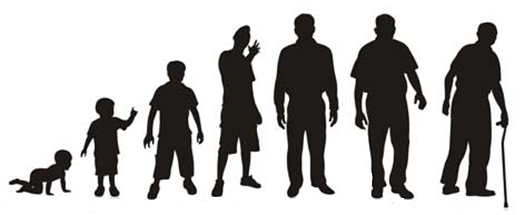
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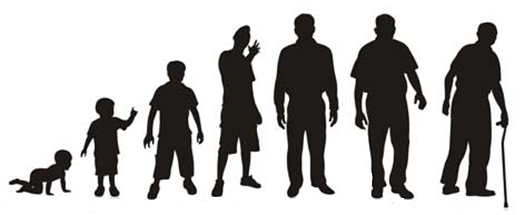
Unit 1

Human Lifespan Development



Revision Booklet

Life stages



**Middle adulthood**

**(46-65 years)**

**Later Adulthood**

**(65+ years)**

**Early adulthood**

**(19-45 years)**

**Infancy**

**(0-2 years)**

**Adolescents**

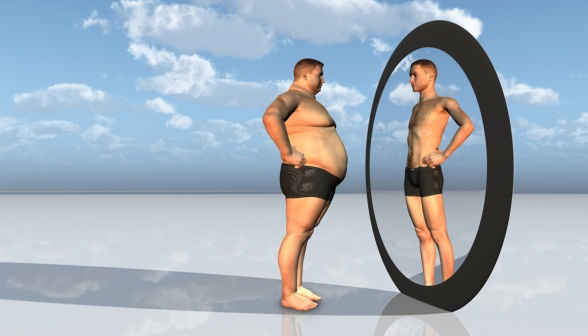
**(9-18 years)**

**Childhood**

**(3-8 years)**

**Growth and Development**

* **Growth** is a change in size and weight and is easy to measure.
* **Development** is different as it involves acquiring new skills and capabilities. Being able to count, write, and handle our emotions are all important aspects of human development.

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=VD7xbIrGcHFe5M&tbnid=C1aW3Mc5RcUedM:&ved=0CAUQjRw&url=http://discovermagazine.com/2013/june/01-lying-to-yourself-helps-you-lie-to-others&ei=DsU2UunmOYXatAa-ooDoCA&psig=AFQjCNHTfFC7svmL7k9hZiE8SMHrBFve1w&ust=1379407464298404)Self-image - **is the mental picture we have of ourselves**.

A person’s positive or negative self-image is influenced by such things as:

* + Personal appearance
  + The media – televisions, magazines images of what is attractive and expected
  + Comparison with other people
  + The comments of other people

Self-esteem **- Is how much you like or value** yourself. High self-esteem leads to confidence and is useful in work and in maintaining personal relationships. People with low self-esteem may believe they are worthless and that no one will like them.

Self-esteem can change on a daily basis. Things that can affect self-esteem include:

* + The attitude of parents, carers and families
  + Success or lack of it at school or work
  + The comments of friends

PIES

When we study human growth and development in each of the life stages, we split the different aspects into four groups:

* **Physical**
* **Intellectual**
* **Social**
* **Emotional**

[](http://www.google.co.uk/url?sa=i&source=images&cd=&cad=rja&docid=2-Lmeu-flBNHFM&tbnid=U_F0t9k14K4f3M:&ved=0CAgQjRwwAA&url=http://parentingforeveryone.com/child_development/&ei=csA2UvPSIMHOtAbQ9ICgBw&psig=AFQjCNGOvuV9_eSziYzQI_vc75qce4dP8w&ust=1379406322581594)We call these **(PIES)**

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=wyf3_NR0ksBzbM&tbnid=VwCCuK_mG_lgpM:&ved=0CAUQjRw&url=http://www.pathlegal.in/LPO/OnlineTraining/Subjects/7_1_Intellectual_Property_Rights.php&ei=w8o2UvjTINDHswbYx4DICw&bvm=bv.52164340,d.bGE&psig=AFQjCNH9o9ug0VAktQ2ritDnoyIOZ0Ifig&ust=1379408910368713)

Intellectual

Physical

Happens to the body the human body throughout each life stage.

* Intellectual development involves changes in the brain and the acquisition of thinking and reasoning skills.
* From birth, our memory develops and improves and we can start to solve problems and make sense of the world we live in.
* When we are young our physical skills improve and develop; however as we age and enter the later stages of life growth may be negative.
* For example, some older people may lose their hearing and not see as well as they did when they were younger.

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Emotional

Social

This includes the ability to interact with others in society and build relationships. Human beings are social animals and as such need to be able to build relationships with others.

Understanding and managing our feelings is an important part of our emotional development. As people pass through pass through adolescence into the different stages of adulthood, most usually become better at handling

their feelings as they have had more experience of life.

Infancy (0 – 3 years)

Physical Development

The physical changes that happen in infancy can be split into **gross motor skill** and **fine motor skill** development.

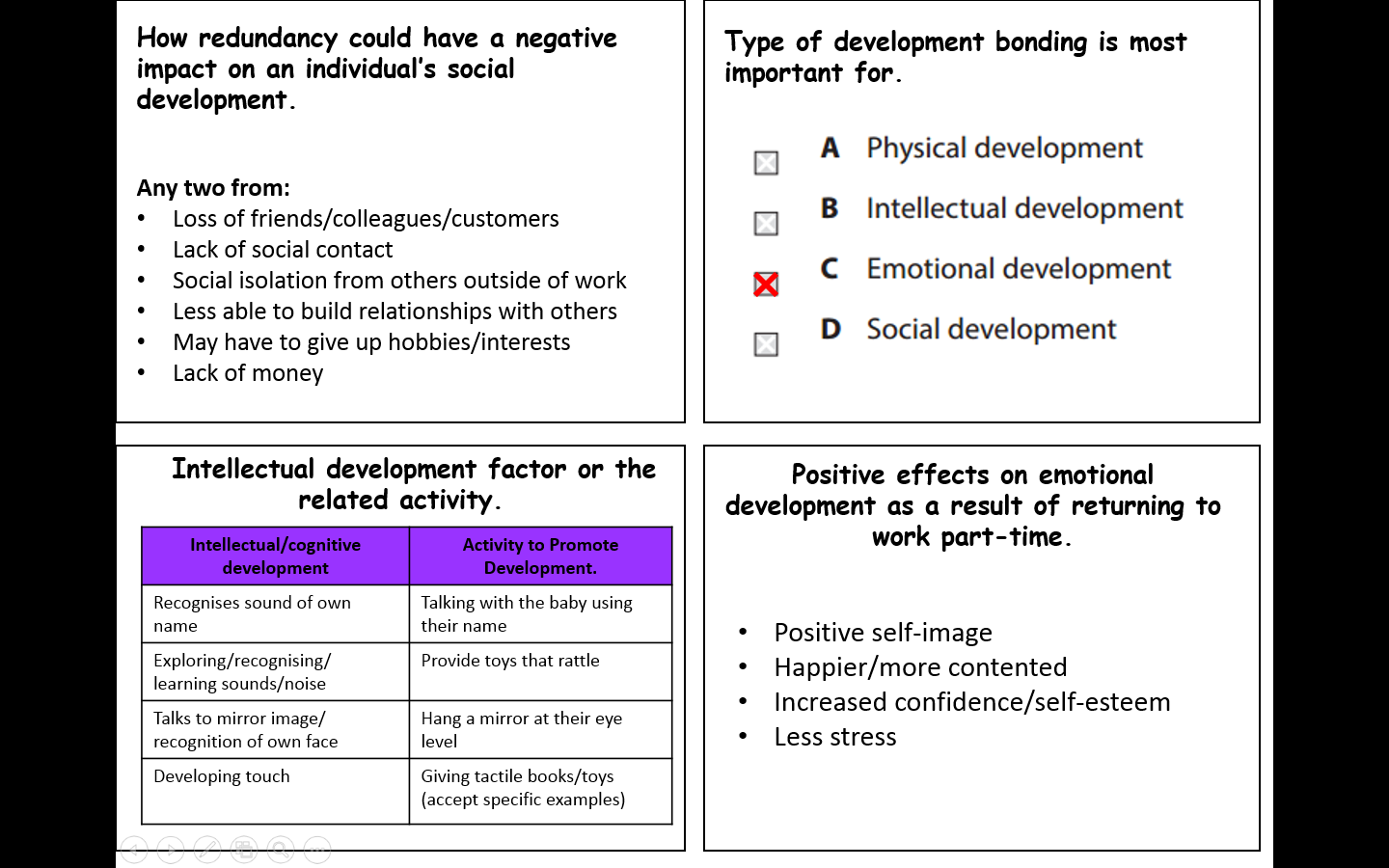
* **Gross motor skills** is the ability to control and co-ordinate the movement of the large limbs of the body, e.g. crawling walking and running.
* **Fine motor skills** the ability to control and co-ordinate the movements of the hands and fingers, e.g. writing, painting, holding a spoon.

|  |  |
| --- | --- |
| **Muscle Control** | **Approximate age** |
| Can grasp objects with whole hand | 4 months |
| Can start to crawl | 8 months |
| Can climb stairs and run-but often falls | 18 months |
| Can control big muscles, which allows for toilet training | 2 years |

Intellectual development

At birth babies respond to the world through their senses and communicate mainly through sound. Smiles and noises become the main way of communicating with carers.

