

Flipped IN-CLASS Lesson Plan Template — Course: ChAD 70 (Lifespan Development in the 21st Century)*

**In this final lesson plan, I have incorporated feedback from Ryan Skinnell and Sharmin Kahn from our “Flipped Learning” cohort.*

Topic or concept: Social and emotional development during late adulthood (between about 60 years and through the duration of one’s life - into one’s 80’s, 90’s, and beyond).

Basic objectives for preparatory work:

- Identify 3 examples of social or cultural contexts that affect social-emotional development in late adulthood.
- Define the central crisis of late adulthood (termed Ego Integrity vs. Despair) according to Erikson’s Lifespan Theory of development.
- Predict 3 factors that promote social and emotional well-being in late adulthood.

Advanced objectives for classwork & after class work:

- Compare and contrast Erikson’s Ego Integrity vs. Despair crisis of development and Carstensen’s socioemotional selectivity theory.
- Summarize the association between social interaction and lifestyle choices and well-being in late adulthood.
- Develop a set of recommendations for maximizing social-emotional development in late adulthood.

75 min class	Time planned	Activity and rationale	Resources needed
Beginning of class period	10 mins	<p>Pair-Share</p> <p>-Students pair up with a classmate and share their responses to <u>one of the three</u> tasks identified in the “Basic Objectives for Preparatory Work” list (can share responses to the same bullet point or different ones)</p> <p>-Students will share with each other and write on a Post-It-Note one prediction made by their partner about a factor that promotes social-emotional well-being in late adulthood</p>	<p>-Written predictions as “entry ticket” brought to class and submitted to instructor</p> <p>-Course Textbook (Arnett & Jensen - Human Development: A Cultural Approach, 3rd Edition)</p> <p>-Students’ own notes from Preparatory Activities</p> <p>-Post It Notes (instructor provides)</p>
Middle of period	20 mins	<p>Mini-Lecture</p> <p>-Instructor identifies key developmental milestones in late adulthood related to social-emotional development</p> <p>-Instructor provides brief overview of Erikson’s and</p>	<p>-Lecture Slides (available on Canvas course shell and presented in class)</p> <p>-Students’ own notes from Preparatory Activities</p>

75 min class	Time planned	Activity and rationale	Resources needed
		<p>Carstensen's theory of development</p> <p>-Instructor reads aloud some of students' predictions (anonymously) from Post-It-Notes that students handed in from pair-share activity</p>	<p>-Post It Notes collected by instructor from class activity</p>
Middle of period (use if needed)	30 mins	<p>Small Group Work</p> <p>-Students work in groups of 4 (self-assign) to design a written public service announcement targeted at maximizing the social-emotional development of individuals in late adulthood.</p> <p><i>(Questions to Consider: What social or cultural contexts does your ad target? Who is the target audience for your ad (e.g., age range, men, women, both, age range?), what is "the hook" that will get viewers to pay attention to your ad?)</i></p> <p>Students will base content of announcement on Erikson's and Carstensen's theories of development as well as context from assigned reading in textbook on social-emotional development in late adulthood and lecture notes.</p>	<p>-Public Service Announcement assignment hand-out (includes objectives and instructions for assignment)</p> <p>-Course textbook (as a resource, but not mandatory for in-class activity)</p> <p>-Students' own notes from lecture slides</p> <p>-Students' own notes from Preparatory Activities</p>
End of period	15 mins	<p>Individual Free-Write</p> <p>-Students will individually reflect on the Small Group Work activity and what they learned about social-emotional development in late adulthood from their group work, readings, and brief class lecture and write their answer to this prompt on a piece of paper to be handed in to the instructor:</p> <p>Regarding the social-emotional development of people in late adulthood, "I used to think _____, but now I think _____".</p> <p><i>If there is time, engage in a large group discussion reflecting on this assignment. Students are invited to share their sentence and describe their thinking behind it. Questions to</i></p>	<p>-Course textbook</p> <p>-Students' own notes from lecture slides</p> <p>-Students' own notes from Preparatory Activities</p> <p>-Students' own notes from Small Group Work activity</p>

75 min class	Time planned	Activity and rationale	Resources needed
		<p><i>consider: Did anything surprise you about what you've learned? Did the facts we discussed in class match or contrast with your predictions? What do you think is most important for achieving well-being in late adulthood?</i></p>	

