34 | Revision of Learning aims B1 and B2 [Component 1, B1, B2, Investigate how individuals deal with life events] | **Introductory activity:** Teacher recaps any content students are having difficulty with and introduces the assessment criteria.  
**Main session activities:**  
- Students working in groups are given a case study of a different family (that describes individuals across three life stages experiencing different types of life event). Students discuss and write down the effects of the life event on each individual.  
- A spokesperson for each student group gives feedback on their discussions. | AS31  
Pearson authorised assignment brief (Learning aims B1 and B2) or brief produced and verified by school |
- Students work in the same groups to identify formal and informal sources of support.

**Plenary activity:** Teacher introduces final assignment brief for Learning aims B1 and B2. Teacher discusses the criteria explaining the command words. Students conduct assessment independently and produce an outline plan for their assessment.

| 35 | End of learning aim: formal assignment [Component 1, B1, B2, Investigate how individuals deal with life events] | **Introductory activity:** Teacher reminds students that the assignment is formal and that it must be their own work.  
**Main session activity:**  
- Students complete the assignment under supervision.  
**Plenary activity:** Students are informed of the process for assessment and feedback/dates for submission and return. | Pearson authorised assignment brief (Learning aims B1 and B2) or brief produced and verified by school |
| 36 | End of learning aim: formal assignment [Component 1, B1, B2, Investigate how individuals deal with life events] | **Introductory activity:** Teacher re-reminds students that the assignment is formal and that it must be their own work.  
**Main session activity:**  
- Students complete the assignment under supervision.  
**Plenary activity:** Students are informed of the process for assessment and feedback/dates for submission and return. | Pearson authorised assignment brief (Learning aims B1 and B2) or brief produced and verified by school |
Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this qualification. Check the Pearson website (http://qualifications.pearson.com/endorsed-resources) for more information as titles achieve endorsement.

Websites

www.ageuk.org.uk, Age UK – a charity for older people. Provides information on factors and events that impact on older people and explains sources of support. Students may need direction to relevant/suitable pages.

www.barnardos.org.uk, Barnardo’s Believe in Children – has information on factors and life events that impact on infants, children and adolescents. Students may need direction to relevant/suitable pages.

www.businessball.com/games.htm, Businessballs – a learning and development resource that provides games and activities to solve problems.

www.nhs.uk, National Health Service – information on NHS services and support, inherited disease and healthy lifestyle choices. Students may need direction to relevant/suitable pages.


Textbooks

Evans, J. Not present and not correct: understanding and preventing school exclusions, Barnardo’s, 2010 – a case study that looks at exclusion in young people. This study looks at the reasons and consequences of exclusion and looks at alternative methods and cost to improve exclusion.


Journals

Nursing Times (EMAP Ltd) – produced for professionals working in the NHS this magazine is not suitable for students but may contain useful information such as support for older people that teachers could draw on in their lessons.

DVDs and videos

Avoiding exclusion, available from: http://oxme.info/cms/learn/avoiding-exclusion – a video clip by Oxfordshire County Council of three individuals’ experiences of exclusion and the effects it has on them.

Classification of motor skills: skill acquisition (fine/gross..serial..), available from: www.youtube.com/watch?v=MyJzoXqfVx4 – a video clip that demonstrates the difference between gross and fine motor skills in adults and gives descriptions/differences between each aspect of physical development.

Coping with redundancy, available from: www.nhs.uk – a video clip by the NHS that shows an individual speaking about the effects of redundancy.
Early Years Foundation Stage videos, available from: www.youtube.com/playlist?list=PL7914115EB65911A5 – series of Early Years Foundation Stage video clips produced by the Department of Education. Includes, e.g., ‘Children play on a pirate ship’ and ‘Children play at being travel agents’.


Kevin becomes a teenager: BBC comedy, available from: https://www.youtube.com/watch?v=dLuEY6jN6gY%20 – a video clip by the BBC that shows the change in behaviour and attitudes as a teenager reaches 13 years.

Man on the Moon, available from: www.ageuk.org.uk/ – a video clip on Age UK’s website that outlines loneliness and lack of social interaction in older age.

Once we were young, available from: www.ageconcernexmouth.co.uk/ – a video clip by Age Concern Exmouth that shows factors affecting the development in later adulthood and the negative and positive effects.

PSHE and citizenship, available from: www.bbc.co.uk/education – a series of short PSHE and citizenship clips (under ‘Healthy lifestyles’) produced for a young audience to stimulate thought and discussion.

Talking twin babies – part 1, available from: www.youtube.com/watch?v=lihOZ2IbIUQ – a video clip that shows babies clearly communicating but not yet using words.