

Childhood Stages Curriculum



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Childhood Stages Curriculum

This curriculum, along with accompanying materials, is designed to help participants understand the stages of child development, recognize developmental milestones, identify risk factors for developmental delays, and implement strategies to support optimal growth and development. Participants will explore physical, cognitive, social-emotional, and language development as well as learn effective ways to create nurturing environments for children.

Author



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Curriculum Structure

The *Childhood Stages Curriculum* is composed of the following lessons. Approximate lesson times are included.

Lesson	Title	Approximate Time
One	Introduction to Child Development	50-70 minutes
Two	Toddler Development	80-100 minutes
Three	Preschool Development	80-100 minutes
Four	School Age Development	80-100 minutes
Five	Adolescent Development	80-100 minutes
	Total	6-8 hours

Lesson Structure

Each lesson begins with a Lesson Overview, Lesson Objectives, and a Lesson at a Glance table, which lists lesson activities, materials needed, suggested preparation steps, and approximate class time.

Lesson Sections

The actual lesson follows the overview, which contains the sections described below.

FOCUS

Every lesson begins with a FOCUS activity intended to capture participants' attention. This may be in the form of a small or large class discussion, a game, a demonstration, or a review of earlier lesson information. During this activity, participants are introduced to the topic of the lesson.

LEARN

The LEARN activity in each lesson varies in its presentation mode. It may be a slide presentation, group activity, or demonstration.

REVIEW

The majority of lessons end with a REVIEW activity intended to briefly review the lesson's key messages or main points.

Lesson One – Introduction to Child Development

Lesson Overview

In this lesson, participants will gain an understanding of child development as a comprehensive process involving physical, cognitive, social-emotional, and language domains.

Lesson Objectives

After completing this lesson, participants will be able to:

- Define child development and its domains
- Explain the importance of developmental milestones
- Identify influences on child development, including environmental and genetic factors
- Recognize the role of caregivers in supporting healthy development

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Development Milestones Quiz</i> • <i>Development Milestones Quiz – Answer Key</i> • <i>Lesson 1</i> slide presentation	1. Print/photocopy the <i>Development Milestones Quiz</i> (one per participant). 2. Prepare the <i>Lesson 1</i> slide presentation for viewing.	20 minutes
LEARN	• <i>Lesson 1</i> slide presentation • <i>Infant Milestones and Needs</i> worksheet • <i>Infant Ages and Stages</i> worksheet	1. Prepare the <i>Lesson 1</i> slide presentation for viewing. 2. Print/photocopy the <i>Infant Milestone and Needs</i> and <i>Infant Ages and Stages</i> worksheets (one of each per participant).	20-30 minutes
REVIEW	• <i>Infant Scenario</i> worksheet • <i>Infant Scenario Debrief</i> worksheet • <i>Lesson 1</i> slide presentation (slide 6)	1. Print/photocopy the <i>Infant Scenario</i> and <i>Infant Scenario Debrief</i> worksheets (one of each per participant). 2. Prepare to show slide 6.	10-20 minutes

Lesson One – Introduction to Child Development

FOCUS: Understanding Child Development

20-25 minutes

Purpose:

Introduce participants to the concept of child development and its importance.

Materials:

- *Development Milestones Quiz*
- *Development Milestones – Answer Key*
- Lesson 1 slide presentation

Facilitation Steps:

1. Distribute the quiz at the start of class and tell students that this will be a quick review of what they already know about child development.
2. Have participants complete the quiz.
3. Lead a brief discussion on participants' experiences with child development. Ask:
 - What do you already that you know about child development from ages 0-18?
 - What would you like to know?

Share that, during this lesson, participants will learn several different child development theories and focus on infant development.

3. Use the *Developmental Milestones Quiz – Answer Key* to share answers.
4. Share the first five slides of the Lesson 1 presentation. You can find notes on the slides below.

Slide 1: Introductory Slide

Slide 2: PIES Framework

Highlight the four key domains: physical, cognitive, social-emotional, and language development as well as the two theories participants will learn about.

The PIES framework as we know it today began to take shape in the mid-20th century, as developmental psychologists and educators looked to create a more comprehensive understanding of human growth. One of the pioneers in this field was Jean Piaget, whose work on cognitive development laid the foundation for the intellectual part of PIES. Similarly, Erik Erikson's stages of psychosocial development contributed to our understanding of social and emotional growth. As research in these areas progressed, it became increasingly clear that these various aspects of development were deeply intertwined.

Slide 3: Jean Piaget's Theory of Cognitive Development

Jean Piaget's theory of cognitive development outlines how children's thinking evolves through four distinct stages, each characterized by different cognitive abilities and ways of understanding the world.

- Sensorimotor Stage (Birth to 2 years):
 - Infants learn about the world through their senses and actions
 - Key Milestone: Object permanence (understanding that objects continue to exist even when they cannot be seen)

- Preoperational Stage (2 to 7 years):
 - Children begin to use symbols, such as words and images, to represent objects
 - Thinking is still egocentric, meaning they have difficulty seeing things from perspectives other than their own
- Concrete Operational Stage (7 to 11 years):
 - Children start thinking logically about concrete events
 - They understand the concept of conservation (that quantity stays the same despite changes in shape or appearance)
- Formal Operational Stage (12 years and up):
 - Adolescents develop the ability to think about abstract concepts
 - They can use deductive reasoning and understand hypothetical situations

Piaget's theory emphasizes that children are active learners, constructing knowledge through their interactions with the environment. Each stage builds on the previous one, leading to more complex and sophisticated thinking.

Slide 4: Erik Erikson's stages of Psychosocial Development

Erik Erikson's theory of psychosocial development outlines eight stages that span from infancy to late adulthood. Each stage involves a specific conflict that must be resolved for healthy psychological development.

