

Topic: Development – Adulthood & Aging

Lesson Objectives: Students will apply social, physical, and cognitive concepts to development as it relates to aging.

Understanding will be assessed by formative assessments of:

- “Graffiti” wall applications & magazine comparison
- Grief examples & Kahoot.it results
- 9 Square Vocabulary review puzzle
- Questions over Langer experiment
- Lifespan illustrations

Correlated to the **National Standards for High School Psychology Curricula**

Standard Area: Life Span Development

Content Standard 7: Adulthood and aging

Students are able to (performance standards):

- 7.1 Identify major physical changes associated with adulthood and aging.
- 7.2 Describe cognitive changes in adulthood and aging.
- 7.3 Discuss social, cultural, and emotional issues in aging.

Day One: Development in Adulthood

Describe and distinguish the among physical, social, and cognitive changes within adulthood

Students arrive to class having read corresponding pages in textbook

Instruction:

Cartoon slide (projected) to introduce aging – brick wall as barrier & graffiti to apply concepts from reading

- See copies on page 3 of this document
- Students write graffiti on their copy of brick wall as if they were in later adulthood but with the attitude of adolescence (*holds students accountable for reading and goes beyond parroting back definitions*)
- Students examples from this year include:
 - My immune system is better than yours
 - So you think you can dance....well I have the power of death deferral
 - Your telomeres are as worn down as your walker
 - BINGO is rigged...but at least I can still recognize the letters & #'s (crystallized intelligence)
 - HONK if you need to....(Prospective memory)
 - Bye Bye Babymaker (menopause)

Discussion: What do students see as transitions throughout adulthood?

Parent wrap

http://www.youtube.com/watch?v=N_NspDWssIY&feature=youtube_gdata_player

Geropsychology – defined & commercial with advice for those to lived to be 100+

<https://www.youtube.com/watch?v=JKKlqMs19tU>

Students Think-Pair-Share examples that show:

- Cognitive changes: recall vs recognition; prospective memory; Crystallized vs. fluid Intelligences
- Longitudinal vs. Cross sectional
- Social changes – social clock & emotions

Topic: Development – Adulthood & Aging

Kubler-Ross' stages of grief – not a predictable sequence as grief is experienced and expressed individually but students should recognize behaviors that fit into each stage

- Informal assessment: I give students situations & they apply the stages:
 - Car won't start & need to take a final
 - Pet is hit by a car
 - Phone falls in the toilet
 - Computer crashes as finishing a paper
 - "Crush" spotted kissing another person

Assessment: Magazine Activity: Compare/contrast AARP (American Associated for Retired People) magazines to teen magazines pulled from media center

- See graphic organizer and rubric found on page 4 of this document

Day 2: Development Wrap Up

Opening Review:

9 Squares Puzzle Vocabulary Review: See Supplement Document

- Make copies & cut squares apart
- Students work in small groups to complete the 3x3 design
- Challenge because some terms & examples are repeated yet "puzzle" only fits together correctly one way

