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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Education and Training |
| **Course Name** | Human Growth and Development |
| **Lesson/Unit Title** | Life in the Middle: Understanding Development in Middle Adulthood |
| **TEKS Student Expectations** | **130.163. (c) Knowledge and Skills**(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:(A) analyze various development theories relating to middle adults, including biological and cognitive development;(B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development;(C) discuss the influences of society and culture on middle adults; and(D) discuss the importance of family, human relationships, and social interaction for middle adults. |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | **Students will:*** Understand the physical changes that occur during middle adulthood
* Explain the main factors affecting a person’s intellectual development in middle adulthood
* List and describe some of the influences of society and culture in middle adulthood, such as job choices, cultural shifts, and public opinion
* Describe ways that family and other relationships impact middle adulthood
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| **Rationale** | What and who is middle-aged? Adults 40 through 65 years old are considered middle-aged. Emotional development for middle age is generally centered around new family roles as children begin to establish their independence. Some couples enjoy a second honeymoon period or “empty nest syndrome” in which they rediscover their relationships. Middle-aged adults can promote and guide the next generation by parenting, teaching, leading, and doing things that benefit the community.Let’s explore development in middle adulthood. I think you’ll come away with some new and interesting ideas. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Boomerang Children:** Grown children who leave home but return later to live at home due to economics, family disturbances, desire to continue education or simply an inability to live successfully on their own**Crystallized Intelligence:** Demonstrates the cumulative effect of culture and learning of task performance and is measured by tests of verbal ability and cultural knowledge**Fluid Intelligence:** Depends on the proper functioning of the nervous system and is measured by tasks that show age-related declines (speeded tasks, tests of reaction time)**Middle-Aged:** Persons between the ages of 40 and 65**Sandwich Generation:** Persons who are caring for people in the two (or three) generations around them, such as caring for elderly parents and children or grandchildren |
| **Materials/Specialized Equipment Needed** | **Equipment:*** Computer with projector for PowerPoint presentation
* Internet connection and computer access for students (Be sure to follow district guidelines for Internet access)
* Presenter remote

**Materials:*** Analog watch
* Cassette tape (substitutions can be made as appropriate)
* Memory games (optional) at <http://www.aarp.org/health/brain-health/brain_games.html>
* Note cards
* Old game systems
* Paper and pens
* Pictures of celebrities (adults 40 through 65 years)
* Pictures of other community members (adults 40 through 65 years)
* Rolodex business card file
* Rotary dial phone
* Transistor radio
* Typewriter
* VHS tape

**Supplies:*** colored index cards (two colors)
* copies of handouts

**Power Point:** * Life in the Middle: Understanding Development in Middle Adulthood

**Technology:*** Free iPad App:
	+ Free Wi-Fi Finder<https://itunes.apple.com/us/app/free-wifi-finder/id411134124?mt=8>

**TED Talks:*** Laura Carstensen: Older people are happierIn the 20th century we added an unprecedented number of years to our lifespans, but is the quality of life as good? Surprisingly, yes! At TEDxWomen psychologist, Laura Carstensen shows research that demonstrates that as people get older they become happier, more content, and have a more positive outlook on the world.<http://www.ted.com/talks/laura_carstensen_older_people_are_happier>

**YouTube:*** Sandwich GenerationLiving with Integrity: The Sandwich Generation<https://www.youtube.com/watch?v=OoLgfRNW124>
* Sandwich Generation: Caring for Aging Parents and ChildrenThe Boomer Report: Many Baby Boomers are sandwiched between caring for aging parents and children (often grown!) at the same time, they’re called The Sandwich Generation. Tips on finding help in this report.<http://youtu.be/Z7KfW-yC8k0>
* Technology Timeline; 1920s to PresentFrom the Invention of Television to the Advent of Advertising, From the First Computers to the Internet… the Convergence of Turning Television into Computers. This is a 20-minute video.<https://www.youtube.com/watch?v=kXewcY6l_VA>

