**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Education and Training |
| **Course** | Human Growth and Development |
| **Lesson/Unit Title** | A Look at Theories: Part I |
| **TEKS Student Expectations** | **130.163. (c) Knowledge and Skills**  (4) The student understands the development of children ages newborn through two years.  (B) The student is expected to analyze various developmental theories relating to infants and toddlers  (5) The student understands the development of children ages three through five years.  (B) The student is expected to analyze various developmental theories relating to preschoolers  (6) The student understands the development of children ages six through ten years.  (B) The student is expected to analyze various developmental theories relating to children in the early to middle childhood stage of development |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Understand why theories are important in understanding human development * Identify some major child/human development theorists and theories * Summarize the major components of several theories * Analyze their own attitudes and beliefs concerning human development |
| **Rationale** | The study of how humans grow and develop is a natural topic of interest for most people. Watching babies develop into adults gives most families reason to question why a child looks or acts more like one parent or the other. Wondering what kind of person will be the end result of the unique combination of genetics, experiences and lifestyle is a question most parents find fascinating. Being able to recognize patterns of growth and development is essential to those who work with children in any capacity. Are you interested in how people develop? What can you expect of infants and toddlers? Do you want to know why your little brother acts the way he does? Theory can give us a framework to understand these and many more things about how human beings grow and develop. This first lesson focuses on theories about infants and young children. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall** | **Andragogy:** Helping adults learn  **Attachment:** A bond that involves a desire for regular contact with a person and the experience of distress during separation from that person (Ainsworth)  **Behaviorism:** A theory that states experience guides behavior and development (Locke, Pavlov, Watson, or Skinner)  **Concrete operations:** Logical, organized thinking that appears in middle childhood (Piaget)  **Conditioning:** Learning through repeated experiences (Pavlov)  **Constructivism:** Children constructing their own learning (Piaget)  **Ego:** Central part of our personality (Freud)  **Formal operations:** Thinking in abstract ways; appears around age eleven (Piaget)  **Id:** Houses our basic instincts; a formulation of apparent relationships or underlying principles of certain observed phenomena which has been verified to some degree (Freud)  **Pedagogy:** The art of teaching (children)  **Preoperational:** The stage in which preschoolers learning to use symbols, language, and pretend play to represent things that have been learned (Piaget)  **Psychoanalytic:** Describes all thoughts and activities influenced by the unconscious mind (Freud)  **Scaffolding:** When adults or more advanced peers help a child up to the next level of learning (Vygotsky)  **Sensorimotor:** The stage in which infants learn primarily through the five physical senses (Piaget)  **Sociocultural:** A theory which states that people and culture impact our growth and development (Vygotsky)  **Superego:** Conscience (Freud) |
| **Materials/**  **Specialized Equipment Needed** | **Equipment:**   * Computer with Internet access for multimedia presentations * Computer lab with Internet access (be sure to follow school district guidelines)   **Materials:**   * 3 x 5 index cards   **Supplies:**   * Drawing paper * Large markers for creating word wall * Copies of handouts   **PowerPoint:**   * A Look at Theories: Part I   **TedxTalk:**  Marshmallows and Children a Lesson in Time Preference Theory This is too cute not to share. – In this short talk from TED U, Joachim de Posada shares a landmark experiment on delayed gratification — and how it can predict future success. This priceless video shows kids trying their hardest not to eat the marshmallow.<http://youtu.be/lWURnHkYuxM>  **YouTube:**   * Ainsworth and Attachment: Part I This first part looks at the early influences on the work of Mary Ainsworth [[https://www.youtube.com/watch?v=yxAwOv7BPFY](http://youtu.be/4HHTohtXEq8)](https://www.youtube.com/watch?v=yxAwOv7BPFY) * Behaviorism 101 Vanessa Monaghan/Claire Whitehead/Catherine Lonegan/Ciara McDonnell developed this video on behaviorism.<http://youtu.be/RU0zEGWp56Y> * Freud’s Psychoanalytic Theory on Instincts Motivation, Personality, and Development<http://youtu.be/7vFf5CS27-Y> * Instruction on Piaget Conservation Experiment<http://www.youtube.com/watch?v=YtLEWVu815o> * Instruction on Piaget  Stages of Development<http://www.youtube.com/watch?v=TRF27F2bn-A> * Instruction on Vygotsky An Introduction to Socioculturalism<http://youtu.be/InzmZtHuZPY> * Instruction on Vygotsky Scaffolding<http://youtu.be/12TcwDSrdnM> * Jean Piaget Piaget on Piaget<http://www.youtube.com/watch?v=I1JWr4G8YLM>   **Graphic Organizers:**   * A Look at Theories: Part I Note-taking * KWL Chart – Theories: Part I   **Handouts:**   * Historical Theories * Human Development a Look at Theories: Part I * Human Development a Look at Theories: Part I (Key) * Interview Assignment * Major Theorists Project * Oral Presentation Rubric |