* Infants babble a lot to express their feelings.
* By 18 months most infants will know about six words
* By 2 years most will be able to put two – three words together into a simple sentence
* **Language development** is a major intellectual change during infancy.
* During infancy a baby experiences the world through its sense and can only see the world from their own point of view. Known as **egocentric.**

Emotional Development

* During the first 2 years of life infants **bond** with those who care for them.
* Up to about six months babies do not mind who holds them.
* Between 7 & 12 months infants form strong bond with their main carers and will be very wary of strangers and often cry if held by others. This is known as the **attachment process.**

Social Development

* Early relationship development in infancy is based on interaction with others and this shapes social development.
* These relationships act as a model for future relationships.
* The main relationships in infancy are those with parents, carers and brothers and sisters.
* A great deal of social learning comes through play.
* [](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=Lfy_8acufq1KjM&tbnid=J3sgQFA3EQ1HAM:&ved=0CAUQjRw&url=http://mykindaland.com/?p%3D589&ei=hWI3UtzBHIbKhAe07YGIDA&psig=AFQjCNHevUT7DeaziyZsYMJln6U3j4pLjw&ust=1379447806049524)In early infancy children play alone but as they grow older they begin to play fight first alongside others, and eventually with others and start to earn the process of sharing.

[](http://www.google.co.uk/url?sa=i&rct=j&q=3+year+old&source=images&cd=&cad=rja&docid=Yh2ayJMCTgEk1M&tbnid=z5lpqUYDARHgIM:&ved=0CAUQjRw&url=http://www.growingtreetoys.com/category/3-and-4-year-olds&ei=o2-oUsHRJcyAhAfs1IHwDw&bvm=bv.57799294,d.ZGU&psig=AFQjCNHdXV0XoeQ8xLX8b4jBSGaNoSd9CA&ust=1386856721207531) Early Childhood (3 – 8 years)

Physical Development

* Development of gross and fine motor skills improves.
* By the age of eight most children can do many activities independently.
* At five, children can walk upstairs unaided and hold a crayon or pencil to draw and write.
* By eight, children can usually catch and throw quite well and will have a good sense of balance.
* For example, many top tennis players were already very good at the game by this age, having already developed good hand-eye coordination.

Intellectual development

* Most children are able to speak in full sentences and have quite good vocabulary.
* Children start school and this helps with development of language and understanding of numbers.
* Infancy uses senses, during childhood children have the ability to be able to think for themselves.
* Children still tend to be egocentric, seeing the world from only their own viewpoint.

Children learn how to act and behave in particular situations by watching others and asking questions. For example, children have to be taught how to behave and eat at the dining table. As children see how their carers respond in particular situations, they begin to copy this behaviour.

**This is why it is important that children have positive role models in their lives.**

Emotional Development

* Between the ages of three to eight children will begin to learn how to handle their feelings.
* They learn how to share and cooperate with other people.
* Children can tell others when they feel happy or sad and begin to explain their feelings.
* Children begin to develop their own self-concept.

Social Development

* Between three and eight years of age children begin to widen their social group and from friendships with others.
* In the early part of this life stage children often have temper tantrums if they cannot have their own way. Gradually they begin to cooperate with others.
* By the age of eight, children will usually have a number of friends and often have what they call a ‘best friend’.

|  |  |  |
| --- | --- | --- |
| **Type of play** | **Age** | **Description of play** |
| **Solitary play (infancy)** | 0 – 2 years | Children play alone using their imagination and do not interact with other children. |
| **Parallel Play** | 2 – 3 years | Children play alongside each other, but not together. Toys are not shared cooperatively. |
| **Social Play** | 3 – 8 years | Children play together, sharing their toys. By the age of eight they will engage in quite complex games, often requiring the use of imagination. |

[](http://www.google.co.uk/url?sa=i&rct=j&q=teenager&source=images&cd=&cad=rja&docid=2vM_4SSOeOO4fM&tbnid=fkfvA-FPU-Yi7M:&ved=0CAUQjRw&url=http://www.lafayettecountyhealth.org/babysitterstraining.html&ei=kXCoUrafM4fIhAec_YHgAg&bvm=bv.57799294,d.ZGU&psig=AFQjCNFa40tZ1nQPSbezK3vC4LzaRDO_ww&ust=1386856902597142)Adolescence (9 – 18 years)

Physical Development

* Rapid process of physical change caused by hormonal change during puberty.
* The physical changes in girls are caused by oestrogen.
* The physical changes in boys are caused by testosterone.

|  |  |  |
| --- | --- | --- |
| **Physical changes which only happen to girls** | **Physical changes which only happen to boys** | |
| * 59growth of breasts * menstruation/period begins * hips widen * ovulation | * 59growth of penis/ testicles * production of sperm * voice breaks * facial hair * growth of Adam’s Apple * muscles develop | |
| **Physical changes which happens to both girls and boys** | | |
| * change in body shape * growth of body hair * growth of pubic hair | | * change in height/growth spurt * acne |

Intellectual development

* Biggest intellectual change that occurs in adolescence is the development of **abstract thinking -** This is the ability to think using concepts and ideas.
* Begin to think in a **more logical way to solve problems**.
* Can **empathise** which means see things from other people’s perspective and realise the world is not centred around them.
* Teenagers start to develop their own set of morals and ideas about what is right and wrong.

Emotional Development

Hormonal changes in the body can be difficult time.

* Mood swings
* Frustrations
* Insecurities
* Confusions
* Time that young people begin to form their own personality and identity.
* Feelings of physical attraction towards other people.
* Start to explore sexuality/ Begin to form relationships & intimate relationships

