



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICALS IN HEALTH AND SOCIAL CARE

LEVEL 3 UNIT 4 DEVELOPMENT THROUGH THE LIFE STAGES DELIVERY GUIDE

VERSION 1 JUNE 2012

INDEX

Introduction	Page 3
Unit 4 - Development through the life stages	Page 4
Learning Outcome 1 - Know stages of growth and development throughout the human life span	Page 6
Learning Outcome 2 - Understand the potential effects of life factors and events on the development of the individual	Page 8
Learning Outcome 3 - Understand physical and psychological changes of ageing	Page 10

INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning objective so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

The Wolf Review of Vocational Education recommended that all learners studying post-16 qualifications have the opportunity to further develop their English and maths skills, with the aims of:

- achieving a GCSE in English and/or maths at grade A*-C if they have not already done so or
- making significant progress towards GCSE entry and success if this is some way off for the individual.

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

OPPORTUNITIES FOR WORK EXPERIENCE

The Wolf Report also recommended that learners have the opportunity to apply their skills and extend their learning outside the classroom through work experience, part time jobs, work shadowing and work placements. There are lots of opportunities within these qualifications to take some of the teaching and learning outside of the classroom and into a work environment. We are working to provide you with resources to support you in achieving this, please visit www.ocr.org.uk shortly for more information.

KEY



English



Maths



Work experience

UNIT 4 - DEVELOPMENT THROUGH THE LIFE STAGES

Guided learning hours : 60

Credit value: 10

PURPOSE OF THE UNIT

Anyone contemplating a career in the health and social care sector may be engaging and working with people of all ages and personalities. Some will be vulnerable, some will be physically and mentally fit, others may be living with varying degrees of disability or impairment. This unit will help learners to discover the influences, factors and life events that shape people into the individuals they are. Learners will realise that whilst we all share a common biological pattern of development our actual life course may differ considerably from what is expected. They will discover that we are all mosaics resulting from a myriad of influences and that everyone's experiences of life will not only be different but how individuals respond to the various factors and events that shape us will also differ. It is important that learners appreciate that they shouldn't make assumptions about the lives of others or make judgements based on how they themselves would respond to a particular situation.

Learners will therefore start with an overview of the main developmental stages and gain an understanding of terminology such as maturation and developmental milestones. They will look at the social constructs associated with these stages and how increasing life expectancy and increasing standards of living in the developed world may challenge their views.

Learners will investigate a wide range of factors including genetic, environmental and socio-economic influences that contribute to human development. This will allow the learner to explore the nature versus nurture debate.

They will investigate predictable and unpredictable events and study the effects these have on our life course, life span, development and behaviour. With an ever increasing ageing population it is important that learners have knowledge of a range of ageing theories both biological and sociological and how they can be utilised in our later years. They need to be aware of the various changes that occur during this latter part of the life span and how genes, lifestyle choices, environmental and occupational influences together with luck all play a part in determining how much we change and how active we may be. The interaction between the physical and psychological factors of the ageing process will be studied and how they affect confidence and self-esteem which in turn may determine how individuals will view their remaining years. This unit encourages learners to view people as unique individuals and therefore to treat them as such.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Know stages of growth and development throughout the human life span	1P Describe physical, intellectual, emotional and social development for each of the life stages of an individual	1M Describe stereotypical perceptions of life stages and their possible effect on development	
2 Understand potential effects of life factors and events on the development of the individual	2P Explain the potential effects of five different life factors on the development of an individual		1D Analyse the significance of genetic influences as opposed to social factors in human development
	3P Explain the influences of two predictable and two unpredictable major life events on the development of an individual	2M Explain how life factors and events may interrelate to influence an individual's development	
3 Understand physical and psychological changes of ageing	4P Explain two theories of ageing		
	5P Explain the physical and psychological changes which may be associated with ageing	3M Explain how the effects of life factors and events that occurred earlier in life could impact on an individual's ability to deal with ageing	2D Critically compare the value of ageing theories to individuals in differing health or social care settings.

P = Pass, M = Merit, D = Distinction

LEARNING OUTCOME 1 - KNOW STAGES OF GROWTH AND DEVELOPMENT THROUGHOUT THE HUMAN LIFE SPAN

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Know stages of growth and development throughout the human life span	1P Describe physical, intellectual, emotional and social development for each of the life stages of an individual	1M Describe stereotypical perceptions of life stages and their possible effect on development	

