



Human growth and development is an externally tested unit and requires students to draw on knowledge and understanding from aspects of all the life stages. Students need to be familiar with the factors that can influence growth, development and health experience, and be able to distinguish between those characteristics that are inherited and those that are acquired during our lifespan. They need to understand what it means to be healthy, and how health and wellbeing may be promoted. Students are also expected to apply their knowledge and understanding to unfamiliar situations. In addition, there are opportunities for students to demonstrate their research and analytical skills, and also to make evaluations of material presented to them. Many of the questions relate to real life case studies; practice in answering questions relating to case studies will help students prepare well for the examination.

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Unit 1

Human growth and development



Answers

- 1** Size and shape change as a result of physical growth. You might also have said physical size or mass. You might have also said height and weight gain.
- 2** The Health Visitor should weigh the baby to find its mass. This is because mass is one of the indicators of physical growth. A reflex is an indicator of how well the baby has developed.
- 3** Human growth and development occurs in **all** life stages, so you could have mentioned infancy, early childhood, adolescence, adulthood, middle adulthood or later adulthood. Many think that people do not 'grow' in middle or later adulthood yet everyone experiences changes in the different areas of development all through their lives. People may also increase in weight.
- 4** 'The human life cycle' is a general term that refers to humans as a species. It suggests that all humans develop in a similar way, at similar times in their lives. In contrast, 'an individual life course' refers to the path a particular person follows. Everyone's life course will be slightly different as it is shaped by what happens to them and how they feel about their experiences.
- 5** Human life expectancy has risen over the last three hundred years, both for men and for women. The expectancy for women is usually about 4.5 years higher than that for men.



short questions and activities

- 1** During which life stage do people usually reach their maximum height?
- 2** Identify **three** other areas of human development, apart from physical development.
- 3** Why is knowledge of 'norms' useful?
- 4** Why is it incorrect to say someone is 'abnormal' if they do not reach a milestone at the expected age?
- 5** Identify **three** examples of continuing influences (continuities) that occur throughout our lives.
- 6** Explain which life stage could be further divided into early and middle.
- 7** Explain why two people, even identical twins, cannot have the same life course.
- 8** Describe the difference between 'life span' and 'life expectancy'.

- a** The key terms do not have the correct definitions alongside them. Draw a line from each key term to its correct definition.

Key terms	Definitions
Human development	The phases of growth and development that people pass through
Human growth	A change in a person's skills and capabilities
Life course	The length of time between a person's birth and death
Life expectancy	The unique pattern of events and experiences that a person goes through during their existence
Life span	The number of further years a person can expect to live from a given age-point
Life stages	An increase in a person's physical size or mass

- b** Copy the table then write in it the five life stages with their correct age ranges.

Name of life stage	Age range

KEY FEATURES OF EACH LIFE STAGE

a Here are drawings showing people in six different life stages.



- i** Identify the life stage of each person and explain your choice of answer clearly.
- ii** Complete the table by identifying **one** key feature of physical, intellectual, emotional and social development for each life stage.

Life stage	Key feature of physical development	Key feature of intellectual development	Key feature of emotional development	Key feature of social development

- b** Interview two people who are over 65 years of age. Ask them to explain what they think has been their favourite life stage and least favourite.
- How well do their answers compare?
 - Discuss your findings with the other people in your class. Are there any differences between men and women?
 - What factors do you think are most important in determining a person's favourite and least favourite life stage?

Answers

- 1** Maturation is the process of change that occurs in our bodies, starting at birth. It involves physical growth and development.
- 2** Motor development involves muscle movement. You might have identified gross and fine motor skills, or you might have said two out of loco motor skills, non-loco motor skills or manipulative skills. Gross motor skills involve large muscles and examples are crawling and walking. Fine motor skills are sometimes referred to as manipulative skills and involve the muscles of the fingers.
- 3** One example of the development of intellectual ability is 'object permanence' - realising something is still there even although it is covered up. Another is communication - using words at about one year of age.
- 4** A close relationship is one where trust and security can develop. Such an early close relationship is known as attachment and it is achieved by an emotional link, known as bonding.



short questions and activities

- 1** What does the word 'mortality' mean?
- 2** List the factors that may affect the subsequent growth of a new baby.
- 3** What happens to a baby's weight during the first 18 months of its life?
- 4** Who first used the term 'maturation'?
- 5** Give **one** example of maturation in an adolescent boy and **one** example in an adolescent girl.
- 6** *Using your own words*, explain the difference between universal, sequential and biological maturation. Write out your definitions first.
- 7** Explain clearly the difference between a gross motor skill and a fine motor skill. Give **two** examples of each that a three-year-old child would have acquired.
- 8** Make a list of gross motor skills in the order that an eight-month-old infant would acquire them.
- 9** List the **seven** functions for which language is needed.
- 10** *Using your own words*, explain the difference between indiscriminate, specific and multiple attachment. Can you do this in **one** short sentence?

