

FCS 1500: Human Development through the Lifespan
Lesson Plan, Day 5: Chapter one, The Study of Human Development

Time	Concepts	Objectives	Activities
:00-:20	Life Span Perspectives	<p>Students will identify attributes specific to the Life Span Perspective, Selective Optimization with Compensation, Life Course.</p> <p>Life Span-human development is multiply determined, must be considered with BioPsychoSocial framework.(Matilda Riley) Two phases; early (childhood) and later (adulthood). Cannot be explained by a single theory...Eclectic.</p> <p>Baltes: multi-directionality, plasticity, historical context, multiple causation. This theory has recently developed, largely in response to an aging population. It recognizes with sensitivity the challenges of the elderly and lack of resources.</p>	<p>Use the board to show characteristics and examples:</p> <p>Definitions: have each table pick one to explain</p> <p>Multi-directional-development can involve both growth and decline</p> <p>Plasticity-with stimulation and practice, our abilities can change even into late adulthood</p> <p>Historical Contexts-The time in which we live affects our development</p> <p>Multi-causal-Life cycle forces/biopsychosocial influence affects development</p> <p>Selection-we select opportunities, and that changes as we age.</p> <p>Optimization-Finding a match between our goals and abilities</p> <p>Compensation-adjusting performance expectation</p>
:20-:35	Preschool Observation	Students will complete the girls observation	Preschool for observation
:35-:60	Life Course Perspective	<p>Students will identify attributes of Life Course Perspective.</p> <p>Students will identify predictable strengths and challenges of the different ages of life course.</p> <p>Students will consider the effect of cohort and historical events on specific generations.</p> <p>Students will recognize that the timing of experiencing certain events differs by culture and cohort.</p>	<p>Use the common grouping of seven stages of marriage:</p> <p>Newlywed</p> <p>Couple with infant</p> <p>Couple with toddler</p> <p>Couple with elementary school children</p> <p>Couple with adolescents</p> <p>Launching Pad</p> <p>Retirement</p> <p>Old Age</p>
:60-:75	Hand Out Take Home Test	Students will participate in completing one of the theory categories for the test. Teacher will plug in personal example to a couple of theories.	Reproduce the Test chart on the board. Fill it in with essential attributes of theory and examples from teacher's life.

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Lesson Plan Day 6: Chapter Two: Biological Foundations: Heredity, Prenatal Development and Birth

Time	Concepts	Objectives	Activities
:00-:20	Understanding current issues in Genetic Research	<p>Students will read or listen to current articles on genetics and discuss.</p> <p>Students will write how ethical decisions are made. Students will understand how approaching problems within a moral framework helps us make tough ethical decisions.</p>	<p>Do a jigsaw; 4 articles. Break groups into different working groups, each given an article to read and briefly discuss.</p> <ol style="list-style-type: none"> 1. Read 2. Discuss 3. Take back to group and orally introduce <p>Define on the board the opposing forces considered in ethics: benefit maximization/individual rights and freedoms</p>
:25-:50	Genotype Phenotype Single Gene Effect Polygenic Effect Reaction Range Niche-picking	<p>Students will define each of the terms at the side.</p> <p>Students will demonstrate that given a genotype: -materials provided</p> <p>They make a phenotype: -what actually is made with the materials</p> <p>Students will define reaction range based on the difference in the projects. They will also give characteristics with large/small reaction range (Intelligence/eye color)</p>	<p>Provide each working table with two sets of materials. Each set should be different from other tables, but might include paper, scissors, crayons, glue, staplers, tape, pens.</p> <p>Give the direction to make something with the material given.</p>
:50-:75	Prenatal Growth and Development	<p>Students will note the change in the different periods of prenatal development Germinal Embryonic Fetal</p> <p>Students will define teratogen, and tell when the teratogen is most damaging to the baby in prenatal growth.</p>	<p>Make a chart on the board showing the specific developmental events during each period.</p> <p>Highlight effects of teratogens during each period.</p>