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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** | Rewards and Challenges Development Late Adulthood |
| **TEKS Student Expectations** | **130.163. (c) Knowledge and Skills**  (11) The student understands the development of adults ages 66 years and older. The student is expected to:  (A) analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development;  (B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development;  (C) discuss the influences of society and culture on those within the stage of late adulthood; and  (D) Discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Research theories related to aging * Describe and discuss ways society and culture impact late adulthood * Analyze the importance of family and social interactions as they relate to the well-being of the elderly |
| **Rationale** | What happens to an individual’s biological and cognitive development during the stage called late adulthood? Late adulthood comes with many changes. The two most evident are physical changes and changes in cognitive ability. What rewards and challenges do older adults face? How has technology changed the lives of the elderly people that you know? What is elder abuse? As you are exploring careers working with the elderly, it important to understand their physical, emotional, social, and cognitive development. |
| **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)* | **Ageism:** Prejudice or discrimination against an age group and especially the elderly  **Ageist:** A person who is prejudiced against those who are elderly  **Aging by Program:** Theory that all animals seem to die when their “program” dictates  **Alzheimer’s Disease:** A degenerative brain disease of unknown cause that is the most common form of dementia, which usually starts in late middle age or in old age and results in progressive memory loss, impaired thinking, disorientation and changes in personality and mood  **Androgyny:** The presence of positive masculine and feminine characteristics in the same person  **Cell Replication:** Theory that states that maximum lifespan is determined by a genetically programmed limit on the number of times a cell can replicate itself  **Centenarian:** A person who is 100 years of age or older  **Dementia:** Deterioration of intellectual faculties, such as memory, concentration, and judgment, resulting from an organic disease or a disorder of the brain  **Elder Abuse:** Mistreatment of elderly persons that can be physical, emotional, or sexual abuse, neglect, exploitation (usually financial) and abandonment  **Elder Care:** The physical and emotional caretaking of older members of the family, whether that care is day-to-day physical assistance or responsibility for arranging and overseeing such care  **Gene Theory:** Theory that aging is due to certain harmful genes  **Gerontology:** The scientific study of old age, the process of aging, and the problems of old people  **Programmed Theory:** Theory that our cells die because they are programmed to do so  **Wear and Tear Theory:** Theory that aging is due to the cumulative effects of hard work and lifelong stress |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (Be sure to follow district guidelines for Internet access)   **Materials:**  Medical assistance equipment, such as   * Canes * Cotton balls (to simulate reduced hearing) * Reading glasses * Soft braces   + Walkers   **Power Point:**   * Rewards and Challenges: Development in Late Adulthood   **Technology:**   * Free iPad App:   + WebMD – Trusted Health and Wellness Information https://itunes.apple.com/us/app/webmd-trusted-health-wellness/id295076329?mt=8   **TED Talks:**   * Jane Fonda: Life’s third act  Within this generation, an extra 30 years have been added to our life expectancy” and these years aren’t just a footnote or a pathology. In this talk, Jane Fonda asks how we can think about this new phase of our lives. http://www.ted.com/talks/jane\_fonda\_life\_s\_third\_act   **Videos:**  NIH Senior Health Seniors can find answers to their medical questions from the comfort of their own homes. <http://nihseniorhealth.gov/videolist.html>  **Graphic Organizer:**   * KWHL Chart – Developments in Late Adulthood * Slide Presentation Notes   **Handouts:**   * Changes in Late Adulthood Assessment * Major Theorists of Biological Development * Rubric for Oral Presentation – Late Adulthood * Senior Living Options * Sensory Changes in Late Adulthood * What is Trending in Late Adulthood? * Who are Your Grandparents? |
