

Summer Independent Learning

Subject/Group	BTEC Diploma in Health and Social Care (Y11-Y12)
Topic	Human Lifespan Development and Meeting Individual Needs
Timescale	6 hours + reading
To be completed by	This work must be completed and handed in to your subject teacher on the first day of term.

Part 1: Human Lifespan Development

Background Information/Context

Human Lifespan Development is a mandatory unit which is externally assessed. In this unit you will study human growth and development through the life stages, factors affecting human growth and development, and the effects of ageing.

**If you have difficulty in accessing IT resources to produce this work, you may complete it by hand, making sure you write clearly and neatly.

Task 1 – PIES

This unit uses the abbreviation of PIES to represent the FOUR areas of human development. PIES stands for:

- Physical development
- Intellectual development
- Social development
- Emotional development

Produce a spider diagram or a mind map which includes the following information:

- a. A definition for each of the PIES in relation to human development
- b. Examples of how each area of human development can be recognised in children and people.

You can choose to write your examples, draw images, or use photos. The image here represents physical development as it shows children running in a race.



Task 2 – Growth and Development

a. Answer the questions in the box:

Define the term 'Growth'

Explain the 4 principles of Growth:

- 1.
- 2.
- 3.
- 4.

Identify ways we can record/measure Growth

b. There are SIX life stages in human development. You need to know them all, using the correct terminology.

Fill the gaps in the table below:

0-2 years	Infancy
	Childhood or Early Childhood
9-18 years	
	Early Adulthood
	Middle Adulthood
65+ years	

Task 3 – Motor Skills

Produce a poster, with appropriate images, which explains the motor skills developed in children between the ages of 0-5 years old. You must include BOTH gross motor skills and fine motor skills with examples.

Task 4 – Housing

Poor quality housing is associated with poor health and quality of life. Nearly a third (31%) of adults in Britain – 15.9m people – have had mental or physical health problems because of the condition of, or lack of space in, their home during lockdown, according to a new YouGov survey (July 2020).

You need to create an A3 spider diagram, firstly to identify the different types of poor housing conditions; you then need to explain the possible effects this may have on someone's physical and mental health for each poor housing condition you have identified.

Task 5 – Bullying

Bullying can happen at any stage of life. It has a negative effect on everyone involved: the victim, the bully and the onlookers. The four forms of bullying we will cover are:

- VERBAL – using words to hurt
- EMOTIONAL – causing psychological hurt
- PHYSICAL – using force
- CYBER BULLYING

You need to create a table, explaining the short-term and long-term effects of each form of bullying listed above.

Task 6 – Intellectual Development

Intellectual development is about how individuals organise their ideas and make sense of the world around them.

There are 5 types of intellectual development. **Explain each one in detail:**

Problem solving	
Language development	
Memory	
Abstract thought and creative thinking	
Moral development	

Task 7 – Piaget's Theory

Click on the link and watch the following video:

https://www.youtube.com/watch?v=IhcgYgx7aAA&feature=emb_title

(You may need to copy and paste the URL into your web browser)

Complete the table below:

<u>Stage</u>	<u>Approx. age</u>	<u>Things children can do</u>	<u>Things children find difficult</u>
Sensorimotor stage			
Pre-operational stage			
Concrete operational stage			
Formal operational stage			

Part 2: Meeting Individual Needs

Background Information/Context

Meeting Individual Care and Support Needs is a mandatory unit which is internally assessed. This unit introduces you to the values and issues that need to be considered when planning care and support that meet the needs of an individual in a health and social care environment.

****If you have difficulty in accessing IT resources to produce this work, you may complete it by hand, making sure you write clearly and neatly.**

Topic	Task	Watched video clip/s (✓)	Completed task (✓)
1. Equality and diversity	Watch the video clip and then complete task 1 https://www.youtube.com/watch?v=Q6eqOBOqESM		
2. Skills – listening	Watch the video clip and then complete task 2 https://ed.ted.com/best_of_web/foptnjVE#watch		
3. Empathy	Watch the video clip and then complete task 3 https://ed.ted.com/best_of_web/sFgrZpHc#watch		

Task 1 - Equality and Diversity

Draw a line between the term on the left and the correct definition on the right.

Term		Definition
Principle		Treating a person or group of people differently from others

Value		All being treated fairly so can access services of equal quality that meet their personal needs
Skills		A strongly held opinion stored in the subconscious mind
Quality		A judgement of what is important in life on which we base our actions and behaviour
Equality		An unreasonable feeling against a person or group of people
Diversity		The beliefs, language, style of dress, ways of cooking, religion, ways of behaving etc. shared by a particular group of people
Discrimination		A basic belief as to how to behave that underpins all our actions
Belief		A personal attribute or characteristic that is part of an individual's personality
Culture		The ability to do something well
Prejudice		A variety or range of differences

- Did you know all these definitions, or did you have to guess some of them?
- Try covering up the right-hand column and see if you can remember each definition.
- Without looking at the answers, write down and explain the difference between ***discrimination*** and ***prejudice***.