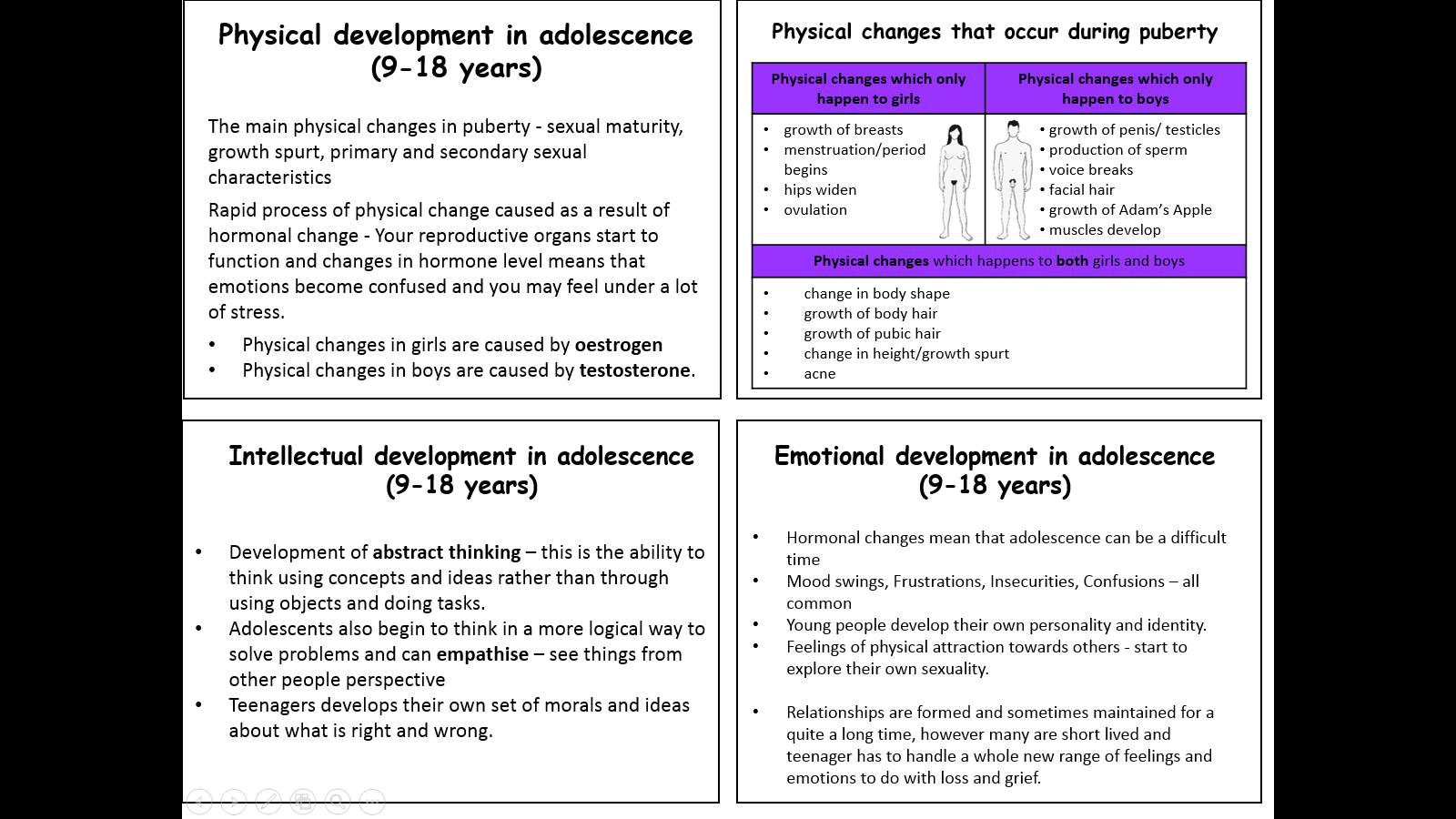
Social Development

* During adolescence - young people tend to socialise more and have more independence and freedom.
* Young people are influenced greatly by the views, opinions and behaviour of their close friends. This is known as **peer group** pressure. Peer group is a challenge for all teenagers and their families. It often causes conflict, as the views of teenagers may be very different from the views of their parents.
* Independence (activities promote independence, including performing tasks and activities for self, entering employment, learning to drive).

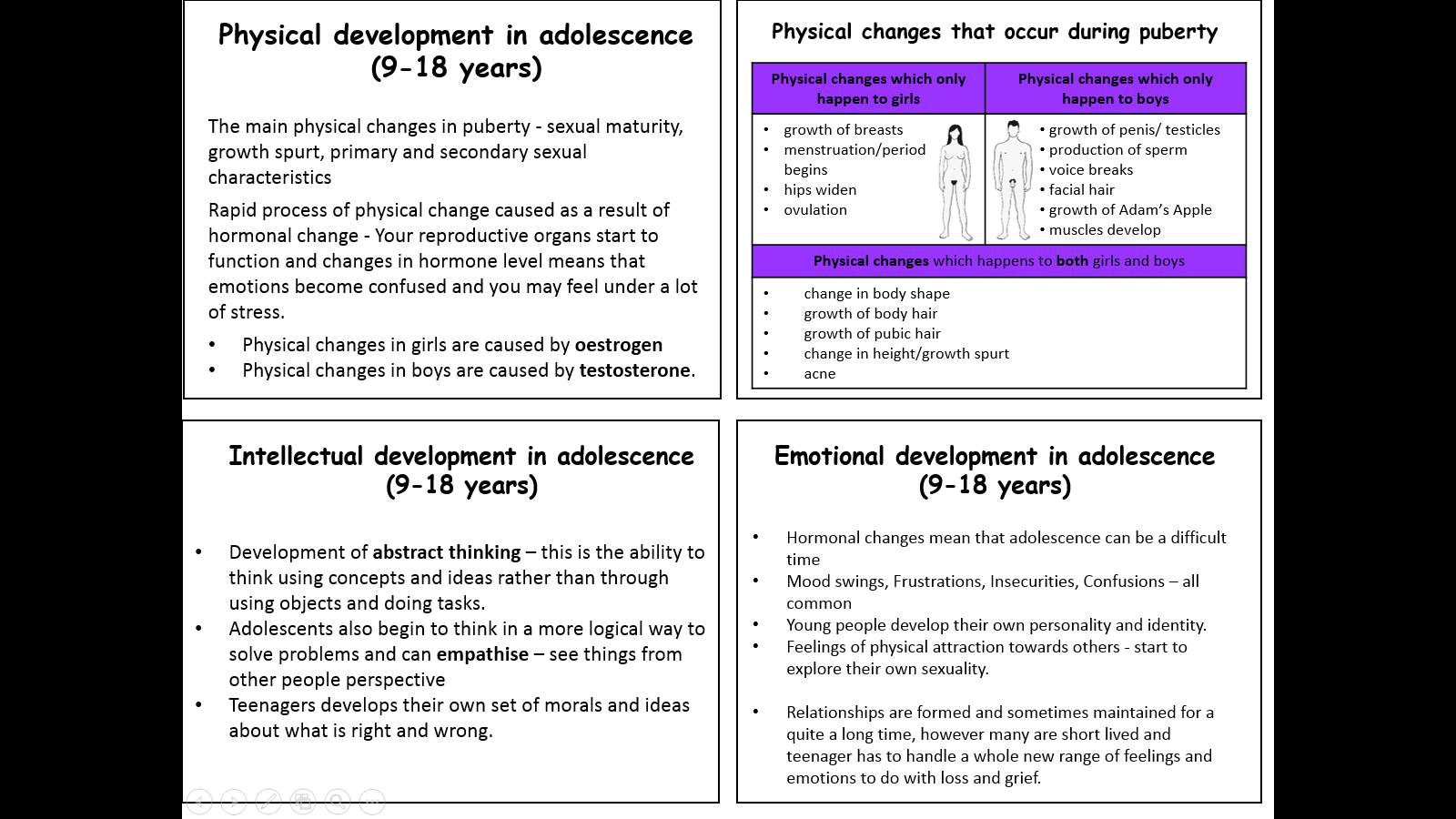
**Example exam questions**

Q Identify two physical changes that will happen during adolescence.

Give two examples of physical changes which only happen to girls and two examples of physical changes which only happen to boys during Adolescence.



Q State one physical change which happens to both girls and boys in adolescence.



Q Give two benefits of having close friends for emotional development during adolescence

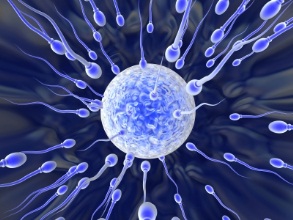
|  |  |
| --- | --- |
| * contentment/happiness | * improved self-image |
| * someone to talk to | * increased confidence |
| * builds self-esteem | * companionship/company |
| * feelings of security/support | |

Q Explain one possible effect of forming new friendship groups on an individual in the life stage adolescence, emotional development

* Increased self-esteem/improved self-imagedue to feeling part of a peer group
* Very interested in appearanceas wants to look like their friends
* Changing attitudes/behaviour because they may feel influence of peers
* Increased confidence due to new friendship groups
* Feelings of guilt because not spending time with family
* Feeling happy because of a sense of belonging to a new group

[](http://www.google.co.uk/url?sa=i&rct=j&q=early%20adulthood&source=images&cd=&cad=rja&docid=9aWA68HKlL4hOM&tbnid=LfDzgdprkouXkM:&ved=0CAUQjRw&url=http://www.migrationinformation.org/USfocus/display.cfm?ID%3D442&ei=2KJbUpyGE6fC7Abvi4HgAw&bvm=bv.53899372,d.ZG4&psig=AFQjCNH_0xC5IptKlvuQRkGz48-p0zyN9g&ust=1381823564011525)Early Adulthood (19 – 45 years)