KEY POINTS ABOUT INFANCY

a Here are some of the key phrases from this unit:

- motor skills
- maturation
- social development
- intellectual development
- attachment and bonding
- emotional development
- foetal development

Complete the text by filling in the correct phrases from the list above.

..... takes nine months. Physical development involves acquisition of gross and fine that involve muscles. Cognitive development is another name for This involves the acquisition of language. Ideally, infants should have opportunities to develop feelings of trust and security. This will aid their by making them feel loved and can be helped by with one carer early in life. It can also help their by making them more comfortable at interacting with other people. The process of physical growth and development that we see unfolding from birth through the stages of the human life course is referred to as

b Complete the table by classifying these examples of motor skills as loco motor, non-loco motor or manipulative skills.

Example of motor skill	Loco motor, non-loco motor or manipulative skill
Crawling	
Grasping	
Holding head up	
Walking	
Stacking blocks	

WHAT IS NORMAL?

- a** Ossification is a normal process that occurs during infancy. Carry out some research on ossification using the Internet and Biology textbooks.
- i** Write a short paragraph to include the following points:
- cartilage
 - osteoblast
 - blood supply
 - central canal
 - diaphysis
 - growing points
 - compact bone
 - cancellous bone.
- You might like to include some diagrams to explain ossification.
- ii** Rickets is a disease that affects bones. Find out what causes rickets and how it affects bones.
- b** Use the Internet to find out the 'normal' range of height for an infant who is one-year-old. Find out some reasons why some infants might not fall within this normal range.
- c** Read the following case study and answer the question below.

Mai is eighteen months old. Her father reads to her every evening before she goes to sleep. Mai and her mother spend time with other mothers and children the same age as Mai. Mai enjoys copying her mother when she is baking or ironing. She also enjoys 'helping' her father wash his car at the weekend.

Identify and explain **two** areas of Mai's development that her parents are helping to develop.

Answers

- 1** A four-year-old child can run and skip, unlike a one-year-old infant. A four-year-old child also has much better hand-eye co-ordination, such as catching a ball, unlike a one-year-old infant.
- 2** Two examples of a fine motor skill development that occurs during childhood are holding a pencil properly between finger and thumb and threading a needle. You might also have said being able to tie shoelaces, or any activity requiring fine control of finger and thumb.
- 3** Concrete operational thinking refers to a child understanding rules such as if you 'add' to something it will get bigger.
- 4** Socialisation is being able to interact with others and primary socialisation is when a child interacts with its parents. This primary socialisation is important as rules and good behaviour can be reinforced. Basic values are learned from parents.



These questions guide you through the topic. If you need help to answer them, look at pages 20 to 23 of the Collins textbook.

short questions and activities

- 1** Describe the main difference between what children do nowadays in Britain compared to what they did in the nineteenth century.
- 2** Using the information in the table on page 21 of the Collins textbook, identify one gross and one fine motor skill in each of the age bands in childhood.
- 3** The section on intellectual development on page 21 of the textbook gives some examples of imaginative play. Give two more examples. You might need to ask a six-year-old to help you.
- 4** Identify the **four** significant features of social development that occur during childhood. Rewrite them in your own words.
- 5** What is 'gender constancy' and why is it important?
- 6** How does a child's self-concept change during childhood?
- 7** When do children start to form relationships with people other than their parents?
- 8** If possible, try to observe groups of children at play. See if you agree with the characteristics of boys' and girls' friendships given in the table on page 23 of the Collins textbook.

CHILDHOOD

- a** There are key terms at the beginning of the unit on **Childhood growth and development** (page 20 of the Collins textbook).
- i** Unscramble these anagrams to find the key terms. (Try not look at the book unless you are stuck.)

Snorm

Big lins

a red cygnet sconn

reeps

flec pets son

ten cog rice

I crosz a military piano

- ii** Write a definition of each of the key words.
- b** Complete with table by writing 'girls' or 'boys' against these characteristics of sex-segregated friendships.