**Graphic organizers:** * Double-Entry Journal Notes
* KWHL Chart – Developments in Middle Adulthood

**Handouts:** * Filmstrip Sequencing Activity
* How Old Do You Think I Am?
* How Things Have Changed: The Impact of Technology
* Imagine Who Your Friends Will Be
* Interview of Family Situations
* Jobs and Technology
* Memory: How good is yours?
* The Sandwich Generation
* The Sandwich Generation (Key)
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | **Prior to class:**Display as many of the lesson-related supplies (see Materials or Specialized Equipment Needed) as you have available on a table in front of the room.Become familiar with PowerPoint, handouts, and activities.This lesson is divided into three mini-lessons to make it easier to present the information on multiple days. By distributing the information into mini-lessons, it will be easier for students to understand it.Part I: Theories and Physical DevelopmentPart II: Cognitive and Societal ChangesPart III: Family and Social Relationships**Before class begins:**Below are five anticipatory set activities to use throughout the lesson. Prior to beginning this lesson, please review, preview, and select the appropriate activity.* As students come in and class begins, ask them:
	+ What is a middle-aged adult? What are some characteristics of middle adulthood?
	+ How many of you have parents age 40-65?
	+ How have your middle-aged parents changed from the time they were 20 years old? 30 years old?
	+ How is middle age today different than in past generations?
	+ How do you think you will experience middle age differently from your parents or grandparents?
* Have students discuss the following statement:  The one thing I hope I never forget, as I get older is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Prior to class, set up a table with the actual objects (or pictures) of the following: rotary dial phone, analog watch, Rolodex business card file, transistor radio, VHS tape, cassette tape and so forth. (Substitutions can be made as appropriate.) Students will list the objects and their use. They will then describe the object(s) that have replaced them.
* Write these two terms on the board: Sandwich Generation and Boomerang Children. Students will write their definitions to be shared during class. Allow for questions and discussion.

Distribute graphic organizer KWHL Chart – Developments in Middle Adulthood. Ask students to complete the chart by answering the first three sections:K – What I know about middle adulthood.W – What I want to learn about middle adulthood.H – How can I learn more about middle adulthood?The last section will be completed in the Lesson Closure.Lead students to share and discuss their responses. |
| **Direct Instruction \*** | Note to teacher: Prior to beginning this lesson, please review, preview, and select the appropriate multimedia for your classes.Introduce lesson objectives, terms, and definitions.Distribute handout Double-Entry Journal Notes. Students will be expected to take notes while viewing the slide presentation. Teacher will determine the notes to be recorded by students.Introduce PowerPoint Life in the Middle: Understanding Development in Middle Adulthood Part I: Theories and Physical Development, slides 3-10.Use appropriate notes from Presentation Notes for Life in the Middle:Understanding Development in Middle Adulthood for discussion.See Guided Practice Activity OneContinue with the slide presentation Life in the Middle: Understanding Development in Middle Adulthood Part II: Cognitive and Societal Changes, slides 11-22. Have students continue using Double-Entry Journal Notes for note-taking.Use appropriate notes from Presentation Notes for Life in the Middle: Understanding Development in Middle Adulthood for discussion.Think about the middle-aged adults in your life. How has your childhood been different from theirs? What cultural and societal norms or expectations are different?See Guided Practice Activity TwoContinue with the slide presentation Life in the Middle: Understanding Development in Middle Adulthood Part III: Family and Social Relationships, slides 22-28. Have students continue using Double-Entry Journal Notes for note taking.Use appropriate notes from Presentation Notes for Life in the Middle: Understanding Development in Middle Adulthood for discussion.See Guided Practice Activity Three*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** checking for understanding
* providing assistance with note-taking
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| **Guided Practice \*** | Guided Practice Activity OneTeacher will bring pictures of several celebrities who are 55 – 65 years of age. Begin a class discussion on aging by asking students to guess the ages of the celebrities. With permission, the teacher may also bring pictures of other persons working in the school or community. Distribute How Old Do You Think I Am? Handout for the students to complete as they view the pictures.Distribute Memory: How Good is Yours? handout so the students can practice their memory skills.Memory loss is of great concern during middle adulthood. What are some ways to mitigate that loss? Have students practice their memory skills at:American Association of Retired Persons (AARP) Free Online Brain Games[http://www.aarp.org/health/brain-health/brain\_games.html](http://www.huffingtonpost.com/2013/08/28/middle-age_n_3830194.html)Guided Practice Activity TwoThe rapid changes in technology and the way the job market operates now are two of the societal changes that impact families. Randomly pass out two different colors of index cards. Each student will receive one index card. Everyone who draws card color #1 will illustrate technological changes. Everyone who draws card color #2 will illustrate changes in the job market. Distribute Jobs and Technology graphic organizer for note taking. As people are sharing in class, students will complete the graphic organizer.Distribute How Things Have Changed: The Impact of Technology handout. Have students create a list of objects and describe how technology has replaced or changed this object.Allow for questions and discussion.Guided Practice Activity ThreeIf you are living in a sandwich generation household, how do you balance your family, career and caring for an older adult? Distribute the Sandwich Generation handout. Have students describe in detail the burdens and responsibilities of middle-aged individuals.  Allow for questions and discussion.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** providing extra time for oral response
* frequent feedback
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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will work on activities included in Guided Practice One, Two and Three.Lead students to share and discuss their responses. Check for understanding.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** providing extra time for oral response
* frequent feedback
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| **Lesson Closure** | Students will complete the KWHL Chart – Developments in Middle Adulthood section labeled L.L – What did I learn about middle adulthood?Ask the students the following questions:* Share one thing you learned about physical theories in middle adulthood.
* Share one thing you learned about cognitive changes in middle adulthood.
* Share one thing you learned about the impact of changes in society on middle-aged people in our society.

