



Unit title	Unit 1: Human Lifespan Development
Guided learning hours	90
Number of lessons	45
Duration of lessons	2 hours
Links to other units	
This unit has links to all other units in the qualification.	

Key to lesson types			
AW	Assignment writing	RS	Revision session
GS	Guest speaker	V	Visit
IS	Independent study	WE	Work experience

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Topic A: Human growth and development through the life stages				
1	Understand human development Define the terms growth; development; developmental norms; developmental milestones; life course; maturation and life expectancy Identify and describe 4 areas of development	IS	<ul style="list-style-type: none"> • Tutor presentation: Start of unit with an introduction to human development. • Individual activity/small group activity: Learners will be required to use books to look up definitions of terms relating to Growth & Development. Then 4 areas of development (PIES) introduced with activity – group work to look at the areas of development and lifestages. 	Textbooks Paper, pens



	and lifestages			
2	<p>Define the term conception</p> <p>Outline the stages of foetal development</p> <p>Discuss potential causes and effects of delayed and arrested development during foetal development</p>	IS	<ul style="list-style-type: none"> • Tutor presentation: An overview of foetal development to be given. • Class discussion: Lead discussions about potential causes and effects of delayed and arrested development during foetal development. • Individual activity: <ul style="list-style-type: none"> ○ As an introduction to human development, first ask learners to think of a person; either themselves, a family member or a celebrity. ○ Then ask them to write an introduction about the creation of their life, conception and foetal development. ○ They will also choose one possible development delay or disability for each life stage. 	<p>Textbooks</p> <p>Paper, pens</p>
3	Analyse developmental skills in relation to holistic development	IS	<ul style="list-style-type: none"> • Paired activity/group activity: Activity using a plastic cup, flour, salt and water to be done first. Learners will be making dough from these ingredients only – their task is work out how to do this only using a cup, flour, salt and water. They will then analyse the developmental skills they have used to do this. This will establish their understanding of existing developmental skills so that they can begin to understand how they are developed and why they are needed. 	<p>Plastic cups</p> <p>Flour</p> <p>Salt</p> <p>Jugs</p> <p>Water</p> <p>Cleaning materials</p>
4	<p>Discuss developmental skills and the importance of holistic development</p> <p>Identify key theorists in relation to development</p>	IS	<ul style="list-style-type: none"> • Individual activity: Learners create a spider-gram of development based on the activity that was carried out. • Teacher presentation/teacher-led discussion: Recap and briefly give an overview of key theorists as this will be revisited later in the unit in more detail. The learners will be shown some clips of Genie Wiley and questioned about it. 	<p>Textbooks</p> <p>Paper, pens</p> <p>Genie Wiley clip (Internet based)</p>



5	Identify and explain patterns of holistic development in infancy Identify development present at birth Identify and explain reflexes	IS	<ul style="list-style-type: none"> • Class discussion/small group activity: Discussion on infancy and patterns of development. Small group work used to explore an overview of development. 	Textbooks Paper, pens
6	Explain the patterns of growth and development during infancy and make links to theories of development	IS	<ul style="list-style-type: none"> • Individual activity: Learners to map the birth to infancy lifestage of their chosen person (e.g. favourite celebrity) to show growth and development patterns. 	Textbooks Paper, pens
7	Analyse developmental skills in relation to holistic development	IS	<ul style="list-style-type: none"> • Individual activity: Learners create a spider-gram of development based on the activity that was carried out. This will be recapped and an an overview of key theorists given as this will be revisited later in the unit in more detail. The learners will be shown some clips of Genie Wiley again and more deeply questioned about it. • Tutor-led discussion: Questioning will take place before looking at key theorists. 	Textbooks Paper, pens Genie Wiley clip (Internet based)
8	Discuss developmental skills and the importance of holistic development	AW	<ul style="list-style-type: none"> • Tutor-led discussions/small group activity: Questioning based session involving small and large group work. Looking at: <ul style="list-style-type: none"> ○ How important is development? ○ Do you think that development is biological (it is going to happen because we are pre-programmed to be intelligent or to be badly behaved)? ○ Or do you think that development requires external influences? If so, why? 	Textbooks Paper, pens



9	Explain the patterns of growth and development during infancy and make links to theories of development	IS/GS	<ul style="list-style-type: none"> • Individual activity: Learners to create a timeline of developmental milestones during the session. The timeline will support their assessment. • Guest Speaker: Possible guest speaker – health visitor. 	Textbooks Pens, paper
10	Analyse the value of play and explain the importance of play in child development	IS	<ul style="list-style-type: none"> • Small group activity: Learners will participate in play to analyse the value of play for children. • Small group activity: They will work in groups to build and construct a given task. Learners will have to work as a team. They will then analyse the skills they used and the developmental areas children could potential develop through a play activity to link their understanding of how growth and development occurs during childhood. 	Pens, paper Drinking straws and blu-tack
11	Identify and explain the patterns of development during childhood	IS	<ul style="list-style-type: none"> • Tutor-led discussion: Learners to be given information about the theory of child development, to be combined with a class discussion to draw on learners' own experiences. 	
12	Create a resource, e.g. timeline clearly showing holistic development during childhood	IS	<ul style="list-style-type: none"> • Individual activity: Learners will then create a childhood timeline or graphical organiser (resource) to consolidate what they have learnt. Learners will include all previously studied aspects and will select what they feel are the most important aspects of holistic development during childhood. 	Textbooks Paper, pens
13	Explain the importance of secondary socialisation and peer pressure Introduction to adolescence	IS	<ul style="list-style-type: none"> • Tutor-led discussion: Through tutor input, learners will come to understand and identify the PIES in relation to adolescence. They will be able to discuss the significance of secondary socialisation and peer pressure – minimal links are made to key theorists. 	Textbooks Paper, pens



