

FCS 1500: Human Development Across the Lifespan

Lessons Week 11: Chapter 8: Rites of Passage/ Chapter 9: Moving Into Adult Social World

Time	Concepts	Objectives	Activities
:00-:25	Chapter 8 Concepts; prepare for test	Answer any student questions Secular Trend/Sex Characteristics Information Processing Moral Development: Eisenberg/Gilligan	Take a few minutes to answer questions from the Study Guide, then give the Test Chapter 8
:25-:75	College Friend Day	Students will complete final observation with preschoolers in preparation for Case Study	

Lessons Week 11: Chapter 9: Moving Into the Adult Social World

Time	Concepts	Objectives	Activities
:00-:40	Identity Erikson Marcia	<ol style="list-style-type: none"> 1. Students will articulate what is meant by ‘resolving the crisis of identity vs. role confusion’ 2. Students will complete a chart on the structure and definitions of James Marcia’s Four Identity Statures 	<p>Give this as the quiz. They are going to look at you like you are from Mars (and you probably are!) After the quiz, explain how ‘resolution’ means establishing a psychological orientation that then influences future development. Talk about the balance between healthy/unhealthy identity formation and healthy/unhealthy role confusion</p> <p>List the 4 statures on the board. Define. Characterize them as having confronted crisis or not. For example, foreclosure indicates no experience with crisis, because it simply means that the teen accepts parental identity.</p>
:40-:60	Piaget’s Adolescent Egocentrism	<p>Students will give the salient features of formal operational thought, and identify the cognitive limitations of teens.</p> <p>Adolescent egocentrism: Personal fable/Imaginary Audience</p>	<p>First, broadcast the question, “What did Piaget mean by cognitive limitations”</p> <p>Then show the 4 step progression through the Piagetian Stages on the board. So, adolescents, like adults, can think hypothetically? If so, why do so many do stupid things like ride in a car trunk? Drink and drive? Have sex without protection? Then teach the cognitive limitations of adolescence.</p>
:60-:75	Work on Case Studies	Students will review earlier case studies for ideas	Put various copies of previous decent case studies on each table. Let the students review them and discuss strengths. Show how you will grade the Case Studies, and give pointers on making the papers stronger.