Task 2 – Skills (listening)

1. What is 'active listening'?

2. What does the process of active listening involve?

3. Try the activity below with a family member.

Task 3 – Empathy

Further reading:

<https://www.psychologytoday.com/gb/basics/empathy>

<https://www.healthwatch.co.uk/blog/2019-03-13/four-ways-empathy-can-improve-patient-care>

Challenge! <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3411203/>

How empathic are you? Complete the quiz to find out!

<https://psychology-tools.com/test/empathy-quotient>

Design a poster to explain what empathy is. Use examples to show why empathy is important in health and social care settings.

Extra Task! Click on the link below to complete the 5 minutes quiz and find your NHS career

<https://www.healthcareers.nhs.uk/FindYourCareer>

Make sure you have put your name on all sheets of paper.

Part 3: Read a Book

How often do you read a book for pleasure?

What stops you from choosing to read a book?

Why read? Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:

- Reading attainment and writing ability
- Text comprehension and grammar
- Breadth of vocabulary
- Positive reading attitudes
- Greater self-confidence as a reader
- Pleasure in reading in later life
- General knowledge
- A better understanding of other cultures
- Community participation
- A greater insight into human nature and decision-making

Over the summer, we would like you to read at least one book (this can be fiction / non-fiction and does not have to be related to Health and Social Care). Be prepared to give feedback to the rest of your class in September; you might want to prepare a flashcard to help.

We have books available in college (see your teacher on induction day) or you can borrow books from your local library, for free, once you have registered. You can also buy books from charities shops, often for under a pound.

<https://www.wakefield.gov.uk/libraries-and-local-history/your-local-library/>

<https://www.barnsley.gov.uk/services/libraries/>

SIL Checklist

Have you:

- Completed Part 1 on Human Lifespan Development?
- Completed Part 2 on Meeting Individual Needs?
- Read a book and prepared a flashcard?

BTEC Pearson's have produced a several resources which will be useful for you. They have textbooks, revision guides and study guides designed to help you complete the course and do well in the relevant exams. The resources include:

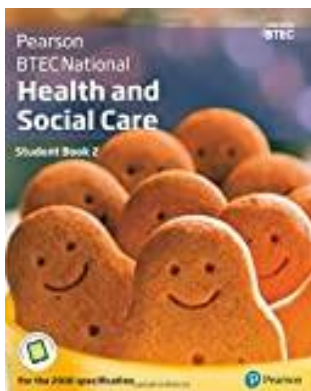


BTEC National Health and Social Care Student Book 1

Publisher: Pearson

Author: Marilyn Billingham, Pamela Davenport, Hilary Talman, Nicola Matthews, Beryl Stretch, Elizabeth Haworth

ISBN: 9781292126012

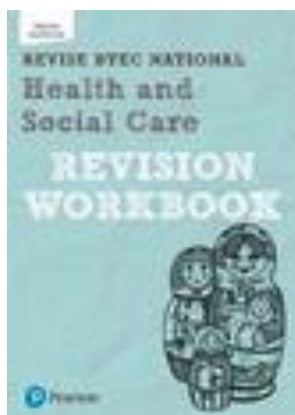


BTEC National Health and Social Care Student Book 2

Publisher: Pearson

Author: Carolyn Aldworth, Nicola Matthews, Sue Hocking, Pete Lawrence, Marjorie Snaith, Mary Whitehouse, Elizabeth Haworth

ISBN: 9781292126029

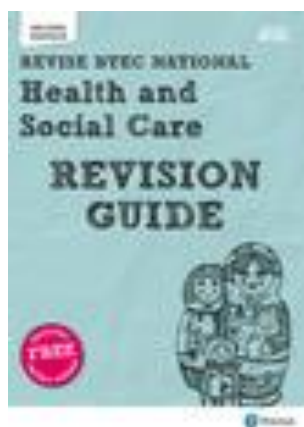


Revise BTEC National Health and Social Care Revision Workbook

Publisher: Pearson

Author: Georgina Shaw, James O'Leary, Elizabeth Haworth, Brenda Baker

ISBN: 9781292299082



BTEC National Health and Social Care Revision Guide

Publisher: Pearson

Author: Brenda Baker, James O'Leary, Marie Whitehouse, Georgina Shaw

ISBN: 9781292230443