

FCS 1500: Human Development across the Lifespan**Lessons Week 12: Chapter 9: *Moving Into the Adult Social World***

Time	Concepts	Objectives	Activities
:00-20	Parenting, Attachment, and Self-Esteem	Students will identify outcomes of Parenting styles. Students will predict how early childhood attachment affects teen 'permeability' to parents	Put the Baumrind parenting chart on the board. Have four different groups predict self-esteem, developmental outcomes for teens coming from each style of home. Discuss permeability, which is the openness of the teen to discuss issues with parents, and to be influenced by parents.
:20-40	Relationship safety	Students will identify that children are influenced by culture in the development of Schema (Piaget) about dating, and that certain schema put girls at risk for sexual assault.	Have them pretend they are 13...give each a small piece of paper and have them describe their ideas about dating and sexual touching from a 13 year old perspective. Put these ideas on the board. Then have them repeat the activity, but from the perspective of a college student who has dated. Talk about the different schema of boys and girls, and how these can put girls at risk for sexual assault. Talk about Utah Laws regarding sexual assault.
:40-:60	Personality Theory Misleading Affluence Storm and Stress Sexual Orientation Dark Side...signs of suicide, teen depression, alcohol/drugs	Question/Answer	Students get the next 20 minutes to ask questions from the study guide. Whatever comes up, be ready to answer
:60-:75	Test Chapter 9		

FCS 1500: Human Development across the Lifespan
Lesson Week 12: Chapter 10: *Young and Middle Adulthood*

Time	Concepts	Objectives	Activities
:00-:10	Role Transitions	Students will define role transitions and identify 'marker events' common to our culture. Students will identify specific 'rites of passage'	It is important that students recognize that, in general, role transitions include increased responsibility. However, in our society, we prolong adolescence by mandatory school, by making college the 'marker' for job placement. Add this confusion with adult roles to the toxic message seen in TV/MTV about role transitions, and you end up with a society of adolescents who 'prove' their adulthood by trying on adult behaviors like sex, drinking, drugs, violence in order to 'mark' their adulthood. Bad! Rites: Driver's license, H.S. grad, marriage, voting!
:10-:20	Intimacy vs. Isolation	Students will identify two things: 1. Reversing the order of crisis for identity and intimacy. 2. What is meant by healthy intimacy/healthy isolation	1. Lecture about the fact that Erikson's theory really fits better for career oriented women and men, and especially in our culture, where women marry young, often they develop career and identity after raising children. 2. Healthy intimacy; the willingness and ability to share deeply your psychological space, to make room for another. Healthy isolation...not being 'desperate' for a partner; recognizing that self-respectful independence is better than abusive, hurtful relationships.
:20-35	Physical Health	Students will describe BMI, the inaccuracies with BMI, and discuss the importance of exercise as a life style	1. Discuss BMI as unreliable for all people, but a good gauge to start with. Muscular people show up as overweight, but their BMI can be quite low. 2. Covert Bailey's fit or fat video...15 minutes
:35-40	Short break	Students get blood moving!	
:40-:45	Quiz	Students will define Fluid and Crystallized Intelligence.	On small pieces of paper, have them write the difference between the two concepts.
:45-:75	Postformal Thought	Students will identify thought patterns of Reflective Judgment	Write on the corner of the board a controversial topic; Torture? Make seven columns. Break class into 7 groups. Assign to each a level of Reflective Thought. They will use the Table on 398 to determine how each type of thinker would address the issue. Have them come up and label the column, define the thinking, and say what they would think/do.

