



# Level 3 Health and Social Care: Principles and Contexts

Guidance For Teaching  
Unit 2

## UNIT 2

### FACTORS AFFECTING INDIVIDUALS' GROWTH AND DEVELOPMENT ACROSS THE LIFESPAN

#### Introduction:

The principal aim of this unit guide is to support teaching and learning and act as a companion to the Specification. Each unit guide offers a detailed explanation of key points in the Specification and aims to explain complex areas of subject content.

#### Programme of study:

The activities provided here are suggestions only for developing learner knowledge. Each centre must decide whether the activities are appropriate for their learners, and it is acknowledged that local conditions may determine the approach adopted. Although some of the suggested activities may involve sector engagement, please note that the majority of the activities are designed to take place within the classroom. Learners develop knowledge and understanding through the experience they acquire while carrying out each activity. Formative feedback is crucial to the learning to ensure that the learner is developing the knowledge and skills necessary to achieve the best possible grades. Examples of activities have been given in this guidance that provide plenty of opportunity for formative feedback.

#### Overview of content:

In this unit, learners will gain knowledge and understanding of the factors that affect an individuals' growth and development across the lifespan and the effects this can have on their personal wellbeing outcomes and care and support needs.

#### Assessment:

The examination may be taken either onscreen or as a written paper in the January examinations series and/or the May/June examinations series.

All questions are compulsory and short-answer questions will be mixed with longer answer questions throughout the paper.

An example of programme of study for:  
**Unit 2: Factors affecting individuals across the lifespan**

Topic Area	Activities	Resources	Homework
<p><b>2.1</b>                      Factors affecting human growth and development across the lifespan</p>	<p>Introduction to unit content and assessment methods'</p> <p>Introduction/revision of the life stages:</p> <ul style="list-style-type: none"> <li>• Infancy: 0-2 years</li> <li>• Childhood: 3-12 years</li> <li>• Adolescence: 13-19 years</li> <li>• Adulthood: 20-64 years</li> <li>• Later adulthood: 65+ years.</li> </ul> <p>Use an example of a family group with members from all life stages, for example a family group or characters from a popular TV programme: look at the five life stages and the age ranges for each; use a card matching game to match family member, age range and life stage; discuss answers.</p> <p>Define growth and development through class discussion with guest speaker.</p> <p>Discuss P.I.E.S. and describe their meanings. ; learners create a table of the life stages, age ranges of characters and key features of P.I.E.S. development at each life stage.</p>	<p>Family group case study example from a popular TV programme.</p> <p>Mix and match cards.</p> <p>Guest speaker: Health Visitor.</p>	<p>WJEC online resources</p> <p>Learner to think of and write down questions ready to ask guest speaker</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	<p>Introduce the idea that there are different factors that influence us throughout the life stages that can affect our growth, development and well-being; some factors that we have control over and some that we do not have control over.</p> <p>Learners to work in pairs or small groups to produce a mind map of key factors that may influence individuals.</p>		<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>

	<p>Discuss these as a class and introduce the fact that there may be different categories of factors (physical, social, A.C.E.s, behaviour that challenges, economic, education, lifestyle choices, life events, mental health)).</p> <p>Learners to group factors that they have identified from the mind map into each category and provide examples of each category of factor.</p>		
	<p>Class discussion of the potential long term impact the key factors identified may have on human growth and development across the lifespan.</p> <p>To include: anxiety, attachment, broadening of experiences, depression, exceeding milestones (more able and talented) , non-achievement of expected milestones, stigma, transition, trauma.</p> <p>Learners to add potential long-term impacts to mind map of key factors produce in a previous lesson.</p>		<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	<p>Use the example case study from <i>Week 1</i> to give learners scenarios and individual circumstances from each life stage to consider what may have affected an individual's expected developmental milestones, both positive and negative, short-term and long-term.</p> <p>Tutor-led discussion on Adverse Childhood Experiences (ACE) and behaviour that challenges and how these affect human growth and development.</p>	<p>Family group case study example from a popular TV programme.</p> <p>Public Health Wales website (ACE):  <a href="http://www.wales.nhs.uk/sitesplus/88/page/88504">http://www.wales.nhs.uk/sitesplus/88/page/88504</a></p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	<p>Tutor-led discussion on how economic status, educational experiences, lifestyle choices and life events affect human growth and development.</p> <p>Use the example case study from <i>Week 1</i> to give learners scenarios and individual circumstances from each life stage to consider what may have affected an individual's expected developmental milestones, both positive and negative, short-term and long-term.</p>	<p>Family group case study example from a popular TV programme.</p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>