| **Anticipatory Set** | **Prior to class:**  Before class begins, make sure to have index cards ready to hand out to the students and the questions and instructions on the board.  **Before class begins:**  Distribute the index cards and have the following questions on the board or screen:   * When you were a child, did you think the way you think now? Explain. * Why do babies need so much attention? * Do you think that children “construct” their own learning? That is, can they learn by themselves, without adult help? Why or why not? Give an example. * What are ways that adults can help children learn? How can teachers and parents help with learning?   As students enter the classroom, give each student an index card and instruct students to answer the questions on their own index cards.  Discuss student answers.  Have students draw/sketch or locate an example of children helping other children learn something new.  Distribute KWL Chart – Theories: Part I handout and have students fill out the first two sections.   * K – What do I KNOW about theories and how they impact understanding people? * W – What do I WANT to know about theories and how they impact understanding people?   The last box will be completed during Lesson Closure. |
| **Direct Instruction with Special Education Modifications/**  **Accommodations** | Note to teacher: Prior to beginning this lesson, please review, preview, and select the appropriate multimedia for your classes.  Introduce lesson objective, terms, and definitions.  If the terms are challenging for your students, you may select to have them create a Personal Word Wall.  Distribute handout A Look at Theories: Part I Note-taking for note-taking.  Introduce PowerPoint a Look at Theories: Part I, slides 1- 9.  Use appropriate notes from Presentation Notes: A Look at Theories, Part I for discussion.  Discuss the meaning of theories and how they impact our behaviors and interactions with others.   * Ainsworth and Attachment: Part I This first part looks at the early influences on the work of Mary Ainsworth, including John Bowlby and Konrad Lorenz<http://youtu.be/4HHTohtXEq8>   Continue with PowerPoint a Look at Theories: Part I, slides 10 – 16. Use appropriate notes from Presentation Notes: A Look at Theories: Part I.   * Behaviorism 101 Vanessa Monaghan/Claire Whitehead/Catherine Lonegan/Ciara McDonnell developed this video on behaviorism.<http://youtu.be/RU0zEGWp56Y> * Freud’s Psychoanalytic Theory on Instincts Motivation, Personality, and Development<http://youtu.be/7vFf5CS27-Y>   Continue with PowerPoint a Look at Theories: Part I, slides 17 – 23.  Use appropriate notes from Presentation Notes: A Look at Theories: Part I.   * Jean Piaget Piaget on Piaget<http://www.youtube.com/watch?v=I1JWr4G8YLM> * Instruction on Piaget  Stages of Development<http://www.youtube.com/watch?v=TRF27F2bn-A> * Instruction on Piaget Conservation Experiment<http://www.youtube.com/watch?v=YtLEWVu815o> * Instruction on Vygotsky An Introduction to Socioculturalism<http://youtu.be/InzmZtHuZPY> * Instruction on Vygotsky Scaffolding<http://youtu.be/12TcwDSrdnM>   Using A Look at Theories: Part I Note-taking, students will have an opportunity to reflect, review and respond to the information pertaining to the PowerPoint. They will write a summary of questions, topics or statements which reflect the information from the lesson:   * Discuss the topic * Write down your thoughts * Make a real-world connection to the lesson * How is this going to help you in the future?   Allow for questions and answers to 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:*   * checking for understanding * providing assistance with note-taking |
| **Guided Practice with Special Education Modifications**  **/Accommodations** | Distribute the crossword puzzle Human Development a Look at Theories Part I. Allow students to work with a partner to complete the activity. You may use Human Development a Look at Theories Part I (Key) to check their answers.  Distribute the handout Interview Assignment. Review instructions with students. Students may complete the Interview Assignment as a homework assignment. Upon completion, students may briefly discuss and compare their findings with the class.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing peer tutoring * reducing length of assignment |
