

## SOCIETY, HEALTH AND DEVELOPMENT

### Unit 4: How the growth, development and lifestyle of individuals impact on the sectors covered by society, health and development



## Society, Health and Development

### Level 2 Unit 4: How the growth, development and lifestyle of individuals impact on the sectors covered by society, health and development

#### Sample scheme of work

<b>Total GLH</b>	60, of which 10 will be needed for the internal assessment
<b>Aim/s or statement of purpose</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• know about key growth, development and lifestyle patterns and changes across the lifespan</li> <li>• understand factors affecting growth, development, health and well-being</li> <li>• understand the impact of the growth, development and lifestyle of individuals on services provided by sectors</li> <li>• be able to develop personal health improvement plans for individuals.</li> </ul>
<b>Notes</b>	<p>This unit is assessed through a centre set and marked assignment, which will be subject to moderation. This internal assessment should take approximately 10 of the 60 GLH.</p> <p>On completion of the learning outcomes learners should undertake the assessment appropriate for this unit. Within teaching and learning differentiation will take place through question and answer, pair or group work, by the level of support provided and extension activities undertaken.</p> <p><b>Learning activities</b></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><b>Aim:</b> to know about key growth, development and lifestyle patterns and changes across the lifespan (LO1)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• provide a comprehensive description of key physical, intellectual, emotional and social developments at different life stages, covering all aspects and using appropriate terms (AC1a)</li> <li>• give a detailed description of the influence of conditions, religion, beliefs and culture on lifestyle, covering a range of relevant aspects (AC1b)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Write a basic description of what is understood by the terms 'physical', 'intellectual', 'emotional' and 'social' in terms of development (P.I.E.S.)</li> <li>• Match the key aspects of growth and development to each of the P.I.E.S.</li> <li>• Using the worksheets on anatomy and physical systems, produce a display on the main features of growth and development for each of the main life stages, identifying what can go wrong with systems, eg Coronary Heart Disease, stroke at the different life stages</li> <li>• Create a wall display on all the possible factors that can influence lifestyle choices. It must include religion, beliefs, culture, and social background.</li> </ul> <p><b>Tutors:</b></p> <ul style="list-style-type: none"> <li>• Provide descriptions of P.I.E.S.</li> <li>• Provide a list of the key aspects of growth</li> <li>• Design worksheets explaining how the main anatomical/physical systems work and what can go wrong</li> <li>• Lead a discussion on the factors that can influence lifestyle choices</li> </ul>	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Aim:</b> to understand factors affecting growth, development, health and well-being (LO2)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• undertake a comprehensive assessment of the impact of different lifestyle choices on health, well-being and life opportunities, covering most relevant aspects (AC2a)</li> <li>• evaluate how life events may impact on health and well-being in limited detail (AC2b)</li> <li>• explain a good range of illnesses and disabilities to show how they affect growth, development, lifestyle choices and opportunities in comprehensive detail (AC2c)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Using the case studies provided from the four sectors, discuss with a partner what lifestyle choices and behaviour could affect an individual's health, well-being and life opportunities</li> <li>• Mind map all the life events they can think of</li> <li>• Using the mind map, list beside each one the likely impact on the individual. Sub-divide the list into positive and negative impacts. Use colour to illustrate this.</li> <li>• Research the illness, health condition or disability allocated and produce a PowerPoint presentation to the class on how this affects development, lifestyle choice and opportunities across the lifespan</li> </ul> <p><b>Tutors:</b></p> <ul style="list-style-type: none"> <li>• Create case studies (from all four sectors) to include individuals whose lifestyle choices and behaviours affect health and well-being</li> <li>• Lead a mind map session on life events</li> <li>• Discuss with learners how life events can have a positive and/or negative impact</li> <li>• Allocate learners with an illness, disability or condition to research</li> <li>• Organise presentations</li> <li>• Run Q &amp; A session to check understanding</li> </ul>	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Aim:</b> to understand the impact of the growth, development and lifestyle of individuals on services provided by sectors (LO3)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• explain in comprehensive detail how the sectors monitor and support key changes and developments across the lifespan, including a range of relevant examples (AC3a)</li> <li>• give a comprehensive explanation of how lifestyle choices and behaviours affect sector interventions, covering most aspects in detail (AC3b)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Plot on a map what local service provision, statutory and third sector is available to individuals from the different life stages</li> <li>• Individually, take the life stages allocated and research and produce a guide on the monitoring and interventions that are available or may be needed</li> <li>• Present findings to the group and collect guides for all life stages</li> <li>• Make notes from class discussions on how behaviour and lifestyle choice can affect the use and impact of sector intervention</li> </ul> <p><b>Tutors:</b></p> <ul style="list-style-type: none"> <li>• Provide map of locality and directories of services</li> <li>• Allocate life stages to the learners and direct them to look at monitoring programmes and their purpose. The NHS website on Expert Patients is a very useful starting point: <a href="http://www.nhs.uk/Conditions/Expert-patients-programme-/Pages/Introduction.aspx">www.nhs.uk/Conditions/Expert-patients-programme-/Pages/Introduction.aspx</a></li> <li>• Prepare notes to lead a class discussion on behaviour and lifestyle choice affecting sector intervention</li> <li>• Plenary – check that all learners understand that monitoring and intervention will vary across the life stages</li> </ul>	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Aim:</b> to be able to develop personal health improvement plans for individuals (LO4)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• carry out an appropriate assessment of the health, well-being and lifestyle of an individual in good detail, covering the main aspects (AC4a)</li> <li>• propose a range of practical improvements for individuals in respect of health, well-being and lifestyle in comprehensive detail in their plan (AC4b)</li> <li>• review progress against plans, identifying a limited number of improvements and successes against goals (AC4c)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Choose an individual known to you who will be willing to participate in the task</li> <li>• Devise an assessment form to record findings</li> <li>• Interview the chosen individual and then write a profile of the chosen individual, highlighting what life stage they are at, any life events, health condition and/or disability</li> <li>• Carry out baseline measurements of the individual</li> <li>• In groups, look at the profiles and discuss suggested improvements with targets</li> <li>• Choose the improvements most suited to your individual and write an action plan with the individual. Remember 'SMART' goals.</li> <li>• Design a form to record results with room for review notes</li> </ul> <p><b>Tutors:</b></p> <ul style="list-style-type: none"> <li>• Aid the learners in choosing individuals willing to participate</li> <li>• Ideally use practitioners to talk to the group on how they support individuals throughout the lifespan</li> <li>• Support the learners in writing the plans</li> <li>• Provide example health improvement targets showing how to ensure they have 'SMART' goals</li> <li>• Facilitate the feedback of their findings to each other</li> <li>• Plenary – discuss the success of their plans</li> </ul>	<p>RL1</p> <p>EP3</p> <p>RL3</p>