Characteristic of sex-segregated friendships	Boys or Girls
Small groups or pairs	
More playing outdoors	
Competition / dominance focus	
Intensive friendships	
Stacking blocks	

CHILDHOOD DEVELOPMENT

- a** Discuss to what extent this statement is true or false:

Growth and development are greater in childhood compared to that in infancy.

Give as full an answer as possible and include evidence for your arguments. Start by defining 'growth' and defining 'development'.

- b** Read the following case study and answer the question below.

Billy is fourteen-months old. He plays alongside other children, but he does not interact with them much. If he sees another child playing with something he wants, he tries to take it away from the other child. He likes to know his mother is nearby and he cries when he sees her go away. Billy likes to have stories read to him and he tries to copy some of the words he hears.

Using the activities in the case study, explain how a five-year-old boy's behaviour might differ from Billy's behaviour.

Answers

- 1** Examples of physical growth would be an increase in mass or height, (growth spurt). Examples of physical development could include the physical growth examples or the appearance of the secondary sexual characteristics.
- 2** Adolescents think more deeply and are able to remember things better. Most adolescents develop abstract thinking, which means they are able to think about things they have not directly experienced.
- 3** Adolescents experience hormonal changes. They may find it difficult to cope with the resulting changes during puberty, especially if these do not coincide with what is happening to their peers. They are trying to find a sense of who they are during this time and there may be conflict with their parents.
- 4** Friendships are important, as they provide a transition from family to independence. Adolescents spend a lot of time with their peers and want to be liked and accepted by them.



short questions and activities

- 1** Why is adolescence seen as a transitional stage?
- 2** What groups of people have the different needs of adolescents as a major focus?
- 3** Write a definition of 'puberty'.
- 4** Make up a summary table of the secondary characteristics that occur in boys and girls. The table on page 26 of the Collins textbook has some information to get you started. Think of other things that are distinctive to boys, distinctive to girls, and common to both boys and girls.
- 5** Name the main male sex hormone and the main female sex hormone.
- 6** List, *in your own words*, the **four** ways in which abstract thinking improves an adolescent's ability to think.
- 7** List the **seven** different issues that adolescents need to consider. Think of how they would apply to you and put them in order of importance, starting with the one you consider to be the most important.
- 8** What is the main question that social development is concerned with answering?
- 9** *In your own words*, write descriptions of the **four** components of interdependence.

WHAT IS IT LIKE TO BE AN ADOLESCENT?

- a** Which word fits this definition?

The developmental period when secondary sexual characteristics develop and reproductive organs become functional.

.....

- b** Complete the table to indicate whether the following characteristics are examples of primary or secondary sexual characteristics. The first one has been done for you.

Characteristic	Primary or Secondary sexual characteristic
voice lowers	secondary
penis	
vagina	
pubic hair	
ovaries	
breasts	
menstruation	

- c** Put a tick next to the two phrases that are features of abstract thinking.

- Understand the meaning of love
- Remember what you were doing last lesson
- Learn how to spell six difficult words
- Predict the consequences of someone setting off a fire alarm
- Listen to a friend telling you a story without interrupting them

ADOLESCENCE – A TIME OF CONFLICT

- a** Read the information about Erikson again (page 26 of the Collins textbook).

Write a short note saying whether you feel you have a separate sense of identity to your parents and friends? To help you answer this, think about the following points:

- Are you always known as 'Bill's daughter' or 'Mary's son' ?
- If you have brothers or sisters, do your teachers keep associating you with them?
- Are you easily persuaded by parents or friends to do things that you don't really want to do?
- Do you copy what others do a lot of the time?
- Are you clear about what you enjoy doing and what you do not enjoy doing?
- Do you find it easy to tell others what you feel?

- b** Read the case study below and answer the following questions.

Marvin is fourteen-years-old. He has moved to a new school and has not yet made any friends with the boys in his year. He is Scottish and some people make fun of his accent. Marvin keeps telling them that it was much better at his last school. Marvin is very tall for his age and he is just beginning to shave, unlike most of the other boys in his class. Marvin spends most of his lunchtimes with his sister Heidi, who is twelve-years-old. Heidi finds it easy to talk to people she has made lots of friends already. The girls who are friendly with Heidi like Marvin, but he would rather be friends with the other boys.

- i** Identify as many reasons as you can for Marvin not being liked by the other boys.
- ii** Explain how Marvin's development may be affected by his current situation. (Remember to include all areas – physical, intellectual, emotional and social (PIES)).
- iii** Imagine you are empathising (listening sympathetically) with Marvin about his problem. What advice would you offer him?