| **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 – Physical and Cognitive Development * Part II – Theories of Cognitive Development * Part III – Societal and Cultural Changes   **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.   * On a table, have an accumulation of medical assistance equipment, such as   + Walkers   + Reading glasses   + Canes   + Soft braces   + Cotton balls (to simulate reduced hearing) * Have students attempt to use the various pieces of equipment. Ask the students the following questions:   + How many of you still have grandparents or great-grandparents alive?   + How many have other elderly relatives or neighbors?   + Do you have a grandparent or parent that requires the use of medical assistance equipment?   + Are your grandparents in good health? Where are they living?   + What are your thoughts about growing old? * On a poster or white board, create a graph with room for students to add their names and the names/ages of elderly people they know. Each student will add the name and age of the oldest person they know. Discuss the results. * Students will complete the handout entitled, who are Your Grandparents? (see All Lesson Attachments tab).  Teacher note: Some students may not have grandparents alive. Encourage students to reference other elderly relatives or neighbors. * What is elder abuse? Do you know a victim? Do you have an elderly loved one who could be a victim?   Distribute graphic organizer KWHL Chart – Developments in LateAdulthood (see All Lesson Attachments tab). Ask students to complete the chart by answering the first three sections:  K – What I know about late adulthood. W – What I want to learn about late adulthood. H – How can I learn more about late 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 Slide Presentation 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 Rewards and Challenges: Development in Late Adulthood Part I: Physical and Cognitive Development, slides 3-22.  Use appropriate notes from Presentation Notes for Rewards andChallenges: Development in Late Adulthood for discussion.  **See Guided Practice Activity One:**  Continue with the slide presentation Rewards and Challenges: Development in Late Adulthood Part II: Theories of Cognitive Development slides 23-29. Have students continue using Slide Presentation Notes for note taking.  Use appropriate notes from Presentation Notes for Rewards and Challenges: Development in Late Adulthood for discussion.  **See Guided Practice Activity Two:**  Continue with the slide presentation Rewards and Challenges: Development in Late Adulthood Part III: Societal and Cultural Changes, slides 30-45. Have students continue using Slide Presentation Notes for note taking.  Use appropriate notes from Presentation Notes for Rewards and Challenges: Development in Late Adulthood for discussion.  **See Guided Practice Activity Three:**  Videos included in the slide presentation:   * Diagnosing Alzheimer’s Disease * Eating for Health * Exercise: Enjoyment is the Key * Senior Centers NIH Senior Health Seniors can find answers to their medical questions from the comfort of their own homes. http://nihseniorhealth.gov/videolist.html   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation * praising the student * providing the student with a copy of the slide presentations |
| **Guided Practice \*** | **Guided Practice Activity One**  Our senses change as we age and, therefore, so does the way we receive information about the world around us. The National Library of Medicine, a part of the National Institutes of Health, has some short videos about these changes in senses. Distribute Sensory Changes in Late Adulthood handout for students to complete. They may use the following sites for information:   * Aging Changes in the Senses http://www.nlm.nih.gov/medlineplus/ency/article/004013.htm * Sensory Changes http://ohioline.osu.edu/ss-fact/pdf/0174.pdf  Allow for questions and discussion.   **Guided Practice Activity Two**  Distribute Major Theorists of Biological Development handout. The students will complete the worksheet. This is a review and reinforcement of the biological theorists.  Guided Practice Activity Three  Distribute Senior Living Options handout. Have students complete the handout. 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:*   * additional time for completing the assignments * individualized help * peer support |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Divide class into six subgroups of four.  Distribute What is Trending in Late Adulthood? Handout. Students will research a topic related to late adulthood. They will develop a five-minute oral presentation on one of the following topics:   * Age Discrimination Act * Effects of Mobile Society on Older Adults * Elder Abuse * Family and Social Interactions with Older Adults * Technology for Older Adults * The Increasing Retirement Age   The presentation should include:   * Factors affecting older adults in the related topic * Personal experiences related to the topic. Do you have family members experiencing similar changes/events? * Supportive agencies or resources to assist with the related topic * Positive and negative aspects of the related topic   Distribute Rubric for Oral Presentation – Late Adulthood so that students may understand what is expected.  Students will be provided with time to create and present their oral presentations.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extra time for assignments * positive feedback |
| **Lesson Closure** | Students will complete the KWHL Chart – Developments in Late Adulthood section labeled L.  L – What did I learn about late adulthood?  Ask the students the following questions:   * Share one thing you learned about physical theories in late adulthood. * Share one thing you learned about cognitive changes in late adulthood. * Share one thing you learned about the impact of changes in society on elderly persons in our society. * Share one thing you learned about the importance of relationships with family and friends in late adulthood. |
