

SOCIETY, HEALTH AND DEVELOPMENT

Unit 8: The importance of human growth and development in society, health and development



Society, Health and Development

Level 1 Unit 8: The importance of human growth and development in society, health and development

Sample scheme of work

Total GLH	30, of which 8 will be needed for the internal assessment
Aim/s or statement of purpose	<p>Learners will:</p> <ul style="list-style-type: none"> • know key physical developments and changes across the lifespan • know about health and social issues relating to the lifespan • be able to plan development activities for individuals at different life stages.
Notes	<p>This unit is assessed through a centre set and marked assignment, which will be subject to moderation. The assignment will take approximately 8 hours of the 30 GLH.</p> <p>Differentiation will take place through question and answer, peer or group work, through the level of support provided and extension activities undertaken.</p> <p>On completion of the learning outcomes, learners should undertake the assessment appropriate for this unit.</p> <p>Learning activities</p> <p>A selection of activities has been designed to support the learning outcomes of each unit. These may be adapted to suit the centre, the learners and the local context. In addition, it is expected that learners will have access to employers and work experience as appropriate. Some web links have been included, but it is recognised that learners may need direction when using them and that the websites may change significantly over time.</p>

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to know key physical developments and changes across the lifespan (LO1)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • identify key physical developments extensively with good detail of changes across the lifespan (AC1a) • describe the importance of play for the physical development of children and young people, covering all relevant aspects in good detail (AC1b) 	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss the human lifespan and identify the five stages • Using the five key stages information provided, reflect on their own lives to date, making a list of the development and growth that has occurred to them as individuals • Watch an episode of a television soap opera and identify the key physical developments for characters from all five life stages • Write an explanation of the term ‘ageing’ • Either use a local nursery or interview a play worker to describe the importance of play • Produce a leaflet on ‘the importance of play’ to be issued to carers, giving examples of activities/toys to aid physical development <p>Tutor:</p> <ul style="list-style-type: none"> • Lead a discussion on the five key stages of the human lifespan • Produce a proforma of the five key stages for learners to list their own development and growth. The learners might, if they have one, use their child health record for this. • Provide an episode of a television soap opera to look at the characters from the five stages • Give an explanation of the term ‘ageing’ • Provide child development resources for the importance of play. A toy catalogue is useful. A visit to a nursery or a guest speaker would aid this activity. 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to know about health and social issues relating to the lifespan (LO2)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • describe a wide range of health and social issues relating to age and ageing, in good detail (AC2a) • outline the impact of a good range of life events, supported fully with relevant detail (AC2b) 	<p>Learners:</p> <ul style="list-style-type: none"> • Either use the profiles provided or own relatives in later adulthood to discuss in pairs the health and social issues that may relate to age and ageing • Highlight the roles played by parents, carers and other family members throughout the lifespan • Discuss as a class their own attitudes to teenagers and older people and vice versa • Using the list of life events, produce a chart showing the positive and negative impacts in terms of PIES (Physical, intellectual, emotional and social aspects of growth and development) <p>Tutor:</p> <ul style="list-style-type: none"> • Produce profiles of characters in later adulthood, describing their health and lifestyle • Lead a discussion on the roles of parents, carers and other family members • Conduct a class debate on attitudes to teenagers and older people • Provide the list of life events and discuss with the class what impact they have on individuals 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to be able to plan development activities for individuals at different life stages (LO3)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • give a detailed assessment of relevant aspects of each individual's stage of development (AC3a) • generate a good range of ideas, with clear aims for activities, all of which are suitable (AC3b) • show clear consideration of the need to organise time and resources for the development activities, providing comprehensive detail of what would be required (AC3c) 	<p>Learners:</p> <ul style="list-style-type: none"> • Using a person from each life stage, write a profile drawing conclusions relating to physical, life events and health and social issues • Using the profiles, highlight areas for development • In groups, discuss ideas for suitable activities for each individual that will aid development • Write an aim for each activity chosen • Produce an A5 guide sheet per activity showing time, purpose, resources needed, health and safety issues, etc <p>Tutor:</p> <ul style="list-style-type: none"> • Provide access to case studies on individuals from the life stages or aid learners in using friends/relations from the life stages • Divide learners into groups to discuss activities • If possible, invite an older person in to talk about life events 	<p>RL1</p> <p>CT1</p> <p>SM3</p>