- Trust Versus Mistrust (Birth to 18 months):
 - Conflict: Trust in caregivers and the world versus mistrust
 - Outcome: Successful resolution leads to hope and trust in the world
- Autonomy Versus Shame and Doubt (18 months to 3 years):

- Conflict: Developing personal control and independence versus feelings of shame and doubt
- Outcome: Success results in will and autonomy
- Initiative Versus Guilt (3 to 5 years):
 - Conflict: Initiating activities and asserting control versus feelings of guilt
 - Outcome: Leads to a sense of purpose
- Industry Versus Inferiority (5 to 12 years):
 - Conflict: Mastery of skills and tasks versus feelings of inferiority
 - Outcome: Success fosters competence
- Identity Versus Role Confusion (12 to 18 years):
 - Conflict: Developing a personal identity versus role confusion
 - Outcome: Leads to fidelity and a stable sense of self
- Intimacy Versus Isolation (18 to 40 years):
 - Conflict: Forming intimate relationships versus isolation
 - Outcome: Success results in love
- Generativity Versus Stagnation (40 to 65 years):
 - Conflict: Contributing to society and helping the next generation versus stagnation
 - Outcome: Leads to care
- Integrity Versus Despair (65 years and up):
 - Conflict: Reflecting on life with a sense of fulfillment versus despair
 - Outcome: Results in wisdom

Erikson's theory emphasizes that each stage builds on the previous ones, and successful resolution of each conflict leads to a healthier personality and stronger sense of self.

Slide 5: PIES

Development in children occurs across multiple domains, commonly referred to as PIES:

Physical, Intellectual, Emotional, and Social.

Each domain is vital in shaping a child's growth and behavior.

Physical Development: Covers a child's motor skills, physical growth, and abilities, including crawling, walking, and fine motor skills, like grasping objects

Intellectual Development: Refers to cognitive growth, language development, and problem-solving abilities in children, affecting how they learn and understand the world

Emotional Development: Refers to a child's ability to identify and manage their emotions; it includes building self-awareness, empathy, and coping skills

Social Development: Involves learning social skills, forming relationships, and understanding social norms through interactions with family, peers, and the community

5. Share some brief videos on these developmental theories if time permits. Here are a few to choose from:

Piaget's Theory of Cognitive Development (6:55)

<https://www.youtube.com/watch?v=IhcgYgx7aAA>

Piaget's Theory of Cognitive Development in 2 Minutes (2:35)

<https://www.youtube.com/watch?v=2spOA-H6JEY>

Erikson's Stages of Psychosocial Development (5:19)

<https://www.youtube.com/watch?v=aYCBdZLCDBQ>

Erikson's Stages of Psychosocial Development (6:42)

<https://www.youtube.com/watch?v=pVEJgvMcqDc>

Development Milestones Quiz

Instructions: Circle the correct answer from the choices given for each question.

1. At what age do most infants typically begin to sit without support?
 - a. 2-3 months
 - b. 4-5 months
 - c. 6-7 months
 - d. 8-9 months
2. What is one of the first cognitive milestones for infants?
 - a. Using a spoon
 - b. Smiling in response to a caregiver
 - c. Walking independently
 - d. Saying their first word
3. At what age do toddlers typically begin to use two-word phrases?
 - a. 12 months
 - b. 18 months
 - c. 24 months
 - d. 30 months
4. Which of the following is an example of social-emotional development in preschoolers?
 - a. Sorting shapes by color
 - b. Learning to share toys with peers
 - c. Drawing a picture of their family
 - d. Counting to 10
5. What physical milestone is typically achieved by most school-age children?
 - a. Walking independently
 - b. Mastering fine motor skills for writing
 - c. Riding a bike without training wheels
 - d. Both b and c
6. **True/False:** Infants can typically recognize familiar faces by two months of age.
7. **True/False:** By three years old, most children can understand basic instructions such as, "Put the toy in the box."
8. **True/False:** Emotional regulation begins to develop during adolescence.

Short Answer Questions

9. What are the four main domains of child development?
10. Describe one milestone for each domain (physical, cognitive, social-emotional, and language) for a two-year-old child.

Development Milestones Quiz – Answer Key

Instructions: Circle the correct answer from the choices given for each question.

1. At what age do most infants typically begin to sit without support?
 - a. 2-3 months
 - b. 4-5 months
 - c. 6-7 months**
 - d. 8-9 months
2. What is one of the first cognitive milestones for infants?
 - a. Using a spoon
 - b. Smiling in response to a caregiver**
 - c. Walking independently
 - d. Saying their first word
3. At what age do toddlers typically begin to use two-word phrases?
 - a. 12 months
 - b. 18 months
 - c. 24 months**
 - d. 30 months
4. Which of the following is an example of social-emotional development in preschoolers?
 - a. Sorting shapes by color
 - b. Learning to share toys with peers**
 - c. Drawing a picture of their family
 - d. Counting to ten
5. What physical milestone is typically achieved by most school-age children?
 - a. Walking independently
 - b. Mastering fine motor skills for writing
 - c. Riding a bike without training wheels
 - d. Both b and c**
6. **True**/False: Infants can typically recognize familiar faces by two months of age.
7. **True**/False: By three years old, most children can understand basic instructions such as, "Put the toy in the box."
8. True/**False**: Emotional regulation begins to develop during adolescence.

Short Answer Questions

9. What are the four main domains of child development?

Physical, Cognitive, Social-Emotional, and Language Development

10. Describe one milestone for each domain (physical, cognitive, social-emotional, and language) for a two-year-old child.

Answers will vary. Here are some potential answers:

- **Physical: Walks steadily and starts running**
- **Cognitive: Begins to solve simple puzzles**
- **Social-Emotional: Shows more independence and begins to engage in parallel play**
- **Language: Uses two-word phrases, such as "want cookie."**

Lesson One – Introduction to Child Development

LEARN: Infant Development Milestones

20-30 minutes

Purpose:

In this activity, participants learn about the various stages of infant development, and consider the care needs and play ideas appropriate for each stage.