Share one thing you learned about the importance of relationships with family and friends in middle adulthood. |
| **Summative / End of Lesson Assessment \***  | Assessments during lesson:Jobs and TechnologyHow Things Have Changed: The Impact of TechnologyThe Sandwich GenerationKWHL Chart – Developments in Middle AdulthoodReflection: Using the information gathered in Life in the Middle: Understanding Development in Middle Adulthood, students will write a one-page summary analyzing their information on theories, physical development, societal changes, and relationships. Students will reflect on how they plan to use this activity and information now and in the future. The reflection and handouts will be submitted for assessment.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** providing extra time for oral response
* frequent feedback
 |
| **References/Resources/****Teacher Preparation** | **Images:**Microsoft® Clip Art: Used with permission from Microsoft®.**Journals:*** American Psychological Association. (2014). Daniel Levinson biography.[https://vivo.apa.org/display/n8724](http://texasfccla.org)
* Levinson, D. (1986). A conception of adult development. American Psychologist. Vol. 41, No. 1, 3-13. January.

**Textbooks:*** Dacey, J., Travers, J. and Fiore, L. (2009). *Human development across the lifespan*. (7th). Columbus, OH: McGraw-Hill
* Santrock, J. (1997). *Life-span development*. (6th). New York, NY: McGraw-Hill.
* Welch, K. (2012). *Family life now*. 2nd. New York, NY: Allyn & Bacon.

**Websites:*** American Association of Retired Persons (AARP) Free Online Brain Games[http://www.aarp.org/health/brain-health/brain\_games.html](http://cte.sfasu.edu/wp-content/uploads/2014/04/Filmstrip-Sequencing-Activity.pdf)
* Colorado State University Extension Office Grandparents: As parents.[http://www.ext.colostate.edu/pubs/consumer/10241.html](http://cte.sfasu.edu/wp-content/uploads/2014/04/Double-Entry-Journal-Notes1.pdf)
* Huffington Post 40 Signs You Are Middle-Aged.[www.huffingtonpost.com/2013/08/28/middle-age\_n\_3830194.html](http://www.huffingtonpost.com/2013/08/28/middle-age_n_3830194.html)
* Study Mode Human Growth and Development – Daniel Levinson. Daniel flash cards and quizzes.<http://www.cram.com/flashcards/human-growth-development-daniel-levinson-821338> – flash cards[http://www.cram.com/flashcards/games/human-growth-development-daniel-levinson-821338](http://www.achievetexas.org/Career%20Cluster%20Crosswalks.htm) – games
* The University of Alberta’s Cognitive Science Dictionary Crystalized Intelligence. Contributed by Cassie Jacknicke, November 24, 1995. <http://penta.ufrgs.br/edu/telelab/3/control.htm>
* The University of Alberta’s Cognitive Science Dictionary Fluid Intelligence. Cassie Jacknicke, November 24, 1995.<http://penta.ufrgs.br/edu/telelab/3/fluid_in.htm>

**YouTube:*** Sandwich GenerationLiving with Integrity: The Sandwich Generation<https://www.youtube.com/watch?v=OoLgfRNW124>
* The Sandwich Generation, those caught between their aging parents and young children, includes some 20 million Americans.[http://youtu.be/YhXrHD7qWDk8k0](https://www.youtube.com/watch?v=YhXrHD7qWDk)
* Technology Timeline; 1920s to Present From the Invention of Television to the Advent of Advertising, From the First Computers to the Internet… the Convergence of Turning Television into Computers. This is a 20-minute video.<https://www.youtube.com/watch?v=kXewcY6l_VA>
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall
* Draw visual representations of terms on word wall
* Add terms and definitions to personal dictionary
* Utilize four corners vocabulary/ word wall activity
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| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** | Current Events: Assign students to read about middle adulthood. Information can be found in newspaper articles, magazines, journals, and online print. Suggestions:* 40 Signs You are Middle-Aged[www.huffingtonpost.com/2013/08/28/middle-age\_n\_3830194.html](http://www.huffingtonpost.com/2013/08/28/middle-age_n_3830194.html)
* Grandparents: As Parents<http://www.ext.colostate.edu/pubs/consumer/10241.html>

