

FCS 1500: Human Development Across the Lifespan
Lessons Week 14: Chapter 13: *Making It in Midlife*

Time	Concepts	Objectives	Activities
:00-:03	Middle Age-Gross!		
:03-:10	Physical Changes	Students will identify predictable physical changes of midlife: Climacteric, menopause, skin, muscle tone, weight differences, brain function, vision, hearing, skeletal	Use of overheads to highlight the different changes.
:10-:15	Focus on health	Students will recognize that midlife can be characterized by a very healthy, active lifestyle	Bring examples of your own life that demonstrate how a healthy lifestyle can bring continuing high functioning in all areas, physical, emotional, and otherwise.
:15-:25	Review on Stress Reduction	Students identify stress as a major factor in negative influence on aging.	Review Hill's Model briefly; help them plan to reduce stress in the coming weeks as external stressors increase.
:25-:45	Changes in Cognition	Students will define the following concepts of cognition: Crystallized intelligence Fluid intelligence Encapsulation Information-Processing Reflective Thought/Judgment	Have students write each of these in their notes; ask for definitions. When you find a student with a good definition, have that student write it on the board for others to use if desired. Do them one at a time. Discuss how these change with aging.

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:00-:25	Big 5 Personality Traits Model Neuroticism Agreeableness Openness to experience Conscientiousness Extroversion	Students discuss these traits of personality with an understanding of the controversy 'stability vs. change'	Students should define and rank themselves on a scale of 1-5. Have them discuss costs and benefits to being very high or very low in any of these traits; you might build a 5 column chart on the board and make spaces for strengths/benefits and weaknesses/costs
:25-:40	Mid-life Crisis	Students will decide whether there is genuinely a crisis, or do people usually just get along with their lives and handle things pretty well.	Juxtapose the developmental needs of teens with the developmental needs of adults in the bio-psycho-social areas. You can use the overhead to show that the worlds of teens and parents are on a collision course.
:40-:50	Questions?		
:50-:65	Ch. 13 Test		
:65-:75	Hand out study guide for the final...		Give some options for preparing for the final. Perhaps each person prepares the answers to a number of the questions? Do they want to cooperate on the preparation? Study in a group?