Unit 1 Human Lifespan Development
In this unit you will:

A – Explore human growth and development across life stages

B – Investigate factors that affect human growth and development and how they are interrelated
Objectives

- Identify the 6 life stages of how we develop and grow
- Understand the four areas of development (PIES)
- Introduce the first life stage developing knowledge on infancy
Growth and Development

As we pass through the different life stages, we all grow and develop in different ways.

Growth – is a change in size of weight and is easy to measure.

Development – Involves acquiring new skills and capabilities.
Task 1 –

Tom and Lucy are two year-old twins.

Working with a partner, identify the major events that are likely to happen to Tom and Lucy during their lives. For example, by the age of five they will have started school.
Life Stages

- A number of distinct phases people pass through during their lives
  - Infancy (0-2 years)
  - Early Childhood (3-8 years)
  - Adolescence (9-18 years)
  - Early adulthood (19-45 years)
  - Middle adulthood (46-65 years)
  - Late adulthood (65+ years)
Development

P – Physical
I – Intellectual
E – Emotional
S - Social
P – Physical changes that happen to the human body throughout each of the life stages.

I – Intellectual development involves changes in the brain and the acquisition of thinking and reasoning skills.

E – Understanding and managing feelings is an important part of our emotional development.

S – Includes the ability to interact with others in society and build relationships.
Who we are and how we see ourselves are influenced by the people in our lives, the things that happen to us and how we respond to these events.

Self-image

- The mental picture we have of ourselves
- Do we actually see the physical person in the mirror?
- Positive or negative and is influence by:
  - Personal appearance
  - The media
  - Comparisons with other people
  - The comments from other people
Self Esteem

- How much you like, accept and respect yourself
- High self esteem = high confidence and solid relationships
- Can change on a daily basis (e.g. a bad hair day!)
- Factors that affect self esteem
  - Attitudes of parents, carers and families
  - Success or lack of it at school
  - The comments of friends
Infancy
Which life stage is which?

- What are the years for . . .?
- Adolescence
- Middle adulthood
- Infancy
Infancy 0-2 years

- What do we already know about infancy?
- Think PIES!
Physical

- Huge development
- Gross motor skills – the ability to control and co-ordinate the movement of the large limbs of the body
- Increase in weight and height – monitoring
- Fine motor skill – the ability to control and co-ordinate the movement of the hands and fingers

<table>
<thead>
<tr>
<th>Muscle control</th>
<th>Approximate age</th>
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</thead>
<tbody>
<tr>
<td>Grasp objects with whole hand</td>
<td>4 months</td>
</tr>
<tr>
<td>Starts to crawl</td>
<td>8 months</td>
</tr>
<tr>
<td>Climb stairs and runs but often falls</td>
<td>18 months</td>
</tr>
<tr>
<td>Control big muscles which allows toilet training</td>
<td>2 years</td>
</tr>
</tbody>
</table>
Birth – babies respond through sense and communicate mainly through sound
- Smiles and noises
- Babbling
- Words to communicate around 1 year
- 18 months – know about 6 words
- 2 years – put 2 to 3 words together to make simple sentence

Language development (the process which children go through as they learn to communicate with others using words and speech)
- Egocentric perspective (seeing things from only your own perspective or viewpoint)
Emotional

- First 2 years, infants bond with those who care for them

Bond - to form an attachment with a parent/carer

- Up to 6 months, babies do not mind who holds them
- 7 – 12 months form strong bond with main carer, wary of strangers and cry if held by others
- 12 months onwards form bonds with people – the attachment process
- Love and affection
Social

- Early relationships – based on interaction
- Modelling
- Main relationships – parents, carers, brothers and sisters
- Play
- Starts alone then with others and then learning about the process of sharing
Using 1 piece of A3 paper, show your understanding of an infants development through PIES using pictures, symbols and only 20 words!!
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIES</td>
<td>A change in size or weight</td>
</tr>
<tr>
<td>Social development</td>
<td>Acquiring new skills and capabilities. Being able to count, write and handle our own feelings and emotions are all important aspects of human development</td>
</tr>
<tr>
<td>Growth</td>
<td>Ability to interact with others in society and build relationships</td>
</tr>
<tr>
<td>Self esteem</td>
<td>Mental picture we have of ourselves; some see themselves in a positive light and others in a negative light</td>
</tr>
<tr>
<td>Development</td>
<td>Is about how much you like, accept and respect yourself. How much you value yourself</td>
</tr>
<tr>
<td>Self image</td>
<td>Is about how much you like, accept and respect yourself. How much you value yourself</td>
</tr>
</tbody>
</table>
A change in size or weight

Acquiring new skills and capabilities. Being able to count, write and handle our own feelings and emotions are all important aspects of human development.

Mental picture we have of ourselves some see themselves in a positive light and others in a negative light.

How much you like, accept and respect yourself.

Ability to interact with others in society and build relationships.

Physical, intellectual, emotional, social.
Early Childhood
Objectives

- Identify PIES for the next life stage (Early Childhood)
- Show understanding of fine and gross motor skills and the differences between
PIES

PHYSICAL:
Growing Taller
Growing Wider!

INTELLECTUAL:
Chatterbox!
Please & Thankyou

EMOTIONAL:
Tantrums
Happiness

SOCIAL:
Sharing car toy
Making ‘Best Friends’
Gross and fine motor skills improve greatly during childhood.

- Throw and catch a ball
- Pull and steer toys
- Build tall towers using blocks
- Ride a tricycle
- Jump on one foot
- Cut paper with safety scissors
- Copy shapes including squares and crosses
- Hold a crayon or pencil to draw
Most children are able to speak in full sentences and have quite a good vocabulary.