Physical Development

* [](http://www.google.co.uk/url?sa=i&rct=j&q=sperm+and+egg&source=images&cd=&cad=rja&docid=EYP6l7s-XEUNbM&tbnid=y1nbP3uQ0Kq6XM:&ved=0CAUQjRw&url=http://blog.f1000.com/2011/12/16/how-egg-greets-sperm/&ei=awJYUu3KLMyThgfSwIA4&bvm=bv.53899372,d.ZGU&psig=AFQjCNHjNX6JG7G52sT5jDopFTWIU-qzxA&ust=1381585765755326)Most people reach their physical peak in the first part of early adulthood. This is when the are physically at their strongest.
* Towards the end of the life stage physical capabilities start to diminish and fertility levels also begin to fall.
  + - Some women will go through the menopause
    - Men’s sperm count begins to fall
* Peoples metabolic rates slow down and therefore people begin to burn fewer calories and as a result some people will put on weight (can be countered through a careful diet and regular exercise)
* People who exercise regularly and take care of their diet often look much younger than their biological age

Intellectual development

* Many people who did not focus fully on learning at school often decide to carry on their education in their twenties or thirties.
* May people develop in their careers and need to gain new skills and better qualifications to improve their career prospects.
* ‘Lifelong learning’ is now accepted as being important for all people and intellectual capability is often improved in early adulthood.

Emotional Development

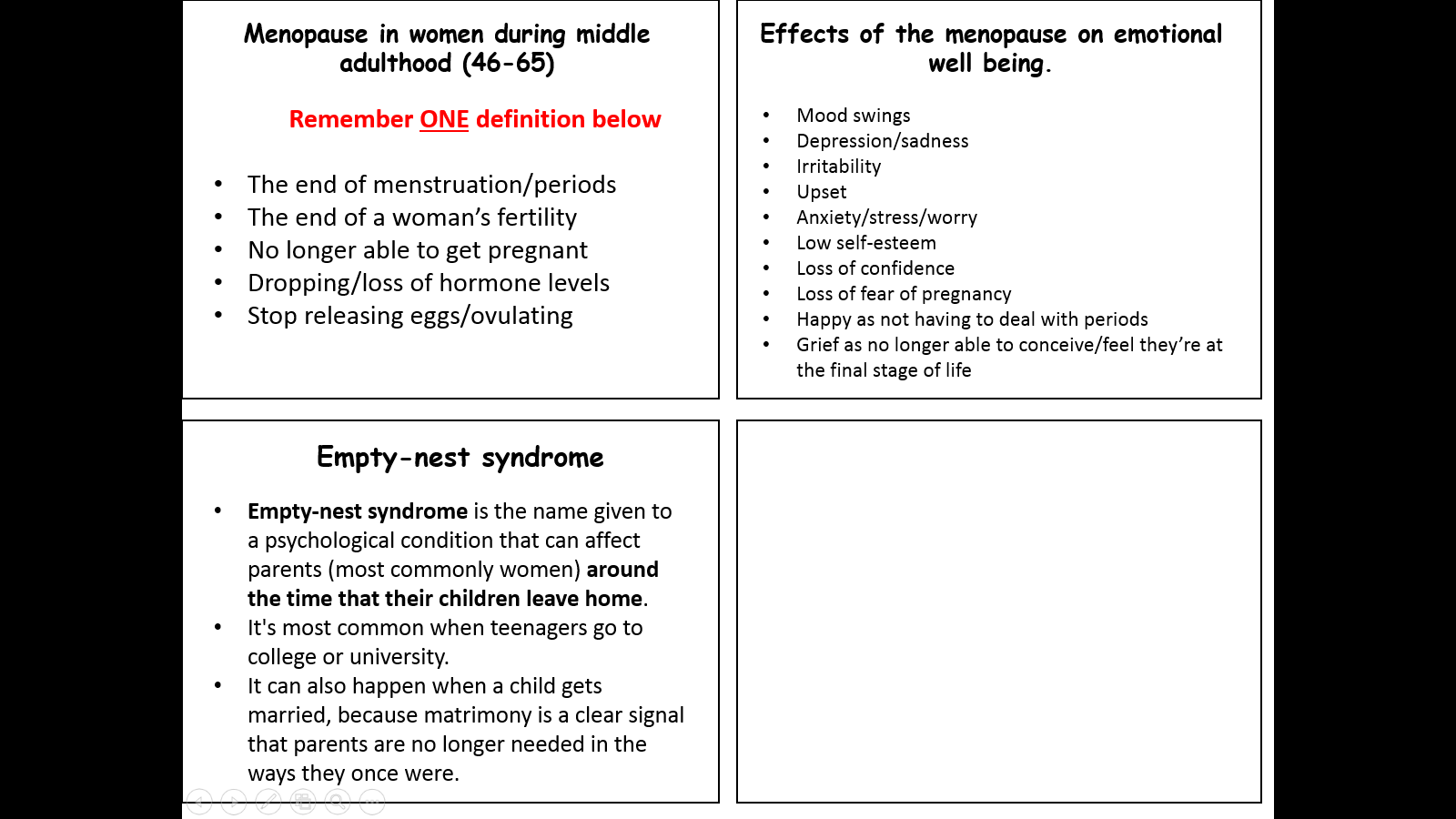
* Early adulthood is the time that many people develop close and intimate relationships with others.
* Some people cohabit, some choose to marry or, is a same-sex couple, have civil partnership ceremony. Intimate relationships create feelings of security and allow people to give and receive love.
* Some people may choose to live alone and others live alone as a result of a relationship breakdown.
* Most people start a family.
* Having children often gives people a sense of direction in life and they enjoy forming close emotional bonds with their children.
* Time spent with children also gives parents a lot of pleasure as they watch their children take their first steps and speak their first words.
* Parenthood comes with responsibilities and not all couples choose to have children.

Social Development

* During early adulthood people are generally free to have a very active social life, making new friends and building new relationships,
* As people move through early adulthood they usually gain more responsibility.
* By 45 for instance, many people will be married, and have children, a responsible job and a mortgage to pay.
* Balancing work life, family life and a social life can be very difficult for people as their responsibilities increase.

[](http://www.google.co.uk/url?sa=i&rct=j&q=middle%20adultood&source=images&cd=&cad=rja&docid=MMACwUOzpprWKM&tbnid=5oNPDz3GC3ueMM:&ved=0CAUQjRw&url=http://maceycox.efoliomn.com/&ei=9QhcUrbJF4i4hAfEt4C4Ag&bvm=bv.53899372,d.ZG4&psig=AFQjCNFA_wNO0PkYQ_YvApHB_52RoVlxRA&ust=1381849704178844)Middle Adulthood (46 – 65 years)