| **Summative/End of Lesson Assessment \*** | Assessments during lessons:   * Sensory Changes in Late Adulthood * Major Theorists of Biological Development * Senior Living Options * Rubric for Oral Presentation – Late Adulthood   **Lesson assessment:** At the end of the lesson, students will complete Changes in Late Adulthood Assessment.  Class discussion will allow students to compare and contrast the things that they have learned.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * grading according to work done * providing praise and encouragement |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft® Clip Art: Used with permission from Microsoft®.   **Journals:**   * Eastman, P. (2000, January). Scientists piecing Alzheimer’s puzzle. AARP Bulletin, 41 (1), 18–19. * Kunlin, J. Modern Biological Theories of Aging. Aging and Disease. v.1(2); October 2010. PMC2995895   **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) Public Policy Institute Raise the full retirement age. http://www.aarp.org/content/dam/aarp/research/public\_policy\_institute/econ\_sec/2012/option-raise-the-full-retirement-age-AARP-ppi-econ-sec.pdf * Harvard Health Preventing memory loss: Seven preventative steps. www.health.harvard.edu/newsweek/Preventing\_memory\_loss.htm * National Center on Elder Abuse (NCEA) The NCEA is the place to turn to for up-to-date information regarding research, training, best practices, news and resources on elder abuse, neglect, and exploitation. http://www.ncea.aoa.gov/ * National Institute on Aging (NIH) NIH Senior Health features authoritative and up-to-date health information from Institutes and Centers at NIH. http://nihseniorhealth.gov/videolist.html * National Library of Medicine Aging changes in the senses.  http://www.nlm.nih.gov/medlineplus/ency/article/004013.htm * North Dakota State University Making Sense of Sensory Changes as We Age.  http://www.ag.ndsu.edu/pubs/yf/famsci/fs1378.pdf * Ohio State University Extension Service Sensory Changes.  http://ohioline.osu.edu/ss-fact/pdf/0174.pdf * Society for Human Resources Management The future of retirement.  http://www.shrm.org/research/futureworkplacetrends/documents/visions0305.pdf.   **Videos:**  NIH Senior Health Seniors can find answers to their medical questions from the comfort of their own homes. http://nihseniorhealth.gov/videolist.html |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Journal entries * Draw visual representations of terms on word wall * Http://www.learnerdictionary.com for pronunciation and meaning of medical terms |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about changes and issues in late adulthood. Information can be found in newspaper articles, magazines, journals, and online print. Suggestions:   * American Association of Retired Persons http://www.aarp.org/content/dam/aarp/research/public\_policy\_institute/econ\_sec/2012/option-raise-the-full-retirement-age-AARP-ppi-econ-sec.pdf * Declines in mobility, sight, hearing, and depth perception may require older adults to seek living assistance. Have students read “10 Warning Signs Your Older Family Member May Need Help” at http://www.eldercare.gov/ELDERCARE.NET/Public/Resources/Factsheets/Ten\_Warning\_Signs.aspx * National Center on Elder Abuse (NCEA) http://www.ncea.aoa.gov/Library/Review/Brief/index.aspx * NIH Senior Health http://nihseniorhealth.gov/category/healthyaging.html * Ohio State University Extension Service http://ohioline.osu.edu/ss-fact/pdf/0174.pdf   Why Should I Care About Elder Abuse? http://www.ncea.aoa.gov/Resources/Publication/docs/WhatIsAbuse\_2010.pdf |
| **Quotes** | Age only matters when one is aging. Now that I have arrived at a great age, I might as well be twenty. **-Pablo Picasso**  The secret of genius is to carry the spirit of the child into  old age, which means never losing your enthusiasm. **- Aldous Huxley**  Work is what you do, so that sometimes you won’t have to do it anymore. **-Alfred Polgar**  Do not go gentle into that good night. Old age should burn and rage at close of days; rage, rage against the dying of the light. **-Dylan Thomas**  To be seventy years young is sometimes far more cheerful and hopeful than to be forty years old. **-Oliver Wendell Holmes** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * My grandfather had to have cataract surgery. Before the surgery, he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. After the surgery, he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Exercise is very important at all stages of life. It’s particularly important for older adults because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * My family plays a part in the life of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (an older adult). We help him/her by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**   * RAFT (Role/Audience/Format/Topic) writing strategy: (Older adult may substitute for grandparent, if