14	Identify and describe physical areas of puberty (differences between male & female) Create a timeline of development in adolescence	IS	<ul style="list-style-type: none"> • Individual activity: Learners will create an adolescence timeline or graphical organiser (resource) of their choice to consolidate what they have learnt. Learners will use information gained during the session and textbooks to help them complete this task. Learners will select what they feel are the most important aspects of holistic development during adolescence to create their timeline or organiser. 	Textbooks Paper, pens Computer access for research
15	Research and create a fact file of a chosen celebrity	IS	<ul style="list-style-type: none"> • Individual activity: Learners will be researching a chosen celebrity and they will produce a fact file about the individual they have chosen. This fact file will include biographical data and PIES related information regarding the chosen celebrity. 	Textbooks Paper, pens Computer access for research
16	Identify the PIES in relation to adulthood	IS	<ul style="list-style-type: none"> • Tutor-led discussion: Give learners the information they need to understand and identify the PIES in relation to adult adulthood. • Small group activity: A poster will be created in small groups to display this information. • NB You may wish to link this to the activity listed in lesson 18. 	Textbooks Paper, pens
17	Discuss the significance of how age can reverse certain areas of development in some people	IS	<ul style="list-style-type: none"> • Small group activity: Learners to discuss the significance of how age can reverse areas of development in some people. To occur in small groups and be fed back to the whole group. 	Textbooks Paper, pens
18	Identify the PIES in relation to later adulthood	IS	<ul style="list-style-type: none"> • Tutor-led discussion: Provide learners with the information they need to understand and identify the PIES in relation to later adulthood. • Small group activity: A poster will be created in small groups to display this information. • Class discussion: Discussion to follow with later adulthood and final stages of life. 	Textbooks Paper, pens



19	Positives of later adulthood	IS	<ul style="list-style-type: none"> • Learners will discuss the merits of later adulthood. • The purpose of the session is to challenge the commonly held belief that later adulthood is an entirely negative lifestage. 	Textbooks Paper, pens
20	Recap of development through the life stages	RS	<ul style="list-style-type: none"> • Individual activity: Using timelines and posters created in previous sessions, learners will create a revision file for development through the life stages. 	Textbooks Paper, pens Timelines, graphical organisers, posters
Topic B: Factors affecting human growth and development				
21	Discuss the nature-nurture debate in relation to an individual	IS	<ul style="list-style-type: none"> • Tutor-led discussion: Discussion about the nature-nurture debate following an opening video clip about children who allegedly grew up in unfortunate circumstances. • Small group activity/plenary: This will break out into smaller groups and come back together for plenary session. 	Video of socially caused developmental delay Pens, paper
22	Identify key theorists and discuss their arguments in relation to the debate	IS	<ul style="list-style-type: none"> • Small group activity: groups to be given a case study and information sheet about developmental theorists. Their task is to discuss the nature-nurture debate in relation to the individual. 	Theorist factsheets Pens, paper
23	Evaluation of how nature and nurture may affect development	IS	<ul style="list-style-type: none"> • Tutor-led discussion: Learners to be given help to evaluate how nature and nurture may affect the physical, intellectual, emotional and social development of two stages of the development of an individual in study buddy pairs. 	Previous nature/nurture notes Case study Pens, paper
24	Define the term factor Identify different life factors that affect development	IS	<ul style="list-style-type: none"> • Individual activity/paired activity: Learners to work individually, then in pairs, then work in small groups to identify a range of factors that could affect development, finally feeding back to whole group. 	Paper, pens, mini whiteboards