Children start school during this stage of their life, and this helps with development of language and understanding of numbers.
In infancy, the world is experienced through the senses alone. In childhood this changes as children have the ability to be able to think about things that happens to them

Children learn how to act and behave in particular situations by watching others and asking questions

Children need positive role models in their lives
Emotional Development

Between 3-8

- Children begin to learn how to handle their feelings
- They learn how to share and cooperate with other people
- Children can talk about their feelings whether they feel happy or sad
- Begin to develop their own self-concept, which will be further developed throughout life
Social Development

Between 3 and 8 years:

Children begin to widen their social group and form friendships with others.

In the early part of this life stage children often have temper tantrums if they cannot get their own way.

They gradually start to realise that they have 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’.
Kian is 6 years old. He lives with his mother, baby sister, Ella (9 months old), his grandfather and grandmother

1. Identify three fine motor skills Kian will have developed by the age of six

1. Identify three physical skills Kian has mastered that Ella couldn’t do in infancy

2. Explain, giving examples, the differences between fine and gross motor skills

3. Explain why having positive ‘role models’ is important for children
# Children's Play Stages

<table>
<thead>
<tr>
<th>Types of play</th>
<th>Age</th>
<th>Description of play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solitary Play (infancy)</td>
<td>0-2 years</td>
<td>Children play alone using their imagination and do not interact with other children</td>
</tr>
<tr>
<td>Parallel Play</td>
<td>2-3 years</td>
<td>Children play alongside each other, but not together. Toys are not shared cooperatively</td>
</tr>
<tr>
<td>Social Play</td>
<td>3-8 years</td>
<td>Children play together, sharing their toys. By the age of eight they will engage in quite complex games, often requiring the use of imagination</td>
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</tbody>
</table>
Counting cubes
Jigsaw
Colouring in
Reading
Word-search

Solitary or parallel Play?
Quiz Time
Adolescence is a time of great physical, intellectual, emotional and social change
TWWL: The PIES Changes of Adolescence

- Identify some changes that adolescents go through
- Describe the changes of individuals during teenage years
- Analyse the changes of individuals during adolescence and childhood
Children entering adolescence pass through puberty and become adults.

One of the key physical features is sexual maturity.

People enter adolescence at different ages, with girls on average entering this stage slightly earlier than boys.

Most girls start menstruation between the ages of 12 and 13, the normal range is anything from 8-16.
In pairs:

Identify 2-3 physical changes that happen to boys and 2-3 physical changes that happen to girls in adolescence

Discuss why some teenagers start to disagree with their parents more in adolescence than in early childhood
### Physical Changes

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breast Development</td>
<td>Broadening of chest and shoulders</td>
</tr>
<tr>
<td>Changes in the body shape and height</td>
<td>Deepening of voice</td>
</tr>
<tr>
<td>Growth of pubic and body hair</td>
<td>Appearance of facial hair and pubic hair</td>
</tr>
<tr>
<td>The start of periods (menstruation)</td>
<td>Increase in size of Genitals</td>
</tr>
<tr>
<td></td>
<td>Growth Spurt</td>
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</tbody>
</table>
In adolescence there is a rapid process of physical change caused as a result of hormonal change

Girls – changes caused by oestrogen
A hormone produced in a woman's ovaries that controls the development of sexual characteristics and stimulates changes in the reproductive organs

Boys – changes caused by testosterone
A hormone produced by the testes that controls the development of male sexual characteristics
Biggest intellectual change that happens in adolescence is . . . . . . Abstract thinking

- Begin to think in a more logical way to solve problems
- Empathise – see things from other peoples perspective and realise that the world is not centred totally around them
- This period is also a time when teenagers develop their own mind set of morals and ideas about what is right and wrong
Difficult time for teenagers!

- Mood Swings
- Frustrations
- Insecurities
- Confusions

Most teenagers will experience these
Feelings of physical attraction towards others also begin to develop

Young people start to explore their own sexuality with people of the opposite or same sex

Young people will start to have their first intimate relationship with another person

Relationships are formed and sometimes maintained for long periods of time.

They can also be short term and teenager has to handle a whole new range of feelings and emotions to do with loss
Social development is closely linked to their emotional development

- Tend to socialise more and have more independence and freedom
- Influenced by the views, opinions and behaviour of their friends (also known as peer group pressure)
**PHYSICAL**
Boys and girls both experience puberty and develop secondary sexual characteristics. Both boys and girls continue to grow and gain weight.
- Girls: wider hips, breasts, periods start, pubic hair
- Boys: Public hair, deeper voice, penis grows and begin to produce sperm.

**INTELLECTUAL**
Develop abstract thinking; this means that teenagers are able to understand what is implied rather than just what is said.
- Can solve more complex problems.

**EMOTIONAL**
- Can be a difficult time emotionally
- Hormones can lead to mood swings
- Become more aware of own feelings
- Development Self image and self esteem

**SOCIAL**
- Relationships with friends is important
- May develop an intimate relationship with another person
- Meet different people
- Independent from parents/family
Dear Wendy,

I am a 14 year old girl who is really struggling socially. I have a big group of friends who I desperately want to be part of. However a lot of my close friends have started heavily drinking and smoking on the weekend and now even school nights.

My mum is really worried about me and keeps asking me to stay in with my family. I don't feel like I can talk to her as she doesn't understand how much my friends mean to me and I don't want to miss out. I have started bunking off school with my friends. I have noticed my predicted grades have gone down which causes more arguments with my family.

I feel really unhappy and don't know how to best with this situation so please help and explain why I am going through this and what is the best way for me to deal with being a teenager?
Review

D/C - Identified? (Word)
C/B-Described? (Sentence)
B/A-Analysed?
(Paragraph)
Task - Peer Pressure

Think of a situation which a young person could find themselves in due to peer pressure