| **Independent Practice/Laboratory Experience with Special Education Modifications/**  **Accommodations** | Distribute Major Theorists Project handout. Each student will choose one theorist introduced in this lesson. Student will create and present a 5- to 7-minute oral presentation to the class, using at least one prop. The presentation must include information about the theorist’s life and a simple explanation of the key points of his or her theory. The conclusion will demonstrate at least one way in which this theory could be used in an early childhood classroom.  Presentations will be graded using the Oral Presentation Rubric. Review all components of the rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * assisting student in gathering information * providing praise and encouragement |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Have students complete the last section of their KWL Chart – Theories: Part I.   * What did I LEARN about the importance of theories in understanding people?   Theories that study people and life help us understand how people grow and develop throughout their lives. Different theories allow us to contemplate different aspects of life and different age groups. |
| **Summative/End of Lesson Assessment with Special Education Modifications/**  **Accommodations** | Oral presentation will be assessed with the appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing praise and encouragement * reducing length of assignment |
| **References/**  **Resources** | **Articles:**   * Holmes, G., and Abington-Cooper. M. (2000). Pedagogy vs. andragogy: A false dichotomy? The Journal of Technology Studies. 26 (2). Retrieved from <http://scholar.lib.vt.edu/ejournals/JOTS/Summer-Fall-2000/holmes.html> * Mcleod, S. A. (2007). Simply Psychology – Psychology Articles for Students. Retrieved from [www.simplypsychology.org/](http://www.simplypsychology.org/)   **Images:**   * Microsoft Clip Art: Used with permission from Microsoft®.   **Textbooks:**   * Berk, L. (2008). *Infants and children: Prenatal through middle childhood*. (6th ed.). New York, NY: Pearson Education, Inc. * Dacey, J., Travers, J., Fiore, L. (2009). *Human development across the lifespan*. (7th ed). New York, NY: McGraw-Hill Companies.   **Websites:**   * AROPA Freud File – Sigmund Freud Life and Work <http://www.freudfile.org/> * Discovery Education Puzzle Maker<http://www.puzzlemaker.com> * Jean Piaget Society Society of scholars, teachers and researchers interested in exploring the nature of the developmental construction of human knowledge.<http://www.piaget.org/aboutPiaget.html> * Muskingum College Jean Piaget<http://muskingum.edu/~psych/psycweb/history/piaget.htm> * Muskingum College Lev Semyonovich Vygotsky<http://muskingum.edu/~psych/psycweb/history/vygotsky.htm> * PBS – Public Broadcasting System Sigmund Freud<http://www.pbs.org/wgbh/aso/databank/entries/bhfreu.html> * Simply Psychology Articles on theories, compiled by Saul McLeod, Lecturer at Wigan and Leigh College, UK.<http://www.simplypsychology.org/classical-conditioning.html> * Stanford Encyclopedia of Psychology John Locke<http://plato.stanford.edu/archives/fall2012/entries/locke/> * Victorian Web Compilation of scholarly and student articles.<http://www.victorianweb.org/science/freud/index.html>   **YouTube:**   * Ainsworth and Attachment: Part I This first part looks at the early influences on the work of Mary Ainsworth, including John Bowlby and Konrad Lorenz<http://youtu.be/4HHTohtXEq8> * Behaviorism 101 Vanessa Monaghan/Claire Whitehead/Catherine Lonegan/Ciara McDonnell developed this video on behaviorism.<http://youtu.be/RU0zEGWp56Y> * Freud’s Psychoanalytic Theory on Instincts Motivation, Personality, and Development<http://youtu.be/7vFf5CS27-Y> * Instruction on Piaget Conservation Experiment<http://www.youtube.com/watch?v=YtLEWVu815o> * Instruction on Piaget  Stages of Development<http://www.youtube.com/watch?v=TRF27F2bn-A> * Instruction on Vygotsky An Introduction to Socioculturalism<http://youtu.be/InzmZtHuZPY> * Instruction on Vygotsky Scaffolding<http://youtu.be/12TcwDSrdnM> * Jean Piaget Piaget on Piaget<http://www.youtube.com/watch?v=I1JWr4G8YLM> |
| **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 |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about why theories are important in understanding human development. Information can be found in newspaper articles, magazines, journals, and online print.  Suggestions:  Print and distribute to students to read. Encourage the use of the reading strategy “prediction.”   * Holmes, G., and Abington-Cooper. M. (2000). Pedagogy vs. andragogy: A false dichotomy? The Journal of Technology Studies. 26 (2). Retrieved from <http://scholar.lib.vt.edu/ejournals/JOTS/Summer-Fall-2000/holmes.html> * Mcleod, S. A. (2007). Simply Psychology – Psychology Articles for Students. Retrieved from [www.simplypsychology.org/](http://www.simplypsychology.org/) * Erikson’s Stages of Psychosocial Development Psychosocial Development in Infancy and Early Childhood.<http://psychology.about.com/od/psychosocialtheories/a/psychosocial.htm> * Encourage students to connect reading to real life experiences or prior knowledge. * Encourage students to “make predictions” about the text content prior to reading. “I think it’s going to be about…” This encourages active reading and keeps students interested. While reading, the students may revise their original predictions or make new ones. |