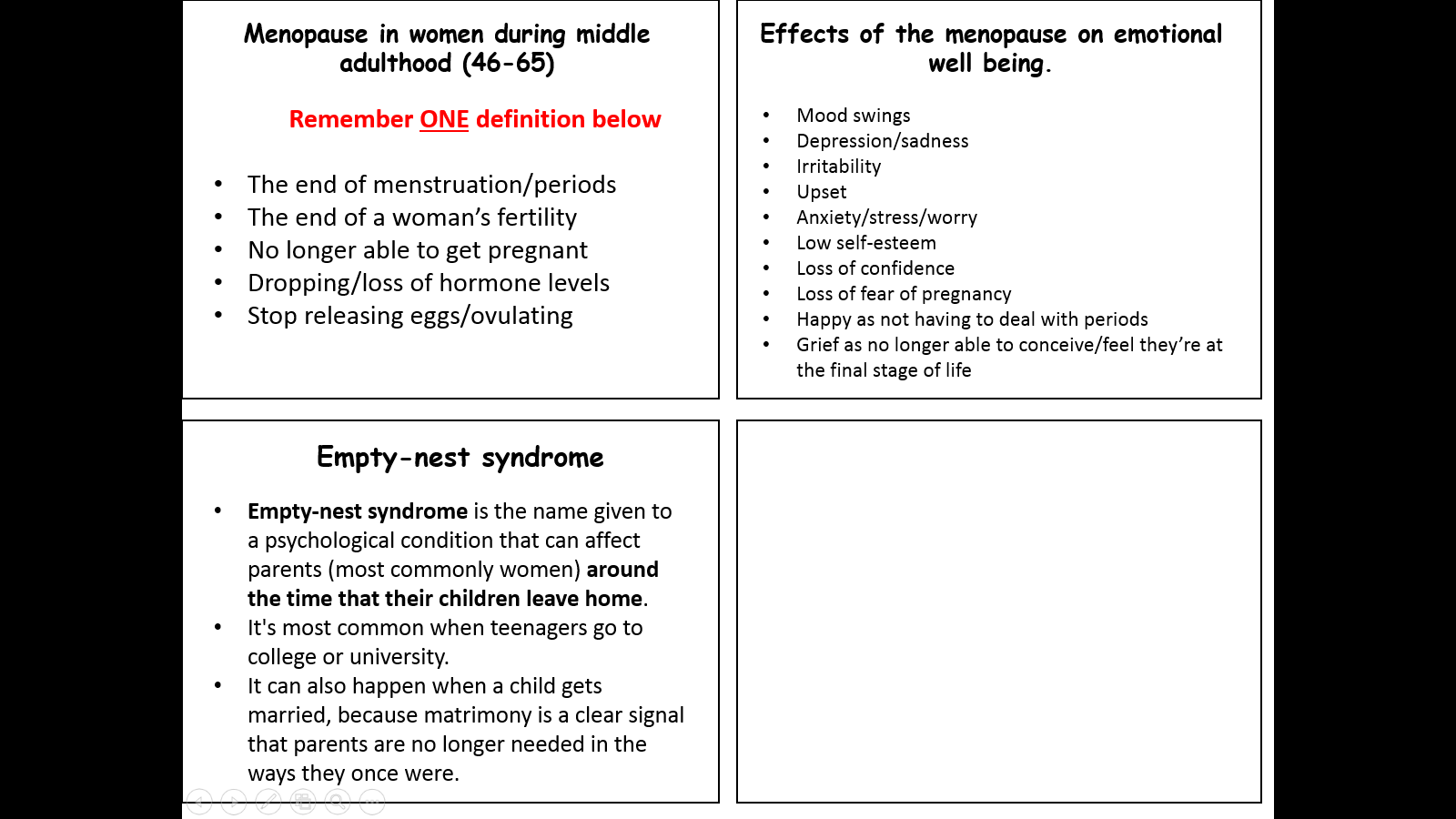
**Q Outline what is meant by the term menopause?**

Physical Development

**The aging process begins to take effect in the human body**.

* Physical capabilities start to decline and muscle tone isn’t as good as it was.
* People often feel they have lower energy levels than in lower adulthood.

**Q Identify two effects that the menopause may have on a women’s emotional well-being.**

* Sight and hearing may start to decline.
* Skin begins to loose elasticity
* Wrinkles often become more noticeable
* Hair becomes greyer – some men loose more of their and may become bald.
* It is during this life stage that most women go through the **menopause**. This usually happens between the ages of 45 & 55
  + - Women produce **less oestrogen** and the **menstrual cycle eventually stops**.
    - Men produce **less testosterone** and **live sperm production decreases**.

Intellectual development

* Some people return to **education and study**.
* This sometimes happens by choice as some people want a new direction in life, but for others it may be sparked through the need to get qualifications.
* Most people will have a variety of jobs throughout their working lives and therefore need retraining.
* As we age, our memories might not be as quick as they once were, but older people have a lot of life experience.

**Empty-nest syndrome** is the name given to a psychological condition that can affect parents (most commonly women) around the time that their children leave home. (When teenagers go to college or university or when a child gets married, because matrimony is a clear signal that parents are no longer needed in the ways they once were.

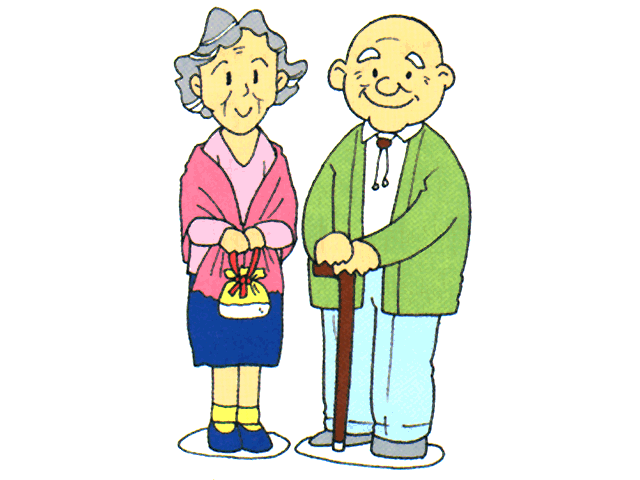
Emotional Development

* During middle adulthood hormone changes take place in the body which can be linked to changing feelings and emotions.
* This leads many people to review their lives at this stage.
* Some try to recapture their youth through behaving in ways similar to those in early adulthood.
* They may dress younger than their years and start going out more/ may try things they have never done before - This sort of behaviour has led to the use of the phrase **‘mid-life crisis’.**

Social Development

* As children may have left the family home and become independent, middle – aged people often have more time on their hands and have more money to spend than ever before.
* This provides opportunity for some people to extend their social lives.
* Middle-aged people may start to build new relationships, travel more and just have more quality time to spend with their family.
* In more difficult financial times, with high unemployment and limited job opportunities, many middle aged people may find themselves out of work or having to support their adult children financially and help with child support/ People may not have money to go out and take part in social activities.

Later Adulthood (65+ years)

Physical Development

Ageing process in later adult hood is very clear to see.

* **Skin is thinner**
* **joints are stiffer**
* **muscles weaker**
* **Bones more brittle**.
* **less mobile** than younger people
* Some begin to **lose height**.
* Physical development in this life stage can involve the loss of skills and physical capacities.

Intellectual development

* Speed of thinking and short-term memory might decline.

Memory can be affected in later adulthood by:

* Forget where they put things or need to be somewhere which is poor short-term memory
* Keep referring to events happening long ago because long-term memory is clearer and lasts longer
* Has poor concentration therefore can’t remember complex instructions
* Imagines things therefore fills memory gaps with something else
* Many older people are keen to **learn new things, develop their knowledge and keep their minds active**.
* As older people have more leisure time they may take up **new interests**, such as **learning a different language, gaining new experiences through travel** and **learning new skills.**

Emotional Development

* Later adulthood offers the opportunity to spend more time with family and friends.
* Old people often enjoy seeing their children and grandchildren and spending time with them.
* More time can be spent with people and closer friendships and relationships developed, often leading to **feelings of contentment** and **happiness**.
* However, later adulthood can also be challenge for many people.
* During this life stage that people often lose their life long partner and friends as they die. This can be **distressing** and **hard to cope with**.
* The support of family friends and neighbours can be really important at this stage to make sure the person does not **feel isolated** and **lonely**.

A person might feel after they have lost a lifelong partner:

* feel sad /unhappy
* feel depressed
* overwhelming sadness, with lots of crying/ grieving/tearful
* tiredness or exhaustion
* anger, for example towards the person who died, their illness or God
* guilt, for example guilt about feeling angry, about something you said or didn’t say, or about not being able to stop your loved one dying

Professionals that could support someone who has lost a lifelong partner or friend:

* **Doctor** - They can help put you in contact with your local bereavement services. Some people turn to alcohol or drugs during difficult times so they need help cutting down on alcohol.
* **Counsellor - A** bereavement counsellor can give you time and space to talk about your feelings, including the person who has died, your relationship, family, work, fears and the future.

Social Development

* Later adulthood is often split into two parts.
* The first stage is 65 to 75 and the second stage is 75 plus.
* During the first stage people still tend to be very active and often have a busy social life.
* They are often ‘on the go’ and say they don’t know how they managed to fit work in when they were younger.
* As people age beyond 75 they tend to slow down, but this doesn’t mean they socialise any less. It just means the type of social life they have may be different.

Q How can the death of friends or partners effect an individual’s physical development?

* Has a poor appetite
* Less hygienic
* Less exercise as no desire to go out
* Stressed with physical effects on heart rate and blood pressure
* Loss/gain weight

Q How can stress affect development?