Materials:

- *Infant Milestones and Needs* worksheet
- *Infant Ages and Stages* worksheet
- *Lesson 1* slide presentation

Facilitation Steps:

1. Display Slide 5 and explain that child development is generally broken into four different areas: physical, intellectual, emotional, and social. We will look at development of infants and toddlers as they relate to these four areas.

Also, when we consider ages and stages of child development, it is easier to group them according to a specific timeframe, such as infant or toddler.

2. Divide participants into pairs.

3. Give each participant a copy of the *Infant Milestones and Needs* worksheet and explain that for each age they should provide:
 - 1 fact for each area of development—physical, intellectual, emotional, and social
 - 2 related care issues/needs (i.e., an infant must be carried from one location to another since they cannot walk; they need to be fed because they are not able to do that for themselves)
 - 2 ideas for play

4. Provide a few examples to help groups get started.
5. Give each participant a copy of the *Infant Ages and Stages* and briefly discuss. Refer to any information that was shared during step four.

Point out specific information as you see fit and address any questions participants may have. Tell participants that the specific care needs for infants will be discussed in detail in later lessons.

6. Allow 10 minutes to complete the worksheet.
7. Lead a class discussion, asking groups to share their ideas.

Infant Milestones and Needs

Instructions: For each of the following ages, list one fact for each area of development, two related care issues/needs, and two ideas for play.

Infant 0-3 months	Development	Care	Play
Physical			
Intellectual			
Emotional			
Social			

Infant 3-6 months	Development	Care	Play
Physical			
Intellectual			
Emotional			
Social			

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Infant 6-9 months	Development	Care	Play
Physical			
Intellectual			
Emotional			
Social			

Infant 9-12 months	Development	Care	Play
Physical			
Intellectual			
Emotional			
Social			

Infant Ages and Stages

Physical

Weight	Infants gain one to two pounds per month in the first six months and one pound per month in the second six months. The average weight of a one-year-old infant is 20-22 pounds; however, individual infant weight may differ depending on heredity and feeding habits.
Height	The average newborn is 20 inches long. By one year, the average infant is about 30 inches tall. Heredity more strongly influences height than weight.
Proportion	An infant's head and abdomen are large in comparison to the rest of the body. The head grows rapidly during the first year to provide room for the developing brain. Over half the total growth of the head occurs during the first year. The skull of a newborn has spaces called "fontanelle" which are gaps where bones have not yet joined. These allow the head to grow and close around the age of 18 months.
Sight	A newborn's eyesight is blurry right after birth. Within a week, the newborn's awareness of their surroundings grows. In the second month, infants begin to show depth perception and can recognize three-dimensional objects. By the third month, they prefer real objects, not pictures. Hand-eye coordination continues to improve throughout the first year.
Hearing	Hearing develops before the infant is born. At birth, a newborn can recognize where a sound is coming from. Infants respond better to soothing sounds than to loud sounds.
Smell and Taste	Research has shown that, within 10 days of birth, an infant can distinguish their mother from another person by smell. Research also shows that infants can taste the difference between sour, salty, and sweet; infants prefer sweet. Infants use their mouths to learn about their environment during the first year. Because they will put anything into their mouths, caregivers need to be careful about what is within the infant's reach.

Intellectual

1-2 months	Follows moving objects with eyes Cries to indicate needs Distinguishes between familiar and unfamiliar voices Prefers faces to objects Uses senses to gain information
3-4 months	Swipes at objects; grasps objects that touch hand Makes sounds Interested in own hands and feet Recognizes caregivers' faces; distinguishes between familiar and unfamiliar faces Responds when caregiver talks
5-6 months	Plays peek-a-boo Studies objects carefully Recognizes own name Makes sounds to indicate pleasure and displeasure Looks for objects that are dropped Reaches for objects and grasps them with entire hand
7-8 months	Imitates actions of others Begins to understand cause and effect Sorts objects by size

	Solves simple problems Recognizes some words Babbles to imitate speech Remembers things Smiles at self in mirror
9-10 months	Obeys simple commands or directions Says a few words Responds to some words Plays pat-a-cake Searches for hidden objects Handles medium-sized objects skillfully
11-12 months	Recognizes many words Likes picture books Fits blocks inside one another Knows parts of the body Uses some words regularly Picks up small objects with thumb and forefinger

Emotional

1 month	Makes eye contact, cries for help, responds to parents' smiles and voices
2 months	Smiles at people, watches and enjoys playing with people, expresses anger
3 months	Smiles back at people, involving whole body (i.e., arms lift, hands open, legs move)
4 months	Laughs out loud, likes to be entertained, cries if play is disrupted
5 months	More assertive
6 months	Obvious temperament (i.e., easygoing or easily upset, active or gentle)
7 months	Strongly expresses anger
8 months	Shy or anxious with strangers, cries when frustrated or afraid
9 months	Smiles at own image in mirror, prefers to be near parent, sensitive to presence of other children
10 months	Separation anxiety, development of self-esteem, expresses moods (i.e., sad, happy, angry)
11 months	Tries to gain approval and avoid disapproval, may be uncooperative
12 months	Temper tantrums, development of sense of humor

Social

1 month	Stops crying when held or touched, face brightens when sees familiar faces
2 months	Smiles at people, watches people
3 months	Turns head in response to a voice, wants companionship as well as physical care
4 months	Laughs out loud, likes to be entertained
5 months	Increased interest in family members other than parents, babbles, may cry when alone
6 months	Loves company and attention, likes peek-a-boo games
7 months	Prefers parents over other family members or strangers
8 months	Prefers to be with other people, may crawl looking for company
9-10 months	Likes repetitive games (i.e., drop the toy and have someone pick it up)
11-12 months	Friendly and happy, tolerant of strangers, sensitive to other's emotions, center of attention

Lesson One – Introduction to Child Development

REVIEW: Developmental Milestones Scenarios

10-20 minutes

Purpose:

Assess participants' understanding of child development milestones.