Encourage students to “make predictions” about the text content prior to reading. “I think it’s going to be about… because I know (I heard) …” This encourages active reading and keeps students interested. While reading, the students may revise their original predictions and/or make new ones. |
| **Quotes** | Middle-age is when your age starts to show around the middle.**-Bob Hope**The old believe everything. The middle-aged suspect everything. The young know everything.**-Oscar Wilde**Almost all of my middle-aged and elderly acquaintances, including me, feel about 25, unless we haven’t had our coffee, in which case we feel 107.**-Martha Beck**I will never be an old man. To me, old age is always 15 years older than I am.**-Francis Bacon**You can’t help getting older, but you don’t have to get old.**-George Burns** |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:*** Reflect in student journals about the lesson concerning biological and intellectual development in middle adulthood. What concepts were new to you? How will these new concepts impact your relationship with the middle-aged people in your life?
* Distribute Imagine Who Your Friends Will Be handout. Students will imagine and write who their friends will be and what they will enjoy doing in the future. Have them think in terms of where they will meet their friends and who they will have something in common with, not using actual names.

**Writing Strategy:*** Distribute Filmstrip Sequencing Activity handout.

Develop a comic strip about a comedic incident, which occurred in your family depicting specific middle-aged roles or situations. Some of the most famous comics are about everyday things!Here are some basic steps to follow to make your own comic strip.1. Write the script. This helps you know how many panels you need. The number of panels you need depends on what you want to say.
2. Draw a rough draft of the whole comic strip. Just sketch in stick figures. This will help you know what should go in each panel.
3. Redraw the comic strip on the final paper, but do it very lightly so you can erase. Lightly draw in the bubbles around the words so you’ll know how much space you’ll need.
4. Once everything is lightly sketched how you want it, go back, and make the marks dark so you can see them.
5. Color your comic strip and share with classmates. Display comic strips in the classroom.
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| **Communication****90 Second Speech Topics** | * When I am middle-aged, I will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The one thing I hope I never forget is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Which do you fear most: losing your physical capabilities or your mental capabilities? Why?
* What are some tips to remember someone’s name?
* The thing I like best about my grandparents (or some other older person in my life) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Three jobs that have disappeared in the last 20 years due to technology advances and changes are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
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| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | * Learn more about Daniel Levinson’s theory of adult development. Use the flash cards and play the game at:<http://www.cram.com/flashcards/human-growth-development-daniel-levinson-821338>
* Make copies of the note cards submitted by students. Have students chart the results according to category/type.
* After comparing the cost of living from 1970 to the cost of living today, write about how “necessities” have changed since then. Are these things necessities? How do these things impact a family budget?
* Create a game to assess the learning from this lesson.
* Research one or more technologies that didn’t exist 40 years ago. Summarize how these technologies have changed family expectations. For instance, how have microwave ovens impacted the way that families eat?
* Have students, in groups, do a dramatic interpretation of what they have learned in this class.
* Allow students to use the Internet to look up information about three celebrities between the ages of 40 and 55. Have them describe whether or not the celebrities look (in their opinion) to be middle aged. Have them explain why. When all the students have completed their research, have them share out with the class.

**TED Talks:**TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.Laura Carstensen: Older people are happier In the 20th century we added an unprecedented number of years to our lifespan, but is the quality of life as good? Surprisingly, yes! At TEDxWomen psychologist, Laura Carstensen shows research that demonstrates that as people get older they become happier, more content, and have a more positive outlook on the world.<http://www.ted.com/talks/laura_carstensen_older_people_are_happier> |
| **Family/Community Connection** | * Students can volunteer to help middle-aged persons set up social media accounts.
* Students can volunteer to assist with computer issues at an active adult community or senior center.
* Interview someone who is involved in one of these three family situations: sandwich generation, boomerang children, or grandparents as parents. Include at least five questions about the challenges and rewards of the situation. Distribute Interview Common Family Situations in Middle Adulthood to use as a guide.
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| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**<http://texasfccla.org>* Illustrated Talk – An individual or team event – recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants use visuals to illustrate content of the presentation.

**Texas Association of Future Educators (TAFE)**[http://www.tafeonline.org/](http://www.tafeonline.org)Educational Leadership Fundamentals – This competition is an individual event that recognizes participates who take a 30-minute timed exam about knowledge of the teaching profession. |
| **Service Learning Projects** | True service learning is developed with student voice about concerns and needs. As the students are learning and researching this topic, ask them to think about ways they can maximize their learning to benefit others.<http://gsn.nylc.org/>Allow students to brainstorm ways the lesson relates to service projects. Example: Students may wish to volunteer with a physical therapy unit or cognitive health unit. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)