* Heart rate and blood pressure increased physical health damaged if long term
* Feels irritated/angry - poor emotional health
* Difficulty sleeping leading to poor mental and physical health
* Cannot concentrate leading to unfinished tasks/memory decreases
* Appetite/digestion impaired leading to loss of weight
* Feels unhappy may lead to depression
* May smoke/drink more alcohol leading to breathing/liver problems
* Communication problems/grumpy/unpleasant leading to people leave you alone/antisocial effect
* Unrelieved stress with older people may lead to mental health issues

Q How can a fall in income due to redundancy affect development?

* Less food overall therefore this could cause a loss of weight
* Has to buy cheaper food which is high in salt, fat, sugar therefore leads to risk of heart disease/diabetes/ill health/ obesity
* Doesn’t go out leading to a loss of social development
* Money worries, fear of getting into debt/anxious/stressed
* Less luxuries because you can’t afford it therefore you will feel unhappy
* Level of activities fall which may affect health/exercise

Q How can redundancy have an effect on an individual’s development?

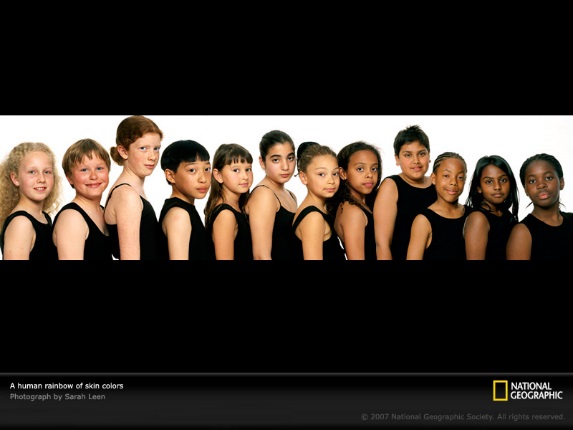
* Loss of routine therefore they might feel confused
* Feels unwanted because he was made to lose the job therefore they can feel a loss of self esteem
* You will have more spare time so you can acquire new skills/hobbies
* Loss of work friends which might lead you to feel lonely
* Loss of activity may affect health

Q How redundancy could have a negative impact on an individual’s social development.

* Loss of friends/colleagues/customers
* Lack of social contact
* Social isolation from others outside of work
* Less able to build relationships with others
* May have to give up hobbies/interests
* Lack of money

Influences on Growth and Development

Children inherit **physical features from** their parents. If both parents are tall, for example, there is a much greater chance that their children will also be tall. **Physical features** that are determined by genes:

* [](http://www.google.co.uk/url?sa=i&rct=j&q=eye&source=images&cd=&cad=rja&docid=CsMUEh3cCSELLM&tbnid=BVH8b9It0Yv7mM:&ved=0CAUQjRw&url=http://www.lookupinfo.org/easy_read_information/easy_read_eye_health_information.aspx&ei=lYqAUub7FaPF7AbetoHgAQ&bvm=bv.56146854,d.ZGU&psig=AFQjCNHq7IW9CYQ_aHM_D8tQu0DKyaWvOA&ust=1384242184462529)Sex
* [](http://www.google.co.uk/url?sa=i&rct=j&q=skin%20colours&source=images&cd=&cad=rja&docid=LmoEGmczCEtECM&tbnid=PrCeeQaJQDLncM:&ved=0CAUQjRw&url=http://science.nationalgeographic.com/science/enlarge/skin-colors.html&ei=xIuAUrnUEcGihgfFyIDABg&bvm=bv.56146854,d.ZGU&psig=AFQjCNGBeDOKPlecHnhZsB41SEIuWHWE2A&ust=1384242474210839)Height
* Body shape
* Skin colour
* Eye colour

Some people inherit **genetic conditions**, which they live with throughout their lives. Down’s syndrome is one example. As we age, degenerative diseases also develop as our bodies cope with everyday life. These factors with certainly affect how a person grows and develops across the different life stages.

Q What is an inherited condition? or Q Define the term inherited condition.

**Remember ONE of the definitions below**

* A condition passed from parent to child by genes
* A genetic disorder
* A disease or condition defined by the parents’ genetics

Q Outline what is meant by the term lifestyle choice

Q Can you identify three inherited conditions?

* Colour blindness
* Muscular Dystrophy
* Huntington’s Disease
* Dwarfism
* Sickle cell disease
* Breast cancer

**Lifestyle choices**

The **choices** we make in life regarding will affect growth and development. For example a person is a heavily overweight this can affect their joints as they become older, and increase the risk of diabetes and heart disease. Type 2 diabetes and high blood pressure are often caused through the type of lifestyle choices we make.

**Life Style Choices include:**

* Diet
* Exercise
* Alcohol
* smoking
* drug use

Q What is a lifestyle choice?

**Remember ONE of the definitions below**

1. The decisions you make that can have an impact on your health and wellbeing
2. A choice that an individual makes with knowledge of potential consequences

Q identify a lifestyle choice?

* Diet
* Exercise
* Alcohol
* smoking
* drug use

Q Outline what is meant by the term lifestyle choice

**Culture**

* How people develop is influenced by the **community they live in and the values and beliefs which their family and friends hold.** Religion can influence how people choose to lead their lives, the food they eat and how they choose to dress.
* It is important that people feel accepted as part of their family and community. Being involved with others make people feel wanted and valued. This helps people have a good self-esteem and promotes growth and development.
* Some people feel **socially isolated from their families and have few friends. This can have a negative impact on growth and development.**

Q Explain how culture can affect growth and development.

Culture can affect growth and development because you are influenced by the community you live in and the values and beliefs which your family hold. Religion can influence how people choose to lead their lives, the food they eat and how to dress. It is important that people feel accepted as part of their family and community because being involved with others makes people feel wanted and valued. This helps people to have a good self-esteem and promotes growth and development. Some people feel social isolated from their families and have a few friends. This can have a negative impact on growth and development.

Q Define the term social isolation.

Social Isolation is when people live without regular contact with other people, especially family and friends.

Q Explain the effects of social isolation on growth and development.

Long period’s social isolation can have a **negative impact** on quality of life, self-image and self-esteem and your growth and development. They can include:

**Physical**– aches and pains, headaches, illness or worsening of medical conditions

* + **Low energy**– tiredness or lack of motivation
  + **Sleep problems**– difficulty getting to sleep, waking frequently or sleeping too much
  + **Diet problems** – loss of appetite, sudden weight gain or loss
  + **Substance use**– Increased consumption of alcohol, smoking, medications, drugs

**Emotional** – increased risk of depression, anxiety, paranoia or panic attacks

* + **Negative feelings**– feelings of worthlessness, hopelessness or thoughts about suicide, depression, low self-esteem, low-self image

**Economic Factors**

* How much people grow and develop is influenced greatly by the work they do and how much money they will earn.
* Being employed provides workers with an income, allowing them to buy the things they need for themselves and for their families.
* Work can **lead to feelings of contentment** and **worth** and **raise self-esteem.**
* Being unemployed and living on a limited income can lead to feelings of stress and anxiety and a lowering of self-esteem.

Q Explain the effects on health and wellbeing of living on a limited income.

* May not be able to afford all the bills e.g. rent, gas, electric therefore you can become stressed and worried.
* Will not be able to afford healthy food or lack of food therefore your body will not get the nutrition it needs.
* Will not be able to afford a place of your own therefore you might have to still live with your parents.
* Will not be able to afford items for intellectual needs e.g. toys/ resources for educations/ books
* Will not be able to afford luxury items e.g. go on holiday. This could make you feel depressed.
* Will not be able to afford social activities which could result in becoming isolated and feeling depressed.

**Physical Environment Factors**

Q Discuss or explain the potential impact of poor living conditions on an individual’s development.

* Housing provides physical shelter and protection. **Poor housing** can have a **negative effect** on our growth and development (PIES).
* Lack of adequate heating, damp and overcrowding - lead to breathing disorders (asthma), stress and anxiety or depression. Cramped conditions can also affect your health and it’s easy to spread infections.
* Damp, mould, excess cold and structural defects increase the risk of an accident (such as poor lighting, or lack of stair handrails) and cause ill health.
* Overcrowding more likely to contract infections or diseases (respiratory problems) - Poor hygiene due to sharing facilities leading to infection
* People with low income sometimes have to choose between food and heating. A lack of heating can lead to hypothermia - The elderly particularly at risk of health problems relating to accidents and excess cold in the home. Elderly people who have retired may also be financially vulnerable and can’t afford heating.