Materials:

- *Infant Scenario* worksheet
- *Infant Scenario Debrief*
- *Lesson 1* slide presentation (slide 6)

Facilitation Steps:

1. Distribute the *Infant Scenario* worksheet to each student. Explain that students are to create a scenario that illustrates each of the PIES developmental milestones for the age of the infant they have chosen.

They may refer to the information in the *Infant Ages and Stages* worksheet.

2. Display slide six of the *Lesson 1* slide presentation

Slide 6: Scenario Example – Share the example on slide six to help students understand what to do.

3. Pair students up and give each participant the *Infant Scenario Debrief*. Each student is to give read their infant scenario to their partner.

On the debrief worksheet, learners must identify each of the PIES developmental milestones they can find in the scenario the student created.

Name: _____ Class: _____

Infant Scenario

Instructions: In the space provided, choose a name and age of an infant 0-12 months. Create a scenario that illustrates the child exhibiting one age-appropriate developmental milestone for each part of PIES development.

Infant Age: _____ Infant Name: _____

Scenario:

Name: _____ Class: _____

Infant Scenario Debrief

Instructions: In the space provided, identify each of the developmental milestones in the scenario that the infant exhibits.

Infant Age: _____ Infant Name: _____

Physical	
Intellectual	
Emotional	
Social	

Sources

1. Piaget's Developmental Theory:
 - Piaget, J. (1952). *The Origins of Intelligence in Children*. International Universities Press.
2. Erikson's Psychosocial Development:
 - Erikson, E. H. (1950). *Childhood and Society*. W. W. Norton & Company.
3. Developmental Milestones:
 - Centers for Disease Control and Prevention (CDC). (2023). *Developmental Milestones*. Retrieved from <https://www.cdc.gov>
4. Attachment Theory:
 - Bowlby, J. (1988). *A Secure Base: Parent-Child Attachment and Healthy Human*

Lesson Two – Toddler Development

Lesson Overview

In this lesson, participants will explore the developmental milestones of toddlers, focusing on physical, cognitive, and social aspects. Participants will engage in hands-on simulations to experience the challenges toddlers face and reflect on how these activities promote growth and development.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify key milestones in toddler development across physical, cognitive, and social domains
- Understand the role of play, communication, and self-help activities in promoting toddler development
- Reflect on the challenges toddlers face during growth and learning activities

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Lesson 2</i> slide presentation • <i>Toddler Milestones and Needs</i> worksheet • <i>Toddler Ages and Stages</i> worksheet	1. Print/photocopy the <i>Toddler Milestones and Need</i>, and <i>Toddler Ages and Stages</i> worksheets (one of each per participant). 2. Prepare the <i>Lesson 2</i> slide presentation for viewing.	20 minutes
LEARN	• <i>Toddler Help</i> worksheet • <i>Toddler Simulation Experience</i> worksheet • <i>Toddler Tasks</i> worksheet • Simulation station materials: Child- and adult-size silverware, plates, small food items (e.g., berries, cheese), 2 puzzles, sorting shapes, task list with scenarios (e.g., “A toddler is pointing to a toy they cannot reach.”) • <i>Lesson 2</i> slide presentation	1. Prepare the <i>Lesson 2</i> slide presentation for viewing. 2. Print/photocopy the <i>Toddler Help</i>, <i>Toddler Simulation Experience</i>, and <i>Toddler Tasks</i> worksheets (one of each per participant). 3. Set up an eating station with child- and adult-size utensils as well as small food items either cut up or available for students to eat. 4. Set up a playing station with the puzzles so that students first put together the easier toddler puzzle and then move on to the more complex puzzle for comparison. 5. Additionally, set up the sorting shapes in the playing station. 6. Set up a communication station with the printed-out task list.	50-60 minutes
REVIEW	• <i>Reflection Journal</i> worksheet • <i>Toddler Development Quiz</i> • <i>Toddler Development Quiz – Answer Key</i>	1. Print/photocopy the <i>Reflection Journal</i> worksheet and <i>Toddler Development Quiz</i> (one of each per participant). 2. Access quiz answer key.	10-20 minutes

Lesson Two – Toddler Development

FOCUS: Understanding Toddler Development

20 minutes

Purpose:

Introduce participants to the physical, cognitive, and social milestones of toddlers.

Materials:

- Lesson 2 slide presentation
- *Toddler Milestones and Needs* worksheet
- *Toddler Ages and Stages* worksheet

Facilitation Steps:

1. Share slide two. Remind students that child development is generally broken down into four areas: physical, intellectual, emotional, and social. We will learn about development of toddlers as they relate to these four areas.

When we consider ages and stages of child development, it is easier to group them according to a specific timeframe, such as toddler.

2. Divide participants into pairs and give each learner a copy of the *Toddler Milestones and Needs* worksheet

3. Explain for each age they should provide:

- 1 fact for each area of development: physical, intellectual, emotional, and social
- 2 related care issues/needs (i.e., an infant must be carried from one location to another since they cannot walk; they need to be fed because they are not able to do that for themselves)
- 2 ideas for play

4. Provide a few examples to help groups get started.

5. Give each participant a copy of the *Toddler Ages and Stages* and briefly discuss. Refer to any information that was shared in the last step.

Point out specific information as you see fit and address any questions participants may have.

7. Allow 10 minutes to complete the worksheet.

8. Lead a class discussion, asking groups to share their ideas.

7. If time permits, share a short video about toddler development. Here is just one example: [Toddlers: Development and Parental Guidance - Pediatric Nursing | @LevelUpRN](#)

Name: _____

Class: _____

Toddler Milestones and Needs

Instructions: For each of the following ages, list one fact for each area of development, two related care issues/needs, and two ideas for play.

Toddlers 12-36 months	Development	Care	Play
Physical			
Intellectual			
Emotional			
Social			

Toddler Ages and Stages

Physical	Physically active and busy Begins to walk with skill and runs well as older toddler Feeds self with hands, then with small spoon Picks up small objects with thumb and forefinger Washes and dries own hands (with help reaching the sink) Starts potty training around two years (age varies with each child) Pulls zippers, turns doorknobs, and stacks blocks Screws lids on containers and draws vertical lines and circles
Intellectual	Common traits at various ages in this stage: • 18 Months: Defiant • 2 Years: Affectionate • 2 ½ Years: Overwhelmed, frustrated, angry • 3 Years: Happy, eager to help • 3 ½ Years: Bothered by fears
Emotional	Begins talking, using about 50 words by two years old Memory is fairly good by two years Inquisitive, asking a lot of questions, especially “why” questions Has basic problem-solving skills and learns through trial and error Enjoys creative play where imagination is used Attention span grows from one to three years Builds with blocks
Social	Imitates adult activities (i.e., talking on the phone, brushing hair) Wants to dress self but still needs help Drinks from a cup Plays independently alongside other children, rarely shares and plays with other children (parallel play)

Lesson Two – Toddler Development

LEARN: Walking in the Shoes of a Toddler

50-60 minutes

Purpose:

Introduce participants to the physical, cognitive, and social milestones of toddlers and provide foundational knowledge about toddler development and how it affects play, self-help skills, and social interaction.

Materials:

- *Toddler Help* worksheet
- *Toddler Simulation Experience* worksheet
- *Toddler Tasks* worksheet
- Simulation station materials: Child- and adult-size silverware, plates, small food items (e.g., berries, cheese), 2 puzzles, sorting shapes, task list with scenarios (e.g., “A toddler is pointing to a toy they cannot reach.”)
- *Lesson 2* slide presentation

Facilitation Steps:

1. What are they thinking? We will begin with an exercise to get students thinking about what goes on in the mind of a toddler.

Explain that almost all activities that children engage in result in some kind of learning. This exercise will introduce them to a few of the developmental stages of toddlers and what they learn by engaging in various activities.

2. Display slide three and give participants a moment to consider what they think the toddler might learn by doing this activity.

3. Ask for volunteers to share their answers. Guide the discussion through questioning, recognizing that ideas beyond those provided could also be correct.

Situations:

- A toddler begins to play with another toddler but does not like to share their toys.
- A toddler walks over and knocks down the blocks set up by two other children.

Answers:

- The toddler is learning how to play with others and that others have the same desires as they do (such as for the same toy).
 - The toddler is learning that they can control their own actions and may be able to control events that affect others. They are also learning that they get attention when they do these things, be it positive or negative attention.
4. Give each participant a copy of the *Toddler Help* worksheet and briefly discuss.

5. Explain that play is an important part of learning for infants, toddlers, and children. Through play, they learn cause and effect, colors, numbers, counting, sizes and shapes, rules, fair play, interaction with others, and how to use their imagination.

Today, participants will walk in the shoes of a toddler to try a variety of simulated activities to help build empathy and understanding.

6. Share slides four through six.

Toddler Simulation Stations Activity

1. If you have not already, set up the three stations set up around the room for students should rotate through. Each station highlights a developmental milestone that a toddler experiences.

The toddler milestones will be compared to a similar, higher-level milestone later in development for comparison. The purpose of the activity is to help students get into the mind of a toddler and build empathy or understanding for this development life stage.

By understanding how a toddler experiences things, students can foster better care, more successful communication, and stronger relationships with young children.

2. Share slides the rest of the slides.

Slide 7 Notes: The development of independent feeding begins at birth and continues until about age three.

Research shows that a child's general neurodevelopment, muscle control (including posture and overall muscle tone), cognition of language and instructions, and psychosocial abilities all have a direct correlation to the oral sensorimotor skills that enable feeding. The first three years involve foundational developmental of structures like the lips, tongue, jaw, teeth, and palates. Learning to coordinate these structures enables safe chewing and swallowing of different textures as well as other abilities like speaking. By age four, most children can consume solids and liquids without choking and express themselves through speech.

Eating Station

- **Purpose:** To simulate the challenges toddlers face when learning to self-feed.
- **Materials:** Child- and adult-size utensils, plates, small food items (e.g., berries, cheese)

Preparation and Activity:

1. Set up an eating area with child- and adult-size utensils
2. Have small food items either cut up or available for students to eat.
3. Have participants complete the activities on the *Toddler Simulation Experience* worksheet.
4. Students should complete the questions on the worksheet after the eating experience.

Playing Station

- **Purpose:** To demonstrate the cognitive and physical challenges toddlers experience during play.
- **Materials:** Two puzzles, sorting shapes

Preparation and Activity:

1. Set up the puzzles so that students first put together the easier toddler puzzle and then move on to the more complex puzzle for comparison
2. Set up the sorting shapes and have them available for students to complete both sorting activities
3. Have participants complete the activities on the *Toddler Simulation Experience* worksheet.
4. Students should complete the questions on the worksheet after the play experience.

Communication Station

- **Purpose:** To explore how toddlers express needs and develop social communication
- **Materials:** Task list with scenarios (e.g., “A toddler is pointing to a toy they cannot reach.”)

Preparation and Activity:

1. Print out the task list and distribute one to each student
2. Pair students up and have participants role-play responses to each scenario.
3. Discuss how communication helps toddlers interact with caregivers and peers. Students should complete the questions on the worksheet after the communication experience.

Toddler Help

Toddler Property Laws:

1. If I like it, it is mine.
2. If it is in my hand, it is mine.
3. If I can take it from you, it is mine.
4. If I had it a little while ago, it is mine.
5. If it is mine, it must never appear to be yours in any way.
6. If I am doing or building something, all the pieces are mine.
7. If it looks just like mine, it is mine.
8. If I saw it first, it is mine.
9. If I think it is mine, it is mine.
10. If you are playing with it and put it down, it becomes mine.

Teaching Manners:

1. This is a good age to teach manners:
 - Say “please” and “thank you”
 - Say “excuse me” when they wish to interrupt a conversation or bump into someone
 - Say “hello” and “goodbye” to people
 - Speak clearly and look people in the eye
 - Follow basic table manners
2. Notice and comment on what they do right.
3. Review the basics.
4. Focus on one area of behavior at a time.
5. Accept mistakes.