Answers

- 1** There is a large list for you to choose from: poorer vision, poorer hearing, loss of muscle strength, loss of calcium in bones, decline in heart and lung function during exercise, lowered fertility, loss of elasticity in skin resulting in wrinkles.
- 2** During early adulthood people usually leave home and develop close personal relationships. In later adulthood, some will interact with fewer people as they will have lost parents and stopped working. In addition, some of their friends may have died.
- 3** Intellectual development is never complete. People are always learning new things. Although for most people, their intellectual ability will be at a peak during early to middle adulthood, many will maintain a high intellectual capacity, especially if they continue to accept mental challenges.
- 4** Key features affecting someone's social and emotional development in adulthood and old age are the relationships they have with other people, the loss of a partner or close friend, and whether their general outlook on life is positive or negative.



short questions and activities

- 1** List the features that are associated with adulthood.
- 2** Explain what is meant by 'physical maturity'.
- 3** Identify some of the physical features that are at their optimum during adulthood.
- 4** From memory, try to reproduce the table showing the physical changes experienced during adulthood. Look at the Collins textbook only if you really have to.
- 5** Describe what additional physical changes occur in later adulthood.
- 6** Describe, in as much detail as you can, what the information shown in Figure 8 on page 29 of the Collins textbook tells us.
- 7** Explain the difference between aging and dementia.
- 8** Early adulthood is a time of great developmental change. Write **one** sentence to explain such changes under the following headings: leaving home, finding a partner, and becoming a parent. (Remember to refer to specific areas of development – physical, intellectual, emotional and social).
- 9** Explain how the role of being a parent and a son or daughter may change during middle adulthood.

GETTING OLDER

- a** The key terms do not have the correct definitions alongside them. Match the key terms to its correct definition by drawing a line between the two.

Key terms	Definitions
Maturity	Ability to use thinking and memory skills
Menopause	Expected pattern of behaviour associated with a particular social status
Ageing	The state of being fully developed
Dementia	Period of time during which a woman's menstrual cycle stops
Social role	The pressure and difficulties that may result from the conflicting demands of a person's different social roles
Role strain	Degenerative disorders of the brain that affect a person's cognitive skills, personality and emotional control
Older person	Pattern of biological change, not caused by accident or disease, that occurs over time in the structure and functioning of the body
Cognitive performance	Anyone who is over 65-years-old.

- b** Adulthood may be divided into three parts: early adulthood, middle adulthood and later adulthood.
- i** Without looking back at the Collins textbook, identify the age ranges for each of these life stages.
 - ii** For each of these three life stages, identify **two** areas of development that you consider to be of most significance. Explain your choice of answers.

DOES IT GET BETTER OR WORSE AS WE GET OLDER?

- a** Adulthood may be divided into three stages.
- i** Identify the **three** stages of adulthood, with age ranges.
 - ii** For each of the **four** areas of development (physical, intellectual, emotional and social) make up a flow chart to show how development changes as a person moves through each of the three stages of adulthood.
 - iii** Interview someone in each of the three stages of adulthood. Ask each person to explain if they feel life has got better or worse as they have got older. Compare notes with the other students in your class.
- b** Find out more about some disorders that affect people as they get older, e.g. arthritis and Alzheimer's. Write a short paragraph about each to include the following points:
- What part of the body is affected?
 - What is the effect of the disease on the body?
 - How does the disease affect the everyday life of the person?
 - What treatment is available?
 - Is there anything a person can do to lower the chances of having the disorder?
 - Is there anything society as a whole can do to lower the chances of people having the disorder?
- c** Read the case study below and answer the following questions.

Martin is 80-years-old and lives with his daughter, Susie, who is 52-years-old. Martin has recently had a stroke and is paralysed down his right side. He is no longer able to write, but recently he has bought a computer and is able to type with one hand. He likes to research topics using the Internet and he is able to email his grandchildren who live away from home. Martin attends a day centre every day.

Susie has recently gone through the menopause and her husband left her six months ago. She has been depressed and has recently found a part-time job as a cleaner in her local school. She has one good friend who comes to see her one night a week. She finds it difficult to go out in the evenings, as she feels she has to stay in to look after her father.

- i** Analyse the effect that Martin's stroke has had on his development.
- ii** Identify factors that are currently affecting Susie's development. Explain the effects of each factor.