Q Assess the possible impact of moving into a smaller house further away from their family on an elderly couples development. Think about both positives and negatives

|  |  |
| --- | --- |
| **Positive impact of moving** | **Negative impact of moving** |
| * less domestic work/maintenance * cheaper to run and bills may be lower - more money may lead to improved quality of life * may feel happier in a new smaller home as they are more able to manage their house * Smaller - may be physically easier as they grow older * possibility of making new friends | * They may have less personal space to themselves * fewer rooms so family/or friends cannot stay * unfamiliar environment/smaller/fewer rooms/less space * loss of friends * Stressful/expensive to move house. |

**Psychological Factors**

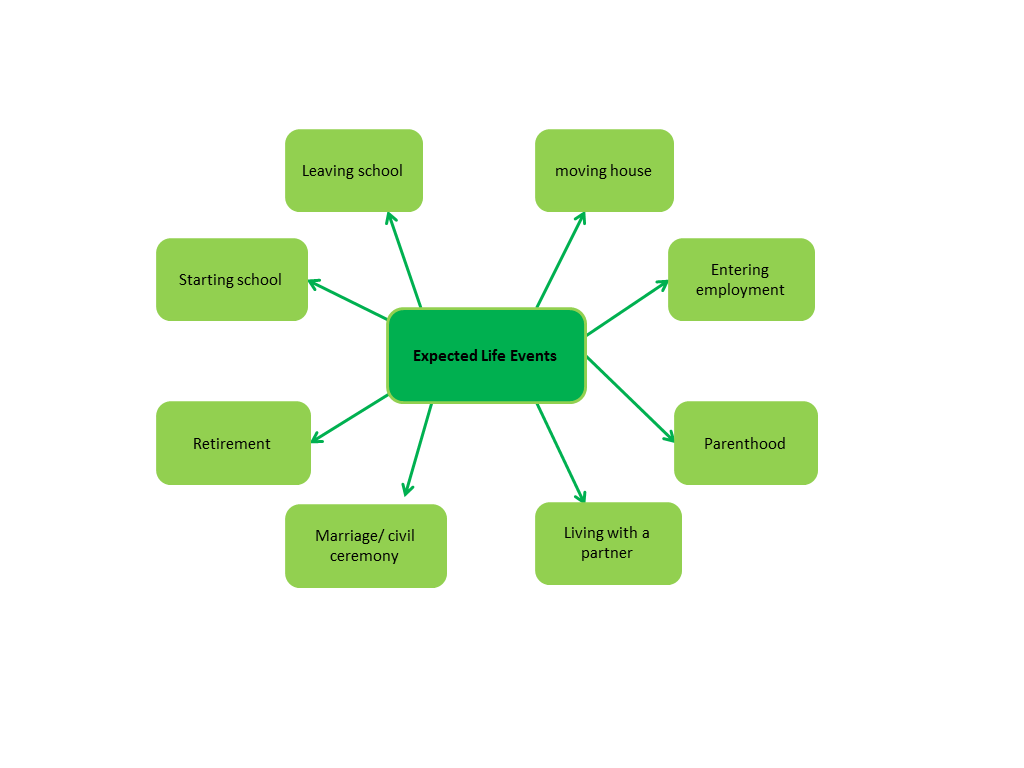
* Having positive relationships with other people is really important.
* There are times in life when we all need the support of our family and friends to help us deal with the problems with the problems we face.
* If a person is having difficulties with members of their family or friends this might have an effect on how they grow and develop. For example some children grow up in care and this can sometimes have a negative effect on their self-esteem as they think are different from other children.
* As people progress through different stages in life they may experience stress from life events and this can affect all aspects of growth and development.
* High levels of stress at work can lead to high blood pressure and increase the risk of heart attacks and strokes.

Q Explain how stress may affect an individual’s development.

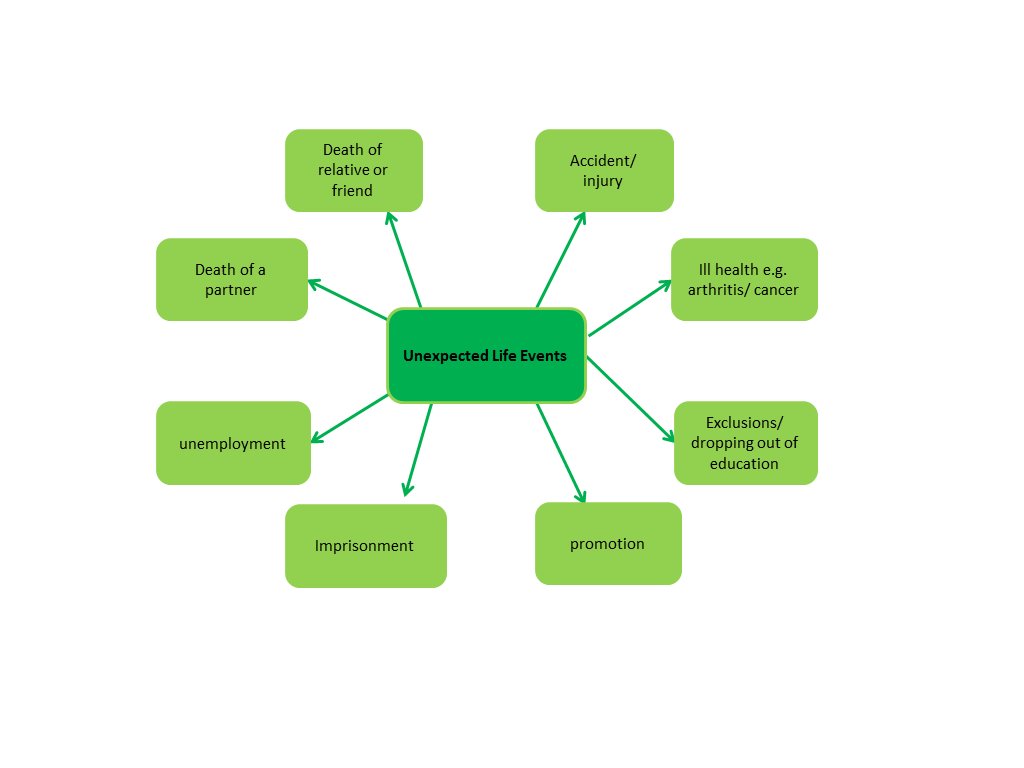
|  |  |  |  |
| --- | --- | --- | --- |
| **Physical** | **Intellectual** | **Emotional** | **Social** |
| - leads to physical and mental health problems e.g. asthma, high blood pressure.  -High levels lead to high blood pressure and increase the risk of heart attacks and strokes.  - Heart rate and blood pressure increased lead to physical health damaged if long term.  -Difficulty sleeping leads to poor mental and physical health.  - Appetite/digestion impaired leads to loss of weight  -May smoke/drink more alcohol can lead to breathing/liver problems | - Cannot concentrate - unfinished tasks/memory decreases. | -Feels irritated/angry leads to poor emotional health.  -Feels unhappy may lead to depression  -Unrelieved stress with older people may lead to mental health issues | Communication problems/grumpy/unpleasant - people leave them alone/ antisocial effect – Affect social development if it causes difficulties in relationships with others |

Life Events

**Expected Life Events – Are events which we expect to happen at some point in our lives.**



**Unexpected Life Events Are events which we DO NOT expect to happen in our lives.**



Q Describe the difference between expected and unexpected life events.

An expected life event is something you know is going to happen/you can plan/prepare for whereas an unexpected life event is different because it is something which you do not know is going to happen/you cannot plan/prepare for.

Managing Changes

Managing the challenges and changes we face in life can be difficult. It is important to seek the help of others when it is needed.

The support people can access can be split into two main types:

* **Formal support**
* **Informal support**

**Formal Support**

Formal support comes from people who are trained and skilled in their work and they are paid for what they do.

e.g. **doctors, nurses, counsellors.** The specialist training they receive means the professionals have knowledge and experience to help others handle life events they may never have experience before. for example dealing with death of a loved one can make some people depressed, and counsellors can be a great support in helping people deal with their grief.