Aging Kahoot.it – Students play online trivia game with teacher-made questions

<https://play.kahoot.it/#/k/09d4bcd9-eb0f-47f4-9308-785c9896c5d7>

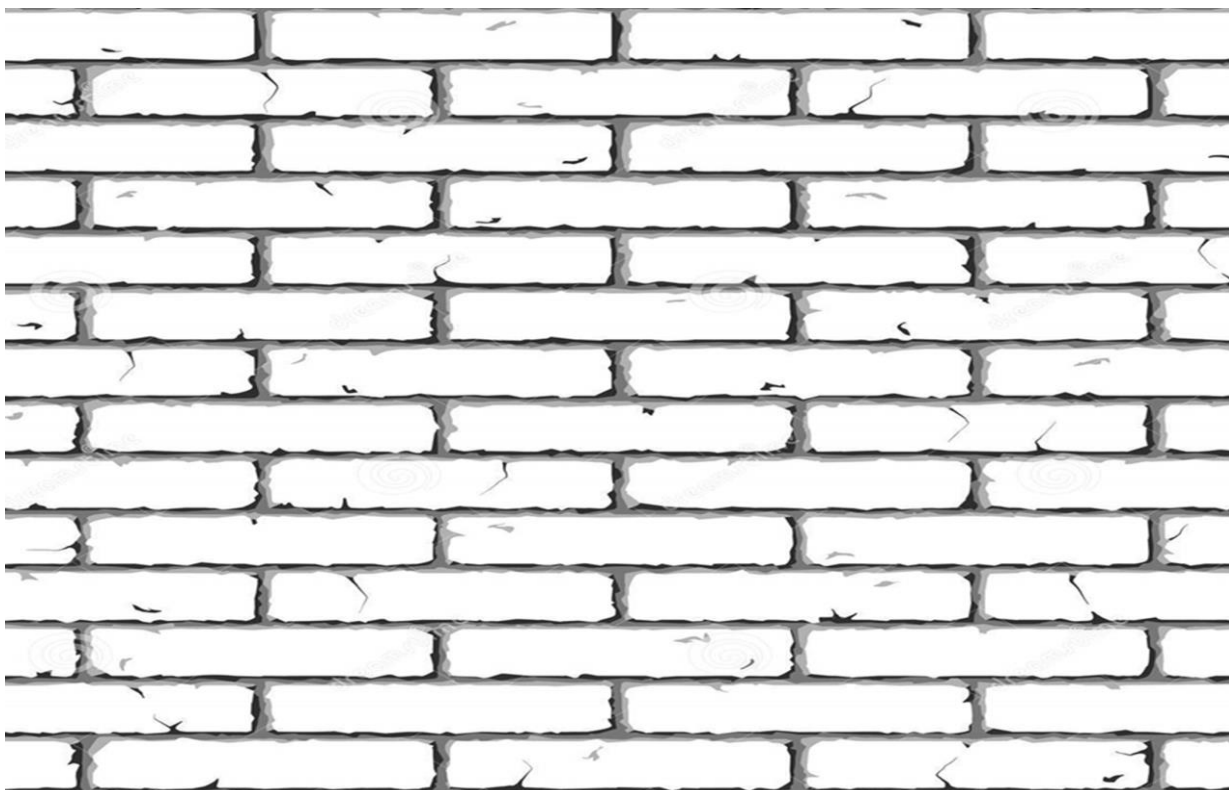
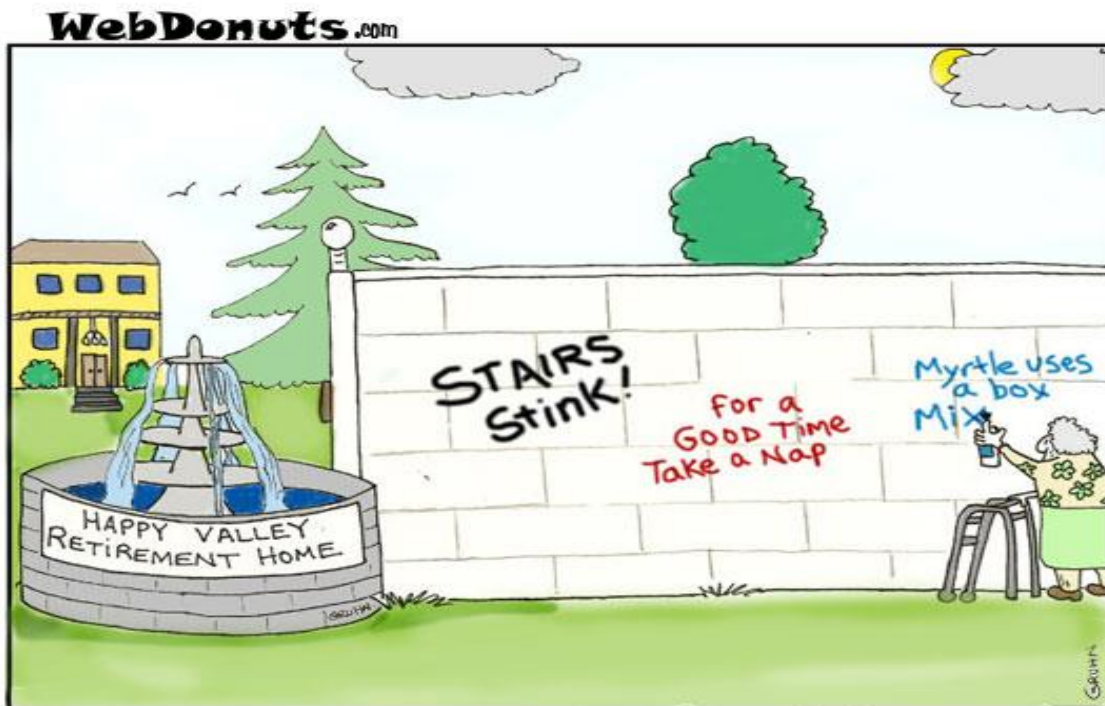
Instant feedback for teacher & students – gives teacher the opportunity to clarify concepts and direct future instruction

Student read about the Langer "Counterclockside" Study

- <http://www.superconsciousness.com/topics/health/aging-reverse-counterclockwise-study>
- **Answer questions in 10-9-8-7-6 format** See master on page 5 of this document

Development white wall – Informal assessment

- In my classroom I have white board paint & ask students to illustrate concepts – causing them to think about HOW to represent various concepts
 - Could be done with whatever teachers have handy – chalk, paper, etc..
 - See pictures on page 6 of this document
- I add labels: Infancy – Childhood – Adolescence – Emerging/Early Adulthood – Middle Age – Later Adulthood – Old Age
- Students illustrate the various concepts under the correct time of life according to the social clock
- Class discusses relevance and asks questions for clarification
 - Easy for teacher to insert questions to make students think at a higher level



Magazine Comparison

Name _____

Consider the following areas as you compare & contrast the 2 magazines:

Title of magazine		
Target age group for each – how do you know		
Representation of race, culture, gender, age, socioeconomic status (SES) – what conclusions can you draw?		
Signs of social clocks		
What things are seen as hurdles or disabilities? Are these social, cognitive &/or physical? Connection to 1+ vocab term		
Types of advertisements – what messages are these ads sending? Connection to 1+ vocab term		
Evidence of Erikson's Stages for the intended audience		

Level 4: Advanced Overall conclusions made comparing the magazines AND explains multiple connections to class concepts Creative graffiti clearly employing aging concepts	Level 3: Proficient Comparison made for <i>each</i> <i>question</i> in chart but only links to class concepts without explanation Graffiti uses aging concepts to show application but not creative	Level 2: Comprehension <i>Summarizes</i> questions in chart but draws no comparison Graffiti is like a definition – shows no application	Level 1: Retrieval Evidence from magazine <i>but</i> <i>no summary</i> Missing graffiti
---	---	---	--

Langer “Counterclockside” Study

Summarize the study in exactly 10 words:

Support why age is “nothing but a mindset” in exactly 9 words:

Support why age is “anything but a mindset” in exactly 8 words:

Describe the limitations of this study in exactly 7 words:

Explain the connection to a placebo in exactly 6 words:

