

Guided Practice

Class: ECS 4010

Date Assigned: week 4

Date Due: week 5

Time estimated to complete this assignment: 90 minutes

Overview/Introduction:

What is the lesson about?

Bronfenbrenner's groundbreaking concept of the ecology of human development, from the family to economic and political structures are viewed as part of the life course, embracing both childhood and adulthood.

By studying the different systems that simultaneously influence a child, the Bronfenbrenner's Ecological Theory is able to demonstrate the diversity of interrelated influences on the child's development. Awareness of contexts can sensitize us to variations in the way a child may act in different settings. As children grow up, these deficiencies show themselves especially in adolescence as anti-social behavior, lack of self-discipline, and the inability to provide self-direction. Plotting our experiences and relationships within the model helps us reflect on our own behaviors.

Learning Objectives:

Basic Objectives

- * Students will explore the societal influences in their own life experiences by viewing the Video "Child development and societal influences".
- * Students will plot their experiences within each of the correct systems. They will discuss and reflect on their model with a partner.

If a student is having difficulty in the plotting process, their partner can help them work through it.

Advanced Objectives:

Students may have difficulty completing the following objectives:

- * Students may not have a parent or grandparent available for the interview.
- * Interpretation of how morals/beliefs were passed down.

Advanced Practice

Class: Week 5

Date assigned: Week 5

Date due: Week 6

Time estimated to complete this assignment: 1 hour

Learning Objectives:

Advanced Objectives

- * 90% of the students will be able to interview a parent or grandparent and transfer the information collected within the five levels of the ecological model.
- * 90% of the students will be able to interpret how morals and beliefs are passed down through generations and shape development.

Activities & Deliverables:

Students will interview parent or grandparent and transfer the information collected within the five levels of the ecological model.

- * Students will first reflect on their own experiences and relationships and plot on their own model. They will meet with a partner to discuss and reflect on correct placements within the model.
- * Students will then interview a parent or grandparent about their experiences and relationships.
- * With the information collected, the student will plot their parent/grandparents experiences and relationships within a model of their own.
- * Finally, they will reflect on the correlation between their model and the model of their parent/grandparent with a partner.

Questions?

If you have any questions, please contact me at miachellea@cpp.edu

Flipped IN-CLASS Lesson Plan Template

Topic or concept: Bronfenbrenners Ecological Model

Basic objectives for preparatory work:

- *. 80% of the students will understand the affect of environmental influences on their own development.
- *. 100% of the students will be able to represent the influences on their own development within the five levels (microsystem, mesosystem,, exosystem , macrosystem and chronosystem).

Advanced objectives for classwork & after class work:

- *. 90% of the students will be able to interview a family member and transfer the information collected within the five levels of the ecological model.
- *. 90% of the students will be able to interpret how morals and beliefs are passed down through generations and shape development.

	Time planned	Activity and rationale	Resources needed
Beginning of class period	15 minutes	*. <i>Turn and talk: Students will turn and talk to a neighbor the affects of their own development through their biological and psychological characteristics, talents and skills, abilities and temperament.</i>	
	20 minutes	*. <i>Pairs will be given a large sheet of paper to plot their experiences within each of the systems. Each pair filling out 1/2 of the circle, partner filling out the other 1/2 of the circle. Names will not be on paper.</i>	*. Large post it note paper
	10 minutes	*. <i>Gallery Walk: When pairs have completed their models, they will place them around the classroom. Students will walk around and read their classmates experiences.</i>	

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<ul style="list-style-type: none"> *. 90% of the students will be able to interview a parent or grandparent and transfer the information collected within the five levels of the ecological model. *. 90% of the students will be able to interpret how morals and beliefs are passed down through generations and shape development. 	<ul style="list-style-type: none"> *. The students will first download the template of the Ecological Model from BB. *. They will need to interview a parent or grandparent to interview. A suggestion of questions to ask (to assist in filling out the model) is posted and available on BB. *. They will then fill in the template with the information received within the model. *. The students will be asked to write a summary/reflection paragraph interpreting how morals and beliefs are passed down through generations and have shaped their own development. 	<p><i>You will need to download the Ecological Model template from BB. There are also suggestions for questions to ask during the interview available on BB that will help in filling out the model during the interview.</i></p> <p><i>Select a parent or grandparent that is available to interview.</i></p> <p><i>Following the interview you will transfer the information and plot it into the Ecological Model template.</i></p> <p><i>Write a paragraph (typed) reflecting on how morals and beliefs passed down through generations have shaped your own development.</i></p>