| **Quotes** | As for teaching children concepts that they have not already acquired in their spontaneous development, it is completely useless. **– Jean Piaget**  What we see changes what we know. What we know changes what we see. **- Jean Piaget**  Hope is both the earliest and the most indispensable virtue inherent in the state of being alive. If life is to be sustained hope must remain, even where confidence is wounded, trust impaired. **- Erik Erikson**  Doubt is the brother of shame. **- Erik Erikson**  Children love and want to be loved and they very much prefer the joy of accomplishment to the triumph of hateful failure. Do not mistake a child for his symptom. **- Erik Erikson** |
| **Writing Strategies** | **Journal Entries:**   * Children’s behavior can be described by the following theory: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The psychodynamic perspective can be described as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The behavioral perspective can be described as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The cognitive perspective can be described as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * As an educator, it is important to understand the theories of development because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**  Newspaper Article: Write a newspaper article interviewing one of the theorists that you learned about. Inform the public about the person and his or her theory. |
| **Communication 90 Second Speech Topics** | Ask students to report verbally on one of the following topics:   * Secure attachment is very important to babies because \_\_\_\_\_. * Behaviorism works well as a guidance technique because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Behaviorism does not work well as a guidance technique because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Piaget’s sensorimotor stage states that children \_\_\_\_\_\_\_\_\_\_. * Vygotsky’s use of “scaffolding” in education. |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | * Students who wish to learn more about Piaget’s theory may wish to work with a preschool child to observe behaviors based on Piaget’s Theory of Conservation. The following YouTube video demonstrates them. Students may wish to replicate them with a preschooler, being sure to get permission from parents and/or the child care facility. Students can chart their observations and report out their findings to the class. * Have students view the YouTube video and write a summary of it. A typical child on Piaget’s conservation tasks YouTube video<http://www.youtube.com/watch?v=gnArvcWaH6I> * Human Growth and Development Math Assessment Problem   The student understands the development of children ages newborn through two   years.  Question 5. Andrea heard that adult height can be estimated by doubling a child’s height at age 2. What is her children estimated adult height if at age 2 she is 30 inches tall?  a. 5 feet tall  b. 5 feet 4 inches tall  c. 5 feet 8 inches tall  d. 6 feet tall  Answer: A   * **TED Talks:** TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or fewer). The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk. * Marshmallows and Children a Lesson in Time Preference Theory This is too cute not to share. – In this short talk from TED U, Joachim de Posada shares a landmark experiment on delayed gratification — and how it can predict future success. This priceless video shows kids trying their hardest not to eat the marshmallow.<http://youtu.be/lWURnHkYuxM> |
| **Family/Community Connection** | Create a survey related to a specific theory, distribute to family members, collect data, and report findings to the class. |
| **CTSO connection** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://texasfccla.org>  **Star Events:**   * Chapter Service Project (Display and Manual): A team event – recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences content and skills to address and take action on a community need. * Interpersonal Communication – An individual or team event – recognizes participants who use Family and Consumer Sciences and/or related occupations skills and apply communication techniques to develop a project designed to strengthen communication.   **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 the lesson. For additional information on service learning see<http://www.ysa.org/>  Students will develop a brochure of the theories of development for distribution to a women’s shelter. Distribute Historical Theories to be used as a resource. |

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)