	<p>Tutor-led discussion on how mental health, behaviour that challenges, physical factors and social factors affect human growth and development.</p> <p>Use the example case study from Week 1 to give learners scenarios and individual circumstances from each life stage to consider what may have affected an individual's expected developmental milestones, both positive and negative, short-term and long-term.</p>		<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	<p>Use the example case study from Week 1, learners to mind map in pairs or small groups how the long-term impact of factors that affect growth and development across the lifespan could be addressed.</p> <p>Tutor-led discussion on results of mind-mapping on:</p> <ul style="list-style-type: none"> <li>• modelling, social skills training and activities that help individuals achieve greater independence, resilience or rehabilitation (social learning)</li> <li>• reassurance, encouragement, validation and links to attachments and developments</li> <li>• self-confidence, self-reliance, self-esteem, self-concept and resilience building, to provide strength and capacity to meet own needs or seek support from community resources and person-centred ideas.</li> </ul>	<p>Family group case study example from a popular TV programme.</p>	<p>WJEC online resources</p> <p>Learners to produce their own easy-read resource (e.g. poster or hand-out) on new terminology</p>

Topic Area	Activities	Resources	Homework
<p>2.2 Models that relate to factors that affect growth and development across the lifespan</p>	<p>Introduction to the basic concepts related to well-established theories and current critiques and how they relate to each other.</p> <p>Learners to research the following theories and how they relate to factors that affect growth and development in pairs or small groups to present back to the class in the form of a presentation or conference with handouts created by each pair/group on their own findings:</p> <ul style="list-style-type: none"> <li>• Behavioural Theory: Pavlov, Skinner, Watson</li> <li>• Biological Theory: Gesell</li> <li>• Cognitive and other Development Theories: Aaron Beck, Piaget, Vygotsky, Erikson</li> <li>• Ecological Theory: Bronfenbrenner</li> <li>• Human Development Theories: Bowlby Attachment Theory, Cumming and Henry Disengagement Theory of Aging, Nature/Nurture</li> <li>• Humanistic Theory: Maslow, Rogers</li> <li>• Psychosocial Theory: Erikson</li> <li>• Social Learning Theory: Bandura, Vygotsky.</li> </ul> <p>Following presentations/conference, learners to compare and evaluate the similarities and differences between the theories presented to discuss further.</p> <p>Using Case studies from week 1, learners could split into groups and be allocated a theory and make notes how theory would relate to that individuals behaviour. These findings would then lead into a class discussion of how different theories relate to behaviour.</p>	<p><a href="https://www.simplypsychology.org/developmental-psychology.html">https://www.simplypsychology.org/developmental-psychology.html</a></p> <p>Family group case study example from a popular TV programme.</p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on their own and other groups' presentations.</p>

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<p><b>2.3</b> Approaches to promoting and protecting resilience</p>	<p>Class discussion on the meaning of the term “ Resilience”. Learners spilt into pairs and consider the importance of individuals having resilience for growth and development across the lifespan. Learners making notes of ideas.</p> <p>Pairs to research approaches that may be taken to promote and protect resilience and present findings.</p> <p>Tutor led discussion on the approaches to promoting and protecting resilience to include:</p> <ul style="list-style-type: none"> <li>• encouraging individuals to take part in therapeutic and recreational activities within the local community and increase social networks e.g. community arts and creative activities</li> <li>• engaging individuals to be responsible for their own physical health and well-being by making lifestyle changes</li> <li>• promoting a positive, problem-solving approach and an optimistic outlook</li> <li>• promoting positive environments that are forward looking and promote strengths and diversity</li> </ul> <p>Using the example case study from week 1, learners produce a leaflet of approaches that could be used to promote and protect the resilience of the individuals at each key stage of development across the lifespan.</p>	<p><a href="https://phw.nhs.wales/files/research/resilience/resilience-understanding-the-interdependence-between-individuals-and-communities/#:~:text=Resilience%20in%20older%20populations%20can,are%20especially%20critical%20(4).">https://phw.nhs.wales/files/research/resilience/resilience-understanding-the-interdependence-between-individuals-and-communities/#:~:text=Resilience%20in%20older%20populations%20can,are%20especially%20critical%20(4).</a></p> <p><a href="http://www.mind.org.uk/information-support/types-of-mental-healthproblems/stress/managing-stress-and-building-resilience">www.mind.org.uk/information-support/types-of-mental-healthproblems/stress/managing-stress-and-building-resilience</a></p> <p>Family group case study example from a popular TV programme.</p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
<p>Revision: Prepare learners for external assessment – use sample assessment materials for unit 2 found on: <a href="http://healthandcarelearning.wales">healthandcarelearning.wales</a> website.</p>			