Name: _____ Class: _____

Toddler Simulation Experience

Instructions: Record your thoughts as you complete each toddler simulation experience.

Station	Which Domains Were Involved?				Questions and Observations
	P	I	E	S	
Eating Activity: 1. Pick up small food with the toddler spoon using one hand. 2. Pick up small food with the toddler fork using one hand. 3. Pick up the same food with an adult spoon using one hand. 4. Pick up the same food with the adult fork using one hand.					What differences did you feel when you used smaller utensils? When you are a toddler, you have smaller hands, and the toddler utensils will feel similar to how adult-size utensils feel to adults. What do you think is the most difficult thing about eating at 18 months, 24 months, and 36 months? How can eating impact the other domains besides physical developmental challenges?

Station	Which Domains Were Involved?				Questions and Observations
	P	I	E	S	
Playing Activity: 1. Complete the toddler puzzle. 2. Complete the harder puzzle with more pieces. 3. Sort all the shapes by color. 4. Sort all the shapes by shape. 5. Sort all the pieces, creating piles that have one of each piece type in them.					What differences did you feel putting together the easy puzzle versus the harder puzzle? When you are a toddler, putting together the puzzle with fewer pieces is as difficult at that age as a more complex puzzle is for adults. What do you think is the most difficult aspect of putting the toddler puzzle together at that stage? What skills would you need as a toddler to be able to put together a puzzle? What differences did you feel completing the easier sorting tasks versus the more complex sorting tasks? What skills would you need as a toddler to be able to sort things?

Station	Which Domains Were Involved?				Questions and Observations
	P	I	E	S	
Communication Activity: 1. Pair up and read each toddler task. 2. Role-play and discuss developmentally appropriate toddler responses to each task.					What feelings were present in the scenarios? What strategies could you use to help when communicating with a toddler at the following ages: 18 months? 24 months? 36 months? Share an example of a time when you were misunderstood as a young adult. What happened and how could better communication have helped the situation?

Name: _____ Class: _____

Toddler Tasks

Instructions: Read through each task. With your partner, role-play and discuss expected developmentally appropriate toddler responses to each scenario. Make notes below.

A toddler is pointing to a toy they cannot reach.

A toddler wants a toy, and another toddler takes it away.

A toddler does not want to eat bananas they are offered.

A toddler wants to dress himself but cannot get their socks on.

A toddler wants to feed themselves with a spoon, but the yogurt keeps falling off.

A toddler wants their caregiver to read them a book.

A toddler is put on a child-size potty.

A toddler is asked to help pick up toys.

A toddler is put into their car seat for a trip to the store.

A toddler tells their caregiver something, but the caregiver does not understand.

Lesson Two – Toddler Development

REVIEW: Reflection and Assessment

10-20 minutes

Purpose:

Encourage participants to reflect on their experiences and connect activities to toddler development milestones and assess participants' understanding of toddler development.

Materials:

- *Reflection Journal* worksheet
- *Toddler Development Quiz* worksheet
- *Toddler Development Quiz – Answer Key*

Facilitation Steps:

1. Give each student the *Reflection Journal* worksheet and ask them to record their thoughts on the eating, playing, and communication activities.
2. Encourage participants to note how these activities relate to toddler development milestones.
3. Distribute the quiz at the end of the session and give participants five minutes to complete it.
4. Review the answers as a group or distribute the answer key for self-checking.

Name: _____

Class: _____

Reflection Journal

Question/Concept	Notes
Eating Station Reflection: How do you think toddlers feel when learning to self-feed? How does this activity support physical and emotional development?	
Playing Station Reflection: What challenges did you encounter while solving puzzles or sorting shapes? How do these activities help toddlers develop problem-solving skills? How does play promote physical and cognitive growth in toddlers?	
Communication Station Reflection: How did you respond to the task scenarios?	

What did you learn about how toddlers communicate their needs? How can caregivers support toddlers' communication development?	
Overall Reflection: Which station activity did you find the most insightful, and why? What surprised you most about toddler development during this lesson? How do the physical, cognitive, and social aspects of toddler development interact?	

Name: _____

Class: _____

Toddler Development Quiz

Instructions: Answer the following questions based on what you learned about toddler development.

Multiple Choice Questions

1. At what age do toddlers typically begin to use child-size utensils independently?
 - a. 6 months
 - b. 12 months
 - c. 18 months
 - d. 24 months
2. What is one cognitive milestone toddlers achieve during play?
 - a. Solving complex math problems
 - b. Sorting shapes by color or size
 - c. Writing letters of the alphabet
 - d. Sharing toys without conflict
3. What is the purpose of the communication station activity?
 - a. To teach toddlers how to walk
 - b. To explore how toddlers express their needs
 - c. To encourage toddlers to solve puzzles
 - d. To improve toddlers' physical coordination
4. What is an example of a social milestone for toddlers?
 - a. Learning to tie shoes
 - b. Saying their first word
 - c. Pointing to objects to express needs
 - d. Riding a tricycle

True/False Questions

5. True/False: By two years old, toddlers can typically sort objects by color or size.
6. True/False: Using adult-size silverware helps toddlers learn coordination faster.

Short Answer Questions

7. Describe one physical milestone toddlers achieve during the eating station activity.
8. How does play with puzzles and blocks help toddlers develop cognitively?

Toddler Development Quiz – Answer Key

Instructions: Answer the following questions based on what you learned about toddler development.