**Informal support**

**Family** and **friends** are able to offer support to others in difficult times, helping with everyday physical tasks such as **shopping, housework and washing and bathing**. These people offer informal support. Many people in later adulthood rely on informal support they receive from their families and friends to be able to remain independent and continue to live in their own homes.

**Effects of getting a married on an individual’s development (Expected Life Event)**

**Q** **Explain how getting married effect growth and development?**

|  |  |
| --- | --- |
| **Emotional** | **Social** |
| * Happy * Contentment * Financial stabile as there is two of you * Increased self-esteem * Feelings of safety/security/stability * Feeling of being wanted/loved * May argue over bills/ disagreements/ different opinions | * Less time with friends because spends more time with husband/wife * Reduced opportunity to meet new people because reduced independence * Reduced opportunities to see own friends because may now have to spend time with shared social groups * Loss of independence because will now have to discuss all major decisions with each other * Loss of individual space as you will now have to share all facilities with wife/ husband |

**Effects of entering a civil partnership (same sex marriage) on an individual’s development (Expected Life Event)**

* More secure no longer sees himself as single but as a part of a couple
* Improved self-image proud of his partner good looking/graduate/good job
* Increased self-esteem being connected with a good looking graduate
* In a secure relationship someone to share similar beliefs and attitudes
* Someone to share new life role with adapting to new circumstances as a ‘partner’ to Matt
* Contentment secure in his relationship with Matt
* Acceptance society’s acceptance of gay marriage/civil partnerships
* Good state of health and wellbeing is meeting the usual pattern of life events
* Stress friends may not like Matt/jealous of Matt
* Disappointment with reality of married life is different from ideal
* Loss of independence/feeling trapped/restricted has responsibilities with/for his partner
* Discrimination some people don’t approve of ‘gay marriage’

**Effects of getting a full time job on an individual’s development (Expected Life Event)**

Q Explain the effects of getting a full time job on an individual’s development

|  |  |  |  |
| --- | --- | --- | --- |
| **Physical** | **Intellectual** | **Emotional** | **Social** |
| * Lack of sleep * Exhausted * Manual work – can be good for health keep your physically fit | * Learn new knowledge or skills * Can get job promotions * Further qualifications in job | * Happy/ content – earning a good wage to live * Stressed – pressure of work * Bills to pay – unhappy lack of money for luxuries * Happy/ afford luxuries | * Meeting new people – work colleagues/ customers * More money for social activities with friends/ family |

**Effects of living or moving in with a partner on development (Expected Life Event)**

Q Explain the effects of moving in with a partner on an individual’s development

|  |  |  |  |
| --- | --- | --- | --- |
| **Physical** | **Intellectual** | **Emotional** | **Social** |
| * Intimate relationships * (if both are working) Financial stable/ sharing – better income for healthier food | Learn new things from partner – new knowledge maybe from a different culture. | * Sense of security * Support financially * Maybe more stress – both off you different views * Give and receive Love * Emotional support | * Friendship * May not have any time to spend with friend because you time could be taking up by your partner * Have more friends from both sides of the relationship |

**Effects of retiring from work on an individual’s development (Expected Life Event)**

Q Explain then possible effects of retirement on an individual’s development.

|  |  |  |  |
| --- | --- | --- | --- |
| **Physical** | **Intellectual** | **Emotional** | **Social** |
| * have the time to re-cooperate as not working * Feel less exhausted because you are not working * Loss of activity may affect health * Less income – can’t afford health foods – lead to ill-health | * More time to Learn new knowledge or skills – take up a new hobby * Spare time - can acquire new skills/hobbies | * Stress levels maybe lower because they are not working * This can lead to happiness and contentment * Feel no longer productive and a valued member of society * Feels unwanted - loss of self-esteem | * Loss of routine feels confused * Chance to become closer Support each other through the aging process * Loss of work friends - feels lonely * Elderly people may not have enough money or be mobile enough to go to social activities – could become isolated |

**Effects of getting a starting school or education on an individual’s development (Expected Life Event)**

Q Explain how starting primary school will affect a child’s development.

Q Explain the effects of how starting nursery will effect social and emotional development.

|  |  |  |  |
| --- | --- | --- | --- |
| **Physical** | **Intellectual** | **Emotional** | **Social** |
| infancy / Early childhood – develop fine motor skills | * Learn new knowledge * language develops * go onto further   education or work learn new knowledge and skills | * Stress * Bullying * Happy * Contentment * Sense of belonging | * make new friends * Learn to share * Learn to cooperate with each other |

**Effects of being promoted at work on an individual’s development (Unexpected Life Event)**

Q Explain the effects of being promoted on an individual’s development.

Q Explain two positive effects of being promoted at work on an individual’s development.

|  |  |  |  |
| --- | --- | --- | --- |
| **Physical** | **Intellectual** | **Emotional** | **Social** |
| * Exhausted * More work – strain on the body * Lack of sleep * Lack of sleep due to stress * pay raise – buy more healthier food – keeps body healthy (better lifestyle) | * Happy * Overwhelmed because your becoming higher in your job * Proud of accomplishment * Stressful – more work/ pressures * High self-esteem * Feel valued * Feel proud of own achievement – high self-esteem | * Learn new skills * New qualifications * Learn from role models/senior colleagues/ * Develop abstract thinking/problem solving * Developing new skills – specific skills for new role/learning new skills * Memory – learning for new job | * Less time with family because you’re always at work and less time to socialise with your friends. * Meet new work colleagues * Loose old work colleagues now you have been promoted |

**Effects of going to prions – imprisonment - on development (Unexpected Life Event)**

Q Explain the effects of imprisonment on development

|  |  |  |  |
| --- | --- | --- | --- |
| **Physical** | **Intellectual** | **Emotional** | **Social** |
| * Lack of sleep overthinking * poor physical and hygienic conditions * Eat a strict diet – Same weekly   Access to gym or fitness equipment – keeps you physically fit | * Opportunities to get qualifications. * Opportunities to learn new skills – job skills e.g. cooking/ cleaning * So much time on your hands – read/ write letters | * Angry, upset, scared and unhappy because of not wanting to be there. * Resentment * lack of purposeful activity, of personal control, of power to act and loss of identity | * Lack of social contact from family and friends. * isolation from families and social networks * Not being able to see your children – missing out on their lives * Meet new friends within prison * Meet new work colleagues when doing job roles or education classes |

**Keywords**

|  |  |
| --- | --- |
| **Keyword** | **Definition** |
| **Growth** | is a change in size or weight and is easy to measure |
| **Development** | acquiring new skills and capabilities |
| **Life stage** | A number of distinct phase’s people pass through during their lives. |
| **Self-esteem** | how you much you like and value yourself |
| **Self-image** | Is the mental picture we have of ourselves. (how you see yourself) |
| **Gross motor skill** | The ability to control and co-ordinate the movement of the large limbs of the body, e.g. crawling walking and running. |
| **Fine motor skill** | The ability to control and co-ordinate the movements of the hands and fingers, e.g. writing, painting, holding a spoon. |
| **Language development** | The process which children go through as they learn to communicate with others using words and speech. |
| **Egocentric** | seeing things from only your own perspective or viewpoint |
| **Bond** | To form an attachment with a parent or carer. |
| **Oestrogen** | A hormone produced in women’s ovaries that controls sexual characteristics and stimulates changes in the reproductive organs. |
| **Testosterone** | a hormone produced by the testes that controls the development of male sexual characteristics |
| **Abstract thinking** | The ability to think about something that might not be there or even exist. |
| **Peer Group** | The social group a person belongs to which influences beliefs and behaviour. |
| **Menopause** | The natural and permanent stopping of menstruation (periods), occurring usually between the ages of 45 and 55. |
| **Cohabit** | Live together. |
| **Mid-life crisis** | A dramatic period of self-doubt caused by the passing of youth and the moves into later adulthood. |
| **Empty-nest syndrome** | Is the name given to a psychological condition that can affect parents (most commonly women) around the time that their children leave home. |
| **Dementia** | Illnesses that affect the brain and memory, and makes you gradually lose the ability to think and behave normally. |
| **Influences** | to have an effect on growth or development |
| **Inherit** | passing of genetic traits to offspring |
| **Role model** | Someone whose behaviour and/or attitudes people try to copy because they admire them. |
| **Gender role** | a role that is determined by a person’s gender |