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	
1 PIES definitions 	The teacher could introduce the learners to key development areas (physical, intellectual, emotional and social). The learners could then be placed in groups and asked to research the definitions of these areas and present their findings to their colleagues.	30 minutes		
2 Life stages 	The teacher could introduce the life stages to the learners. The learners could then work in groups to identify the milestones within each life stage and development area in a table template. (The template could have the life stages listed across the top and the development areas listed down the side). Learners could record at least four milestones in each life stage and developmental area.	2 hours		
3 Case study 	The learners could be given a case study of an individual which outlines their growth and development from birth to adulthood (created by their teacher). Learners could examine this case study and identify the milestones that the individual in the case study experienced and the life stages at which the individual achieves the milestones.	2 hours		
4 Consolidation 	The learners could consolidate their information by writing a report in which they could include: A description of the life stages and developmental areas. An examination of the physical, emotional, social and intellectual development of the individual with references to the milestones the individual achieved throughout the various life stages.	2 hours		1P Describe physical, intellectual, emotional and social development for each of the life stages of an individual
5 Stereotypical perceptions of life stages 	The teacher could introduce the learners to a definition of stereotypes. The learners could then be placed in five groups to investigate the representation of one life stage per group in the media. The learners could identify key terms of description used in relation to this life stage. The learners could present this information to their colleagues in order to identify associated stereotypes within life stages. The learners could discuss the extent to which these stereotypes are accurate.	1 hour		

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
6 Researching perceptions 	Learners could create a quantitative questionnaire to find out about public perceptions of developmental norms associated with life stages. Learners could identify groups of respondents to ensure that they include a representative sample of respondents, eg different ages, ethnic groups etc.	2 hours	
7 Results of research 	Learners could use the data to create statistics to illustrate their findings. Learners could present this data in charts and graphs and refer to the data to draw conclusions about stereotypical perceptions of life stages.	2 hours	
8 Effects of perceptions on development 	Having identified stereotypical perceptions of life stages, learners could work in groups to identify the effects of these perceptions on in people within the various life stages and their development. The learners could share this information with their colleagues	1 hour	
9 Consolidation 	The learners could consolidate their research findings into an essay. The learners could describe the stereotypical perceptions of life stages referring to examples taken from their primary research. The learners could then describe the possible effects on development of these perceptions, referring to examples.	2 hours	

LEARNING OUTCOME 2 - UNDERSTAND THE POTENTIAL EFFECTS OF LIFE FACTORS AND EVENTS ON THE DEVELOPMENT OF THE INDIVIDUAL

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Understand potential effects of life factors and events on the development of the individual	2P Explain the potential effects of five different life factors on the development of an individual		1D Analyse the significance of genetic influences as opposed to social factors in human development
	3P Explain the influences of two predictable and two unpredictable major life events on the development of an individual	2M Explain how life factors and events may interrelate to influence an individual's development	

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Life factors 	The teacher could introduce the learners to the categories of life factors (genetic, biological, social factors and delayed or arrested development factors). The learners could then be placed into small groups and given a life factor from the categories to investigate. Learners could then present their findings to their colleagues outlining the causes of the factors, the impacts and consequences on an individual's growth and development.	3 hours	
2 Factors case study 	Learners could then be given a case study (created by the teacher) based on the growth and development of an individual, in which they identify the various life factors that have impacted on the individual's life. Learners could work in groups to identify and research the factors in order to explain the potential effects that they could have on the individual in the future.	2 hours	
3 Consolidation 	Learners could consolidate their research to produce a report in which they explain, referring to examples, the effects of five different life factors (across all life factor categories) on the individual in the case study.	2 hours	2P Explain the potential effects of five different life factors on the development of an individual
4 Life events 	Learners could be placed in two groups to create a poster, one group could identify predictable life events throughout the life stages. The other group could identify unpredictable life events throughout the life stages. The groups could then swap posters and develop them further by adding the influences of the life events on the development of an individual (both negative and positive impacts).	1 hour	
5 Consolidation 	The learners could once again focus on the individual in the case study and identify the influences of two predictable and two unpredictable life events on the individual's development. The learners could refer to examples and identify a range of examples of impacts including positive and negative impacts.	2 hours	3P Explain the influences of two predictable and two unpredictable major life events on the development of an individual

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
<p>6 Life factors and events</p> 	<p>Learners could be introduced to the ways that life factors may influence life events by showing them a film clip that demonstrates how becoming ill changes an individual's life. An example, of this could be the Fiona Phillips' documentary on Alzheimer's Disease and the impact it had on her father. Learners could then create a diagram showing how a life style factor may lead to various life events. For example, how may a diagnosis of cancer could lead to certain life events - giving up work or how a life event (loss of a partner) may lead to various lifestyle factors.</p>	<p>2 hours</p>	
<p>7 Consolidation</p> 	<p>Learners could re-examine the case study that they were provided with at the beginning of this section and explain how various life factors and events interrelate to influence an individual's development. Learners will need to examine at least two life events and two life stage factors explaining in detail, referring to relevant examples about the impact on the individual.</p>	<p>2 hours</p>	<p>2M Explain how life factors and events may interrelate to influence an individual's development</p>
<p>8 Nature vs nurture</p> 	<p>Learners could watch film clips or read the article about David Reimer. The learners could discuss the actions taken by his parents and debate whether they made the right decision. Learners could debate the importance of nature vs nurture, identifying key thoughts during the discussion.</p>	<p>1 hour</p>	
<p>9 Consolidation</p> 	<p>Learners could consolidate their research by writing an essay in which they identify, discuss and analyse key arguments linked to genetic influences vs social factors in human development. Learners should ensure that they refer to evidence to support their discussions and develop evaluative statements.</p>	<p>3 hours</p>	<p>1D Analyse the significance of genetic influences as opposed to social factors in human development</p>