Multiple Choice Questions

1. At what age do toddlers typically begin to use child-size utensils independently?
 - a. 6 months
 - b. 12 months
 - c. 18 months**
 - d. 24 months
2. What is one cognitive milestone toddlers achieve during play?
 - a. Solving complex math problems
 - b. Sorting shapes by color or size**
 - c. Writing letters of the alphabet
 - d. Sharing toys without conflict
3. What is the purpose of the communication station activity?
 - a. To teach toddlers how to walk
 - b. To explore how toddlers express their needs**
 - c. To encourage toddlers to solve puzzles
 - d. To improve toddlers' physical coordination
4. What is an example of a social milestone for toddlers?
 - a. Learning to tie shoes
 - b. Saying their first word
 - c. Pointing to objects to express needs**
 - d. Riding a tricycle

True/False Questions

5. **True**/False: By two years old, toddlers can typically sort objects by color or size.
6. True/**False**: Using adult-size silverware helps toddlers learn coordination faster.

Short Answer Questions

7. Describe one physical milestone toddlers achieve during the eating station activity.
Answers will vary. Here is one example: Toddlers develop hand-eye coordination and fine motor skills as they learn to use child-size utensils for self-feeding.
8. How does play with puzzles and blocks help toddlers develop cognitively?
Answers will vary. Here is one example: Playing with puzzles and blocks enhances problem-solving skills, spatial awareness, and the ability to recognize patterns and relationships.

Sources

1. Physical Development

- Centers for Disease Control and Prevention (CDC). (2023). *Developmental Milestones for Toddlers*.

Retrieved from <https://www.cdc.gov>

- This source provides details on physical milestones, such as the ability to use utensils and improved coordination

2. Cognitive Development

- Piaget, J. (1952). *The Origins of Intelligence in Children*. International Universities Press.
 - This foundational work outlines the sensorimotor and preoperational stages of cognitive development, which are relevant for toddlers

- Ginsburg, K. R. (2007). *The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds*. *Pediatrics*, 119(1), 182–191.
 - This article explains how play is crucial for cognitive and emotional development in toddlers

3. Social and Emotional Development

- Erikson, E. H. (1950). *Childhood and Society*. W. W. Norton & Company.
 - Erikson's psychosocial stage of autonomy versus shame and doubt highlights the toddler phase's focus on independence and social growth

4. Communication Development

- American Speech-Language-Hearing Association (ASHA). (2023). *Typical Speech and Language Development*.

Retrieved from <https://www.asha.org>

- This source discusses language milestones, such as pointing, early words, and nonverbal communication

5. General Toddler Development

- Berk, L. E. (2021). *Development Through the Lifespan* (7th ed.). Pearson.
 - A comprehensive textbook that covers physical, cognitive, and social-emotional development during toddlerhood

6. Simulated Learning and Reflection

- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall.
 - This work supports the use of hands-on, reflective learning activities like those in this curriculum

Lesson Three – Preschool Development

Lesson Overview

In this lesson, participants will explore key developmental milestones of preschool-age children. Through interactive simulations, participants will understand the physical, cognitive, and social challenges preschoolers face as they develop independence and collaborate with peers.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify physical, cognitive, and social milestones of preschool-age children
- Understand the role of play and creative activities in preschool development
- Reflect on the challenges preschoolers face in tasks requiring fine motor skills and social interaction

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• Lesson 3 slide presentation • Preschool Milestones and Needs worksheet • Preschool Ages and Stages worksheet	1. Print/photocopy the <i>Preschool Milestones and Needs</i> and <i>Preschool Ages and Stages</i> worksheets (one of each per participant). 2. Prepare the Lesson 3 slide presentation for viewing.	20 minutes
LEARN	• Preschool Simulation Experience worksheet • Old Enough! video clips • Simulation station materials: Shoe tying trainer; knot tying tools; paper, crayons, markers, paints, brushes, or other classroom art supplies; blocks for building structures • Lesson 3 slide presentation	1. Prepare the Lesson 3 slide presentation for viewing. 2. Print/photocopy the <i>Preschool Simulation Experience</i> worksheets (one of each per participant). 3. Set up a dressing station with the shoe tying trainer and knot tying tools. 4. Set up an art station with the paper, crayons, markers, paints, brushes, or other classroom art supplies, giving students many materials to choose from. 5. Set up a social interaction station with the blocks split up into five groups.	50-60 minutes

Childhood Stages Curriculum

REVIEW	• <i>Reflection Journal</i> worksheet • <i>Preschool Development Quiz</i> • <i>Preschool Development Quiz</i> – Answer Key	1. Print/photocopy the <i>Reflection Journal</i> worksheet and <i>Preschool Development Quiz</i> (one of each per participant). 2. Access quiz answer key.	10-20 minutes
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Lesson Three – Preschool Development

FOCUS: Understanding Preschool Development

10-20 minutes

Purpose:

Introduce participants to preschool milestones and engage them in identifying key areas of growth.

Materials:

- Lesson 3 slide presentation
- *Preschool Milestones and Needs* worksheet
- *Preschool Ages and Stages* worksheet

Facilitation Steps:

1. Display slide two and remind students that child development is generally broken down into four areas: physical, intellectual, emotional, and social. We will learn about development of preschoolers as they relate to these four areas.

When we consider ages and stages of child development, it is easier to group them according to a specific timeframe, such as preschool.

2. Divide participants into pairs and give each participant a copy of the *Preschool Milestones and Needs* worksheet.
3. Explain that for each age they should provide:
 - 1 fact for each area of development: physical, intellectual, emotional, and social

- 2 related care issues/needs (i.e., an infant must be carried from one location to another since they cannot walk; they need to be fed because they are not able to do that for themselves)
- 2 ideas for play
- 1-2 ideas for behavior help

4. Provide a few examples to help groups get started.

5. Give each participant a copy of the *Preschool Ages and Stages* and briefly discuss. Refer to any information that was shared during step four.

Point out specific information as you see fit and address any questions participants may have.

6. Allow 10 minutes to complete the worksheet.
7. Lead a class discussion, asking groups to share their ideas.
7. If time permits, share a short video about preschool development. Here is just one example: [\(2\) Preschoolers: Development and Parental Guidance - Pediatric Nursing | @LevelUpRN - YouTube](#)

(10:24)

Name: _____

Class: _____

Preschool Milestones and Needs

Instructions: For each of the following ages, list one fact for each area of development, two related care issues/needs, two ideas for play, and one or two ideas for behavior help.

