

FCS 1500: Human Development across the Lifespan

Lesson Week 10: Chapter Six: School Age Children and Adolescents

Time	Concepts	Objectives	Activities
:00-20	Infant and Toddler Concepts	Students will complete a test on chapters 4 and 5 with a composite 80% success	Test. Give them twenty minutes to complete. Those that finish early must be quiet, and can begin to work on Chapter 6
:20-:35	Reciprocal Determinism Self-efficacy	Students will watch a research video on the theory of Albert Bandura, and pick which participant will more successfully learn a task.	Zimbardo Tape #15: Cue to section on Bandura. Might give a quiz...show the segment that asks which participant will do better; stop the video and ask them to say what they think, and why? Collect
:35-55	Information Processing	Students will identify control processes that enhance memory.	Students write how they study for a test (if they study for a test) on small piece of paper. Collect. What methods do they use to recall? How do they control the environment? What do they do to remember theories or schematics? Draw the basic flow chart for information processing. Include all of the different control processes students offer.
:55-:75	Intelligence and Testing	Students will write the difference between aptitude testing and achievement testing. Students will describe how IQ is identified, and evaluate the importance of IQ to a person's success in life.	Show the segment of Zimbardo starting at the beginning of 16...fast forward when you want to, make sure you include Gardner's Multiple Intelligences. You will have to fast forward from Bandura to the beginning of tape 16, which is @20 minutes?
	Elementary Observation	Remind them of the visit to East Elementary on Thursday	Break them into observation groups. Give them directions for what to wear/how to behave. Tell them how to get to east elem.

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Lesson 2, Week 10: Expanding Social Horizons: Socioemotional Development in Middle Childhood

Time	Concepts	Objectives	Activities
:00-:45	Middle Years Observation	Students will observe two different age groups at the Elementary School, and using the structured observation make observations on the development of elementary school age children	Meet at the top of the hour at East Elementary. Have the students pick which classes they want to observe. Break your students into groups of 4. They should see a kindergarten/third, first/fourth, 2 nd /fifth. The teacher meets them at the foyer of the school and delivers them to classes. They stay for 20 minutes, then come out to the media area, where the teacher meets them and takes them to their next class. After the second class, they go back to the college to do some more classwork.
:50-:75	Parenting	Students will describe parenting styles according to Baumrind. Discussion of spanking.	Show the classic spanking tape. Talk about the goal of punitive parenting. Lead this into a study of Baumrind's styles. Put a large 4-square on the board, using the schematic on the study guide. Have them fill in the type of parenting, then predict outcomes for the children in the respective quadrants.