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<ul style="list-style-type: none"> • Compare and contrast Erikson's Ego Integrity vs. Despair crisis of development and Carstensen's socioemotional selectivity theory. • Summarize the association between social interaction and lifestyle choices and well-being in late adulthood. • Develop a set of recommendations for maximizing social-emotional development in late adulthood. 	<p>-Students will view a video about aging that includes information about what people who live in "Blue Zones" (areas throughout the world that have a high concentration of 100+ year-olds) have in common.</p> <p>-Students will write a letter to themselves in late adulthood in which they include tips and strategies for achieving and maintaining positive social-emotional development in that stage of development and for the remainder of their life course.</p> <p>-Student will post their reaction to the video or the letter activity on Canvas and reply to at least one other student's post.</p>	<p>-View the TED Talk Video "How to Live to Be 100+" by Dan Buettner (duration of video is 19 minutes and 39 seconds)</p> <p>-Compose a letter to yourself in late adulthood (250 words max) giving yourself tips and strategies for achieving and maintaining positive social-emotional development in this stage of life. Use information from the "Blue Zones" video to support your recommendations and include in your letter a key term or central point from <i>either</i> Erikson's or Carstensen's theory (e.g., note that at least one of your points is based on either Erikson's or Carstensen's ideas about aging in late adulthood).</p> <p>Begin the letter "Dear Late Adulthood Self".</p> <p><i>Prompts: What do you hope you will know when you are 70 years old? What aspects of your life do you think will be important to focus on at this life stage? What keys for successful aging do you hope to highlight for yourself?</i></p> <p>Submit the letter on Canvas under the column for assignment on the due date listed in Canvas.</p>

Advanced learning objective	Activity and rationale	Instructions to students
		<p>-Post your reaction to the TED Talk Video “How to Live to Be 100+” by Dan Buettner OR the Letter to Yourself assignment. You must also reply to at least one other student’s post.</p> <p>Posts and Replies must be at least 150 words long. <i>What did you think about the video or letter-writing assignment? How did what you learned in the video or from letter assignment influence your thinking about aging? Have you changed or modified your view of aging as a result of studying and discussing this unit?</i></p>

GUIDED PRACTICE

Class: ChAD 70 (Lifespan Development in the 21st Century)

Date assigned: 11/14/19

Date due: 11/19/19

Time estimate to complete this assignment: 165-195 minutes

Preparatory Work = 30 minutes

Classwork = 75 minutes

After Class Work 60-90 minutes

Overview/Introduction

What is this lesson about? Why do we care?

This lesson introduces students to the major milestones of social and emotional development in the period of life termed late adulthood (approximately ages 60+). The study of human development in individuals over aged 60 is of critical importance – with an increasingly larger proportion of our population than ever before living well into their 70's and 80's and beyond, the study of the variables that promote healthy social-emotional development in older adults is a public health priority.

Learning Objectives

Basic objectives

List 3-5 learning objectives that you expect students to be able to master on their own before class.

- Identify 3 examples of social or cultural contexts that affect social-emotional development in late adulthood.
- Define the central crisis of late adulthood (termed Ego Integrity vs. Despair) according to Erikson's Lifespan Theory of development.
- Predict 3 factors that promote social and emotional well-being in late adulthood.

Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering.

- Compare and contrast Erikson's Ego Integrity vs. Despair crisis of development and Carstensen's socioemotional selectivity theory.
- Summarize the association between social interaction and lifestyle choices and well-being in late adulthood.
- Develop a set of recommendations for maximizing social-emotional development in late adulthood.

Preparatory Activities and Resources:

1. Give detailed, action-oriented instructions for completing the Guided Practice assignment. Keep in mind that the activities should be minimal, simple, engaging, productive, and failure tolerant (see Talbert, 2017, pg. 135)

[The following instructions will be posted in the Canvas module for this unit with grading rubrics]

Instructions

- Read in our textbook the section in **Ch. 12** that describes social and emotional development in late adulthood titled “Emotional and Social Development: Emotional and Self-Development” (pg. 556-573).

****TO DO: Complete Part 1 and Part 2 as instructed below:****

- Read the definitions of the following two terms in our text (in bold in the margins of the pages of our text):

Term 1: ego integrity versus despair

Term 2: socioemotional selectivity theory

PART 1

In a few sentences, describe each term in your own words and how each is related to the domain of social and emotional development in late adulthood.

Term 1: Describe and how linked to social-emotional domain = 125 words max

Term 2: Describe and how linked to social-emotional domain = 125 words max

- Review the examples of **social and cultural contexts** of late adulthood as listed in our text:
Family relationships
Living arrangements
Love and sexuality
Work and retirement
Leisure, community, religion, media use

PART 2

Predict which of the above factors will contribute most significantly to the social and emotional development of individuals in late adulthood (be sure to identify at least 3 that you think will have a significant impact on individual well-being).

Write down your predictions on a blank sheet of paper and bring this to class on 11/19. **This will be your entry ticket to class.**

Give a “playlist” of resources such as readings, videos, audio, or other content delivery methods that provide students the content to work with.

- Ch. 12 (pg. 556-573) of our course textbook: Arnett & Jensen - Human Development: A Cultural Approach, 3rd Edition
- Lecture Slides Outline for this unit posted on Canvas in the module for this lesson. The content for these slides is based on textbook content focusing on the objectives listed in this lesson plan.

Exercises: Please complete by midnight 11/18/19 (the day before class).

- Give a method for students to submit their work online BEFORE the face to face class meeting. Google forms, SurveyMonkey, and tools in your LMS will all work. Alternatively, give them instruction on what completed work to bring to class as an entry ticket.
- The submitted work should demonstrate students' mastery of the basic learning objectives.