(Remember, in each part, to cover all the areas of development and to consider both positive and negative effects.)

Answers

- 1** DNA contains our genetic information. It tells the cells what to do and how to behave.
- 2** Genes are short stretches of DNA. They are located on the chromosomes inside the nucleus of each of our cells.
- 3** Each gene codes for a particular characteristic, such as eye colour and the susceptibility to certain diseases. Genes may also code for other things like intelligence, depression and sexual orientation.
- 4** Genes play an important part in determining who we are and how we grow and develop. However, our environment or life experiences also play a part. The extent to which our genes and our environment determine our development is the basis of the nature-nurture debate.



short questions and activities

- 1** What is DNA an abbreviation for?
- 2** Does every cell in our bodies use all our genetic information? Explain your answer.
- 3** Apart from our sex cells, how many chromosomes do our cells contain and how are they arranged?
- 4** When do you acquire your unique genotype?
- 5** What is special about the number of chromosomes in our sex cells? Why is this number necessary?
- 6** What is the difference between a dominant allele (gene) and a recessive allele (gene)?
- 7** What can you say about the genotype of your parents' blood if you have Type O blood?
- 8** What is the difference between the sex chromosomes of a girl and a boy?
- 9** What else, apart from our genes, determines our growth and development?

WHAT ARE THE CHANCES

- a** Some parents would prefer to have a boy, some would prefer to have a girl, and others do not mind which sex their child would be.
- i** Work through the genetic cross to find out the chances of a couple having a boy or a girl.

	Father	Mother
Genotype of parents	XY	XX
Gametes	X or Y	X or X
Genotype of offspring	
Chances of boy or girl	

- ii** Explain whether a couple are more likely to have another boy if they have a boy already.

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- b** Without looking at the Collins textbook, write a brief definition of each of the following words:

chromosome DNA gene gamete genotype heredity

chromosome

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DNA

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gene

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gamete

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genotype

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heredity

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NATURE OR NURTURE?

a The nature-nurture debate is concerned with the extent to which our development is affected by our genes and by our environment.

i Identify the 'nature' part and the 'nurture' part of the debate.

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ii Identify some factors that are controlled only by our genes, factors that we cannot change.

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b Environmental factors include all our life experiences.

i For each of the four areas of development (PIES), identify at least **two** factors that you think might have a major impact.

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ii Choose **one** factor and explain how it might have an impact on more than one area of development.

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c Explain the importance of using identical twins in studies on the nature-nurture debate.

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Answers

- 1** Children's emotional and social development will be affected by their family. Here they will learn the rules of society – how they are expected to behave. Their intellectual development may be influenced by the support and encouragement they receive from their parents. Their physical development may be affected by the types of food they are given to eat.
- 2** Social class refers to a person's social and economic status in society. It is determined by the type of job they do, the amount of money they earn and their prospects in the future.
- 3** Your peer group is a group of people who share common characteristics. It might consist of your friends, people of the same age, and people in your class at school or college. They can have a great influence on you as you spend a lot of time with them and you value their opinions. Your peer group may influence who you go out with, where you go and what you do. If you feel that you are liked by your peer group you will be happy. Equally, if you feel that you are unpopular, that is likely to make you unhappy.
- 4** Cultural background and beliefs may affect physical development in determining the type of food a person eats. It may also affect emotional development by what is expected, e.g. arranged marriages or types of contraception.



short questions and activities

- 1** Describe the types of households and families in Britain shown in Table 2 on page 39 of the Collins textbook.
- 2** Explain what is meant by 'primary socialisation'.
- 3** Describe how the Office of National Statistics scale of social class differs from the more traditional one described.
- 4** Explain why people of the same social class often experience similar illnesses.
- 5** Describe the relationship between social class and mortality, shown in Figure 13 on page 41.
- 6** Write a definition of 'peer group'. Who would you consider to be your peers?
- 7** Explain why peer groups exert more influence in adolescence than during any other life stage.
- 8** Explain what other areas of development, other than intellectual, that are influenced by education.
- 9** Describe the difference between the care offered by health services and community groups.

SOCIAL DEVELOPMENT KEY TERMS

Here are some of the key terms associated with social development:

culture norms peer groups social class values
social processes social structure primary socialisation

Look at the definitions below and match them to the key terms.

- a** System of classifying people according to income, occupation and social prestige.

- b** Ideas or beliefs that are viewed positively or are thought to be important by those who hold them.

- c** Way of life of a society or of a social group within a broader society.