LEARNING OUTCOME 3 - UNDERSTAND PHYSICAL AND PSYCHOLOGICAL CHANGES OF AGEING

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
3 Understand physical and psychological changes of ageing	4P Explain two theories of ageing		
	5P Explain the physical and psychological changes which may be associated with ageing	3M Explain how the effects of life factors and events that occurred earlier in life could impact on an individual's ability to deal with ageing	2D Critically compare the value of ageing theories to individuals in differing health or social care settings.

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Theories of ageing 	The teacher could introduce the learners to two theories of ageing, eg biological theories, social disengagement, activity theory etc. Working in two groups, learners could investigate a theory each. The learners could present this information to their colleagues by developing a presentation and also an information sheet outlining the main aspects of the theory and the ways in which it explains the process of ageing.	2 hours	
2 Consolidation 	The learners could use their research and their presentation notes to write a report in which they develop an explanation of the two theories.	2 hours	4P Explain two theories of ageing
3 Researching the usefulness of theories 	The learners could compile a questionnaire or undertake an interview with a health care practitioner and a social care practitioner and ask them about the value of these ageing theories. The learners could document the respondents' feedback and consolidate this into either statistical findings or qualitative summary findings.	3 hours	
4 Consolidation 	Learners could consolidate their research and compile a report in which they identify, explain and critically compare the differences between the two theories. They could assess these differences, referring to examples from their research to exemplify their findings.	3 hours	2D Critically compare the value of ageing theories to individuals in differing health or social care settings
5 Physical changes associated with ageing 	As an introduction to the physical changes that occur when ageing, the teacher could show the learners a film clip that shows an individual ageing, eg, 'The Changing Faces' series aired in January 2010, http://info.kangnoval.com/2010/02/changing-faces-season-1-episode-3.html Katie Price. The learners could then identify the physical aspects of ageing on the body. The learners could then share this information with their colleagues.	1 hour	
6 Psychological changes associated with ageing 	The learners could be asked to identify psychological conditions associated with ageing, eg, Alzheimer's Disease or dementia. The learners could work in groups to research these and identify the impacts on individuals with these conditions. The learners could share this information with their colleagues.	2 hours	

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
<p>7 Consolidation</p> 	<p>The learners could consolidate their research notes and write a report in which they explain the physical and psychological changes that could be associated with ageing. Learners could refer to examples of illnesses or conditions associated with ageing and also the impact of these conditions on individuals (making reference to physical effects and links to lifestyle choices and factors). For example, poor diet or lack of motivation to undertake physical exercise.</p>	<p>2 hours</p>	<p>5P Explain the physical and psychological changes which may be associated with ageing</p>
<p>8 Effects of factors experienced in early life on an individual's ability to deal with ageing</p> 	<p>Learners could be given a case study by the teacher, eg this could be based on the experiences of a child whose parents were alcoholics. Learners could examine the case study and identify how this alcohol abuse may impact on the child's ability to deal with ageing, eg the child could have suffered foetal alcohol syndrome and this may lead to developmental issues in later life. Learners could discuss their findings and share their perspectives on the impact of this factor on the child's ability to deal with ageing.</p>	<p>1 hour</p>	
<p>9 Research</p> 	<p>Learners could interview a parent and discuss the factors and events that impacted on his/her life. Learners could correlate their findings into summaries.</p>	<p>3 hours</p>	
<p>10 Consolidation</p> 	<p>Learners could use the information that they gathered from their interview with a parent to compile a report in which they discuss the effects of life factors and events that occurred earlier in life and its impact on his/her ability to deal with ageing. Learners could refer to links between factors and events and possible conditions that may develop. Learners could refer to examples to demonstrate the explanations they discuss within the report.</p>	<p>2 hours</p>	<p>3M Explain how the effects of life factors and events that occurred earlier in life could impact on an individual's ability to deal with ageing</p>



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always happy to answer questions and give advice.

Telephone 02476 851509

Email cambridgetechnicals@ocr.org.uk

www.ocr.org.uk