necessary.) Role: grandson or granddaughter Audience: grandparent Format: informal letter Topic: concerns regarding his/her physical well-being in late adulthood You have a grandparent who is not taking good care of himself/herself. Write a letter expressing your concerns. Give some ideas and suggestions that you have learned through this unit of study. Help him/her find web resources that might be helpful, such as the exercise module on the National Institute for Aging website. * RAFT (Role/Audience/Format/Topic) writing strategy: (Older adult may substitute for grandparent, if necessary.) Role: grandson or granddaughter Audience: grandparent Format: informal letter Topic: comfort to grandparent who must make a move You have a grandparent who must leave his/her home, either to live in a retirement community or just in a smaller residence. Express your thoughts to him/her about the situation. Offer suggestions as to how the move can be less stressful and the part you can play in that. |
| **Communication**  **90 Second Speech Topics** | * Exercise in late adulthood is helpful because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * As I age, I can exercise my brain by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This is useful because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * People are living longer, so there are more elderly persons than there used to be in our society. This changes our society by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Senility is not the norm in old age. Explain. * Our society does (or does not) value older adults. Explain. * Describe the role your grandparents (or other elderly persons) play in your life. * The full retirement age should be raised to age 70. (Pros or cons) |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Watch the video entitled “Living in a Continuing Care Community” at the National Institute for Aging. Summarize it in one to two paragraphs. In the next two paragraphs, explain what new thing you learned and then give your opinions of the video. http://nihseniorhealth.gov/videolist.html * Research and write a two-page paper on the problem of elder abuse. Have students look up additional information on elder abuse on the National Center on Elder Abuse website and related links found on the page at: http://www.ncea.aoa.gov/ * Interview an older family member or friend. Ask him or her which aspect has been the most rewarding about being an older adult. What aspect has been the most challenging? * Have students consider five families that they know and note where the older family members live (i.e. in the same house, within 30 miles or over 100 miles) How does this impact family relationships?   **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.  Jane Fonda: Life’s third act Within this generation, an extra 30 years have been added to our life expectancy â” and these years aren’t just a footnote or a pathology. In this talk, Jane Fonda asks how we can think about this new phase of our lives. http://www.ted.com/talks/jane\_fonda\_life\_s\_third\_act |
| **Family/Community Connection** | * Locate the contact information for the local Area Agency on Aging. Report on the services available to support elderly people in your area. * Visit a family member or friend who is elderly. Find out where or how you would report elder abuse in your location if you ever suspected abuse or someone else shared a concern with you.   Working in pairs, have students discuss various memory “tricks” that they use to help them remember things. How does crystallized intelligence affect our ability to remember? |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  [www.fcclainc.org](http://www.fcclainc.org)  FCCLA Family First Project http://www.fcclainc.org/content/families-first/  The FCCLA Families First national peer education is a program through which youth gain a better understanding of how families work and learn skills to become strong family members. Its goals are to: help youth become strong family members and leaders for today and tomorrow and strengthen the family as the basic unit of society. To help members focus their projects, Families First offers five units. Members may complete projects in one or several units. There is no particular order to them; however, “Families Today” might be a good place to start. It covers topics that provide a general overview of families and related issues:  Families Today: Understand and celebrate families  You-Me-Us: Strengthen family relationships  Meet the Challenge: Overcome obstacles together  Balancing Family and Career: Manage multiple responsibilities  **Texas Association of Future Educators (TAFE)**  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** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson.  http://gsn.nylc.org/  Possible idea: Have the class select a long-term project to support senior citizens in the area. For example, setting up a schedule for students to take turns visiting a nursing home or memory care center; have students plan a special event for a senior care center or a senior center in their community. |

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)