- d** Forms of activity or social practice engaged in by members of a society.

- e** A group that a person identifies with and may be influenced by.

- f** Social rules that establish what we expect and what is expected of us in different situations.

- g** Social process carried out within the family.

- h** Social formations that are relatively permanent features of society, e.g. education systems. They exist and survive beyond the individuals who form them.

CASE STUDY: SOCIAL FACTORS AND DEVELOPMENT

Read the case study and answer the questions.

Meryl is 28-years-old. She lives with her three young children and her father, Bill, who is 65-years-old. All his life Bill worked as a miner and now has a respiratory disease that means he gets out of breath very easily. Meryl's husband has recently left her and she finds it hard to look after her three children and Bill. She gets very tired in the evenings, but still likes to read to the children before they go to sleep. She does not have the opportunity to go out very often, but she says she is too tired anyway.

- a** Explain how Meryl is helping the intellectual development of her children in a positive way.
- b**
 - i** Explain into which social class you would put Bill.
 - ii** Describe the link between social class and illness, using Bill as an example.
- c** From the information given, identify **two** social factors and explain how they might affect the different areas (PIES) of Meryl's development.

Answers

- 1** Nutrients include proteins for growth and repair, carbohydrates for energy, fats for energy storage and insulation, minerals such as calcium for strong bones and teeth, iron for red blood cells to carry oxygen, and vitamins such as Vitamin C to prevent scurvy or Vitamin D to prevent rickets.
- 2** Exercise promotes physical growth potential and basic fitness in infancy. In old age, it helps maintain strength of muscles, density of bones and reduces blood pressure.
- 3** Stress can be caused by lifestyle, such as working too long, lack of sleep, and lack of rest and relaxation.
- 4** Substance misuse is when someone becomes dependent on a drug. This can lead to health problems such as liver damage and depression.
- 5** Smoking during pregnancy can affect the unborn child. It affects the amount of oxygen that reaches the unborn child through the placenta. It may result in miscarriage or a baby with a higher risk of upper respiratory tract problems.



short questions and activities

- 1** Write down a definition of 'lifestyle'.
- 2** Make a list of lifestyle factors.
- 3** Explain what is meant by the saying, 'You are what you eat'.
- 4** Summarise what the Acheson report says about lower social class and nutrition?
- 5** Find the Acheson report on the Internet. Make a list of the socio-economic factors that the summary of the report describes.
- 6** Explain how exercise may affect a person's emotional and social development in a positive way.
- 7** Summarise, *in your own words*, the factors that are thought to be responsible for people not exercising enough nowadays.
- 8** List the possible sources of stress, grouping them into those over which we have some control and those over which we have little control.
- 9** List some of the effects of stress on physical development.
- 10** List the **three** main noxious substances ingested when smoking.

CASE STUDY: WHAT ADVICE WOULD YOU GIVE?

Read the case study and answer the questions that follow.

John is a 49-year-old managing director of a large company. He spends long hours working either in the office or away from home. His job involves making difficult decisions and he is so busy at work that he often does not have time to have a proper lunch break. He has very little leisure time and is beginning to become overweight. Recently, he felt unwell and was having chest pains, so he decided to visit his doctor.

- a** State John's life stage.

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- b** Identify **three** aspects of his lifestyle that are not ideal.

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- c** Explain to John how a change in his lifestyle could have a positive effect on the different areas (PIES) of his development.

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CURRENT RECOMMENDATIONS FOR A HEALTHY LIFESTYLE

- a** Identify, from pages 44 to 49 of the Collins textbook, as many lifestyle factors as you can.
- b** For each of the lifestyle factors, find out the current government or health authority recommendations. Write a short report that considers the following issues:
- i** Identify any differences in the recommendations for different groups of people. These could include consideration of age, gender, or illness.
 - ii** Are there any differences in recommendations about the same lifestyle factors from different sources? Describe them.
- c** Present a summary of your findings to the other members of your class. You may wish to do this as a Powerpoint presentation.

Answers

- 1** The physical environment can have both a positive and a negative effect on our personal health and wellbeing. Examples of the physical environment are air, water and food, as well as noise, prejudice and discrimination.
- 2** A well-balanced diet can help us to keep healthy. However, poor quality, infected food may give us food poisoning. The demand for particular foods all year round may lead to pesticides being used and these may damage the environment.
- 3** Air pollution can cause respiratory problems such as asthma and bronchitis. Passive smoking can lead to smoking-related diseases such as lung cancer in those who do not smoke.
- 4** The people most at risk are children, pregnant women, elderly people and people who are ill. These people may have little choice about their environment, e.g. where they live, contact with smokers, and their immune systems may be weakened.