Instructions

Please submit your written responses to PART 1 and PART 2 (as noted above) on Canvas in the column labeled "Prep Work Ch. 12 Part 1" by the due date listed for the assignment on Canvas.

Be sure your submission is:

- ✓ typed in 12 pt. font, double spaced, with your name at the top
- ✓ saved as MS Word (.doc or .docx) or Adobe (.pdf)
- ✓ submitted to CANVAS by the due date specified on Canvas

Questions?

Give a way for students to get help.

- If you have any questions about this assignment, need help clarifying anything in the textbook, or are stuck for any reason on this assignment, please email me at sylvia.branca@sjsu.edu. I will do my best to respond to you within 24 hours. You may also stop by office hours anytime or email me to make an appointment to meet with me outside office hours.
- You may also consider asking a classmate for help with your questions. You can message any classmate via the email feature in Canvas in our course shell.

ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class: ChAD 70 (Lifespan Development in the 21st Century)

Date assigned: 11/19/19

Date due: 12/02/19

Time estimate to complete this assignment: (Note that this is advanced practice, so is expected to take longer than a preparatory assignment – but not TOO long! Keep it reasonable.)

Learning Objectives

Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering in class and after class.

- Compare and contrast Erikson's Ego Integrity vs. Despair crisis of development and Carstensen's socioemotional selectivity theory.
- Summarize the association between social interaction and lifestyle choices and well-being in late adulthood.
- Develop a set of recommendations for maximizing social-emotional development in late adulthood.

Activities & deliverables

1. Give detailed, action-oriented instructions for completing the assignment. Make sure to also include a reflective component.
2. Describe what students should turn in, by when.

Instructions for Completing the Advanced Practice Work

- **View the TED Talk Video "How to Live to Be 100+" by Dan Buettner (duration of video is 19 minutes and 39 seconds).** The video can be found in three places: at this link here (include hyperlink) or at this address (include web address) and as a link in the module on Canvas for this assignment. *Pay attention to the social-emotional variables each of the groups of individuals living in "Blue Zones" have in common. What kinds of lifestyle choices do people in "Blue Zones" make? What do individuals in "Blue Zones" emphasize as important social-emotional factors in their lives?*
- **Compose a Letter to Your Late Adulthood Self.** Compose a letter to yourself in late adulthood (250 words max) giving yourself tips and strategies for achieving and maintaining positive social-emotional development in this stage of life. Use information from the "Blue Zones" video to support your recommendations and include in your letter a key term or central point from *either* Erikson's or Carstensen's theory (e.g., note that at least one of your points is based on either Erikson's or Carstensen's ideas about aging in late adulthood).

Begin the letter "Dear Late Adulthood Self" and consider these prompts as you write. *What do you hope you will know when you are 70 years old? What aspects of your life do you think will be important to focus on at this life stage? What keys for successful aging do you hope to highlight for yourself?*

- In the Canvas assignment titled “Discussion Post X”, **post your reaction to the TED Talk Video “How to Live to Be 100+” by Dan Buettner OR your reaction to the letter writing assignment.**

Instructions for Your Posts on Canvas for this Assignment

You must submit 2 posts on Canvas by the due date listed in Canvas for this assignment: 1) a reaction to Video OR Letter, and 2) a reply to fellow student’s post

- ✓ Your post needs to clearly state whether you are reacting to the Video OR the Letter. This post needs to be at least 150 words long. (Use these questions to guide your post – you don’t need to answer each question: *What is one thing you found interesting about the video or letter writing assignment? What is one thing that surprised you about the video or letter writing assignment? Was it easy or difficult to write the letter? Did you agree or disagree with the premise of the “Blue Zones” video? Do you think you will accept your own advice when you are in late adulthood?*)
- ✓ You must post a reply to another student’s post (at least 150 words long).

Resources:

3. Give a “playlist” of resources to help students complete the assignment.
 - TED Talk Video “How to Live to Be 100+” by Dan Buettner (duration of video is 19 minutes and 39 seconds). The video can be found in three places: at this link here (include hyperlink) or at this address (include web address) and as a link in the module on Canvas for this assignment.
 - “Letter Writing Hand-Out” for tips and strategies to compose a letter to yourself related to course content
 - Ch. 12 (pg. 556-573) of our course textbook: Arnett & Jensen - Human Development: A Cultural Approach, 3rd Edition
 - Lecture Slides Outline and Lecture/Activity notes from class

Questions?

Give a way for students to get help.

- If you have any questions about this assignment, need help clarifying anything in the textbook, or are stuck for any reason on this assignment, please email me at sylvia.branca@sjsu.edu. I will do my best to respond to you within 24 hours. You may also stop by office hours anytime or email me to make an appointment to meet with me outside office hours.
- You may also consider asking a classmate for help with your questions. You can message any classmate via the email feature in Canvas in our course shell.