25	Explain potential effects of different life factors on the development of the individual (genetic factors)	IS	<ul style="list-style-type: none"> • Tutor presentation/individual activity: Learners will be given information about genetic conditions then they will use the information to choose one and write about it in relation to the development of the individual. 	Genetic condition factsheets Pens, paper
26	Explain the difference between genetic and biological factors Identify biological factors	IS	<ul style="list-style-type: none"> • Tutor-led discussion: Discussion to explore genetic and biological factors. Learners must understand that genetic means something that is inherited, whereas biological refers to something that is passed on from maternal factors (during pregnancy). 	Information on genetic and biological conditions Pens, paper
27	Explain potential effects of different life factors on the development of the individual (biological)	GS	<ul style="list-style-type: none"> • Tutor-led discussion: Learners to revisit factors they identified in last session to look at what they think could occur during pregnancy and how. • Guest speaker: Possible guest speaker – health visitor, social worker. 	Notes from last sessions Pens, paper
28	Identify lifestyle factors Identify reasons why a healthy diet is important in relation to development Identify and explain how diet related illnesses could affect development	IS	<ul style="list-style-type: none"> • Tutor-led discussion: Learners to be asked to identify lifestyle factors. • Encourage learners to think about why a healthy diet is important. Resources to be included for visual purposes. • Learners to think about smoking and substance misuse and the effects on an individual through a brainstorm activity and class discussion. 	Change for life information packs Pens, paper
29	Identify and explain the effects of smoking, alcohol or drug misuse of an individual at two life stages	RS	<ul style="list-style-type: none"> • Paired activity: In pairs, learners will choose one lifestyle factor and create a mind map showing the effects of their factor and how it could impact on the development of their individual at two life stages. 	Previous notes Pens, paper



30	Identify environmental factors Explain potential effects of different life factors on the development of the individual	IS	<ul style="list-style-type: none"> • Individual activity: Learners to write down as many environmental factors as they can. • Paired activity: Discussion and work in pairs to choose one factor – environmental (exposure to pollution, damp/overcrowded housing). • Learners will need to note down how this may affect development at two life stages. 	Pens, paper
31	Identify socio-economic factors Explain potential effects of different life factors on the development of the individual	IS	<ul style="list-style-type: none"> • Individual activity: Learners to write down as many environmental and socio-economic factors as they can. • Paired activity: Discussion and work in pairs to choose one factor – socio economic (bullying, peer influence, family dysfunction). • Learners will need to note down how this may affect development at two life stages. 	Pens, paper
32	Predictable life events Explain the influences of two predicable major life events on the development of an individual	IS	<ul style="list-style-type: none"> • Individual activity/paired activity: Learners will explore major life events. • Individual activity/paired activity: Learners to work individually, then in pairs, then work in small groups to identify a range of predictable events that could affect development, finally feeding back to whole group. 	Case study Pens, paper
33	Unpredictable life events Explain the influences of two unpredictable major life events on the development of an individual	IS	<ul style="list-style-type: none"> • Individual activity/paired activity: Learners will explore major life events. • Individual activity/paired activity: Learners to work individually, then in pairs, then work in small groups to identify a range of unpredictable events that could affect development, finally feeding back to whole group. 	Case study Pens, paper
34	Create a timeline on life events of an individual	IS	<ul style="list-style-type: none"> • Individual activity/small group activity: Learners will create a timeline on their chosen individual's life and map out predictable and unpredictable life events. 	Pens, paper



35	Recap of factors affecting human growth and development	RS	<ul style="list-style-type: none"> • Individual activity/small group activity: Using timelines, artefacts and posters created in previous sessions, learners will create a revision file for factors affecting human growth and development. 	Work from topic B
Topic C: Effects of ageing				
36, 38	<p>Understand the physical effects of ageing</p> <p>Understand the psychological effects of ageing</p>	IS	<ul style="list-style-type: none"> • Individual activity/class activity: Learners will watch the video 'human body – old age'. During this documentary they will take notes on key aspects of physiological changes associated with old age. • Tutor-led discussion: Facilitate a group discussion to follow the documentary, for learners to share information. 	<p>'Human body – old age' available via internet</p> <p>Pens, paper</p>
37, 39	Consolidate the physical effects of ageing	RS	<ul style="list-style-type: none"> • Individual activity/small group activity: Learners to create a revision tool, itemising and explaining the physiological and social changes that occur in the later stages of the ageing process. 	Pens, paper
40–41	<p>Understand the social effects of ageing</p> <p>Consolidate the social effects of ageing</p>	GS	<ul style="list-style-type: none"> • Individual activity/small group activity: Using case studies of individuals in later adulthood in differing domestic environments (at home, care home, with relatives), learners will explore possible changes to an individual's social systems in later life. • Guest speaker: One possible guest speaker would be a care home manager. 	<p>Case studies</p> <p>Pens, paper</p>
42	Understand the holistic nature of the later stages of the ageing process	IS	<ul style="list-style-type: none"> • Individual activity: Using the three revision tools previously created, learners will create a mind map detailing how the three types of changes could interconnect. 	<p>Revision tools</p> <p>Pens, paper</p>
43	Recap of the effects of ageing	RS	<ul style="list-style-type: none"> • Revision session: Using artefacts and posters created in previous sessions, learners will create a timeline/revision file for the effects of ageing. 	<p>Artefacts, posters</p> <p>Pens, paper</p>



Revision sessions				
44	Recap of unit and examination expectations	RS	<ul style="list-style-type: none"> • Revision session: Using previously written revision tools, tutor will facilitate an overview of the unit with the learners. 	Previously written revision aids
45	Examination practice	RS	<ul style="list-style-type: none"> • Revision session: Practice exam questions. • Peer and self-assessment of questions within the session. 	Practice exam questions Pens, paper