These questions guide you through the topic. If you need help to answer them, look at pages 50 to 53 of the Collins textbook.

short questions and activities

- 1** Explain the difference between 'internal' and 'external' influences on human development and health.
- 2** List the main sources of environmental pollution.
- 3** Outline the 'food scares' that have happened in the past decade.
- 4** Make a list of the different ways in which our food is considered to be 'unhealthy'.
- 5** Describe how the levels of air pollution in the UK have changed since the early 1980s.
- 6** List the diseases children are more likely to suffer as a result of breathing air polluted by tobacco smoke.
- 7** Explain why people who have low incomes are more likely to be exposed to poor air quality.
- 8** What are the most likely causes of health problems relating to water and sanitation?
- 9** List the various sources of income that people have.

ENVIRONMENTAL POLLUTION

a Look at the sources of environmental pollution.

- Industrial activities
- Domestic activities
- Sewage
- Pesticide use
- Excessive work roles and long hours
- Prejudice, discrimination and hostility from others.

i Which **two** of the sources of environmental pollution could be associated with noise?

.....

.....

ii Which **three** of the sources of environmental pollution could be associated with water pollution?

.....

.....

.....

iii Explain which **two** sources of environmental pollution could have an effect on a person's social development.

.....

.....

.....

.....

b Give a definition and an example for each of the following:

i Noxious substance

.....

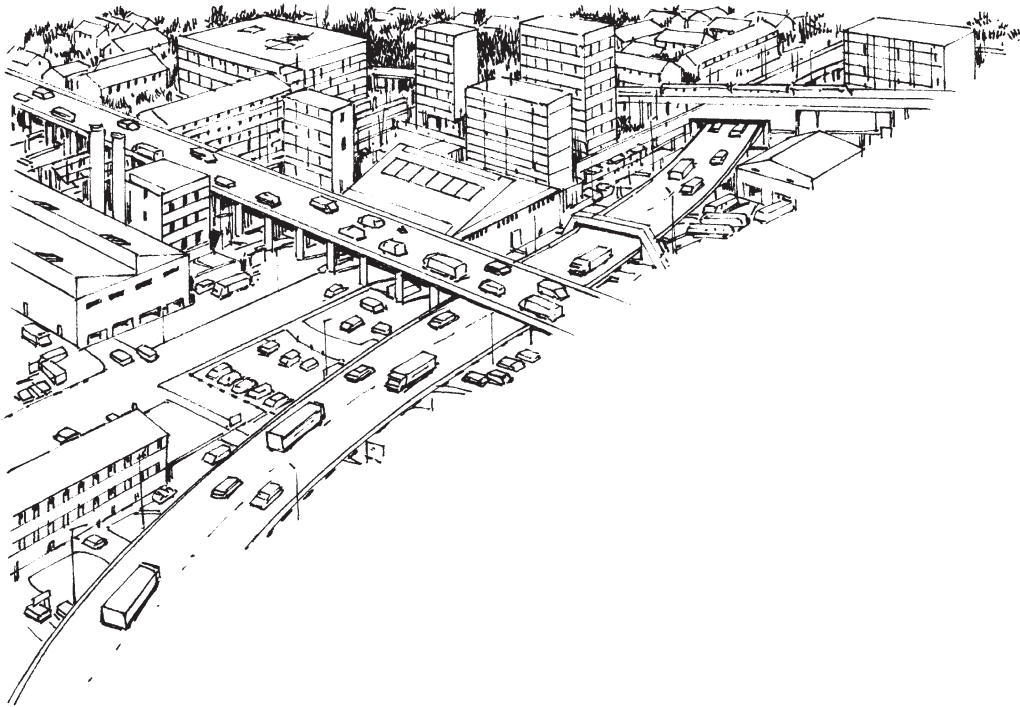
.....

ii Respiratory disorder

.....

.....

IS THERE MORE POLLUTION IN THE TOWN OR COUNTRY?

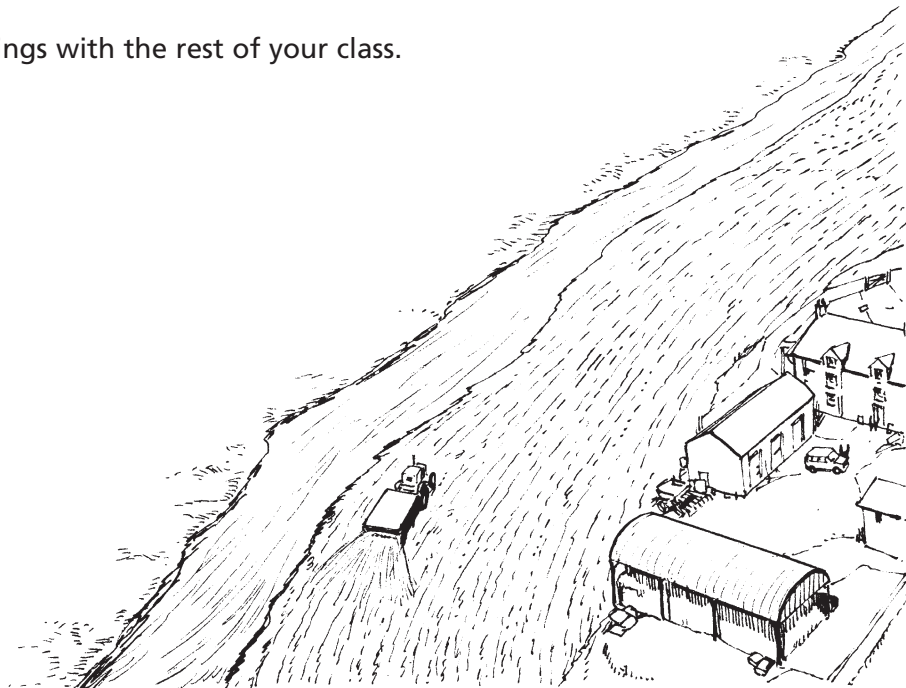


- a** On your own, evaluate the following statement:

There is just as much environmental pollution in the country as in a city.

(You need an open mind to evaluate something. Note the arguments for agreeing with the statement, and also the arguments for disagreeing with the statement. Consider which carries more weight, and then explain whether you agree or disagree with the statement.)

- b** Discuss your findings with the rest of your class.



Answers

- 1** Three ways of defining health are negative (the absence of disease), positive (being fit), and holistic (a state of complete physical, mental and social wellbeing).
- 2** You might have thought about things such as physical exercise and relaxation, preferred or recommended diets, social relationships and religious beliefs.
- 3** Health promotion involves enabling people to increase control over and improve their health. Three ways it can be promoted are the *medical focus* on preventive health such as immunisation, the *information focus* on health education such as leaflets, and the *activity focus* on health improvements and maintenance such as exercise classes.
- 4** Babies and younger children are immunised against diseases such as polio and measles. They also have checkups on their physical growth and development.

short questions and activities

- 1** Write down what the phrase 'good health' means to you.
- 2** Give an example of a drawback of the 'negative' definition of health.
- 3** Make a list of the different ways a health or fitness practitioner may measure a person's health.
- 4** Explain how it is possible for a person who has a terminal illness to be considered 'healthy'.
- 5** What is the World Health Organisation (WHO) definition of health and why is it a holistic definition?
- 6** Give a criticism of the WHO definition of health.
- 7** Look at the table on page 56 of the Collins textbook. What are the aims of the three main health promotion activities?
- 8** Give an example of a health promotion activity that aims to promote health improvement through behaviour change.
- 9** Describe a weakness of the approach mentioned in question 8.
- 10** What is the name given to a health promotion approach that is adopted by governments?
- 11** Give an example of a health promotion activity that has been adopted by a government.

HEALTH PROMOTION

A health promotion activity can have a particular focus. This may be

- a medical focus
- an information focus
- an activity focus.

Complete the table by writing the focus alongside each health promotion activity.

Health promotion activity	Type of focus involved
Leaflet	
Immunization	
Screening	
Exercise class	
Video	
Workshop	
Counselling for stress	
Checkup	
Weight-loss class	
Warning message	
Stop-smoking clinic	
Poster	
Workshop	

BEING HEALTHY

Arrange to interview **four** people, ideally from different life stages.

- Pick people who are different in as many ways possible.
- Find out what they understand by the phrase 'good health', and whether they consider themselves to be in 'good health'.

a Summarise your findings in the table below.

	What do you understand by 'good health'?	Explain whether you consider yourself to be in 'good health'
Person 1		
Person 2		
Person 3		
Person 4		

b Discuss your findings with the rest of your class. Is there any correlation between the life stage of the people and their definition of 'good health'?