Preschool Age 3-5	Development	Care	Play	Behavior Help
Physical				
Intellectual				
Emotional				
Social				

Preschool Ages and Stages

Physical	Dresses and undresses but still needs a little help Hops, jumps, and runs with ease Climbs steps with alternating feet Gallops and skips by leading with one foot Transfers weight forward to throw ball Attempts to catch ball with hands Climbs playground equipment with increasing agility Holds crayon/pencil etc. between thumb and first two fingers Exhibits hand preference Imitates a variety of shapes in drawing, e.g., circles Independently cuts paper with scissors Toilet themselves Feeds self with minimum spills Walks more smoothly Enjoys learning simple rhythm and movement routines
Intellectual	Understands opposites (e.g., big/little) and positional words (middle, end) Uses objects and materials to build or construct things Builds a tower of 8-10 blocks Answers simple questions Counts 5-10 things Has a longer attention span Talks to self during play Follows simple instructions Follows simple requests and enjoys helping May write some numbers and letters Engages in dramatic play, taking on pretend character roles Recalls events Touches objects to count - starting to understand the relationship between numbers and objects Can recall and tell a recent event or story Copies letters and may draw some unprompted Can match and name some colors
Emotional	Develops respect for feelings Understands when someone is hurt and may try to comfort them May show stronger preference for particular playmates Becomes independent and assertive Likes to give and receive affection May praise themselves and be boastful
Social	Enjoys playing with other children May have a particular friend Shares, smiles, and cooperates with peers Jointly manipulates objects with one or two other peers Develops independence and social skills they will use for learning and getting on with others at preschool and school

	Language-specific skills: • Speaks in sentences and use many different words • Answers simple questions • Asks many questions • Tells stories • Enjoys talking and may like to experiment with new words • Takes part in conversations • Enjoys jokes, rhymes, and stories • Asserts self with words
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Lesson Two – Preschool Development

LEARN: Walking in the Shoes of a Preschool Child

50-60 minutes

Purpose:

Introduce participants to the physical, cognitive, and social milestones of preschoolers and provide foundational knowledge about preschool development and how it affects play, self-help skills, and social interaction.

Materials:

- *Preschool Simulation Experience* worksheet
- *Old Enough!* video clips
- Simulation station materials: Shoe tying trainer; knot tying tools; paper, crayons, markers, paints, brushes, or other classroom art supplies; blocks for building structures
- *Lesson 3* slide presentation

Facilitation Steps:

1. Now that you have learned about the expected developmental milestones for a preschool child, let's debate. In some cultures, the expectations for young children are different than in the United States. A popular reality show imported from Japan by Netflix is called *Old Enough!*. The show features young children running around town doing errands, all without their parents.
2. Share one of *Old Enough!* video clips
<https://www.youtube.com/watch?v=4UA1kd72sbg>
<https://www.youtube.com/watch?v=jneYzo9NGkE>
<https://www.youtube.com/watch?v=qAAUMxSZUM&t=21s>

3. Take a quick poll of the class by asking them to raise their hand if they would let their preschool child do something like this.
4. After you see what the majority is, call on several students from both points of view. Ask them to explain why they feel as they do. Are there specific circumstances where they would allow it?
5. Explain that almost all activities that children engage in result in some kind of learning. The exercise they will do today will introduce them to a few of the developmental stages of preschoolers and what they learn by engaging in various activities.

These activities are designed to simulate what it might be like to be a preschool child. Today, they will walk in the shoes of a preschooler by trying a variety of simulated activities to help build empathy and understanding.

6. Share the following slides from the presentation.

Slide 3: Developmental Milestones Related to Independence

Typically, when children approach their preschool years, they want to do more and more for themselves. Watching this quest for independence unfold can be unnerving for parents and caregivers. However, we must realize that our children learning to take care of themselves is important to personal and social development.

Around the ages of three and four, most self-care skills emerge, but mastery of these skills may not occur before age six. Children with special needs and developmental delays may not reach mastery of self-care skills until later years. Here are some milestones for preschoolers:

- Using a Fork and Spoon: With some guidance and help from you, using a plastic knife is possible.
- Dressing and Undressing: Preschoolers should be able to put clothes on and take them off without much trouble. Velcro® is easy for little hands to manipulate. Using clothing items with Velcro enables children to dress with little help. However, wearing clothing with buttons, snaps, zippers, buckles, and ties gives children opportunities to practice these skills.
- Brushing Teeth: Children may use a toothbrush, but they still need help and supervision to ensure that they are brushing correctly and long enough to clean teeth thoroughly.
- Using the Toilet: Most children are toilet trained by age three, but some are not even ready to try until age four. All children learn to urinate while sitting on the potty. At this age, children learn to stay dry at night.

- Preparing Breakfast: Children ages three to four can get their own cereal for breakfast if they are hungry and are able to access dishes and spoons.
- Helping Around the House: Even though they may not want to help pick up clothes, toys, etc., children at this age should help pick up and tidy family spaces.

Slide 4: Developmental Milestones Related to Fine Motor Skills

Fine motor skills refer to the ability of a child to control the small muscles of their body to perform certain functions, like writing or tying a shoelace. It includes the small muscles in the hands, fingers, eyes, tongue, and toes. Here are a few examples of fine motor skills:

- Holding and handling small items
- Drawing, painting, and similar activities
- Turning the pages of a book
- Cutting, pasting, and folding
- Eating
- Building with blocks and playing with small objects
- Self-care tasks, such as dressing, buttoning, tying shoelaces, brushing teeth, and writing

Slide 5: Developmental Milestones Related to Socialization

Here are some key milestones for children aged three to five years:

- Making Friends: Preschoolers start to form friendships and show a preference for playing with certain children. They begin to understand that others have unique qualities and can develop bonds based on shared interests.

- **Sharing and Taking Turns:** Children learn to share toys and take turns during play. They become more aware of others' feelings and start to cooperate more, reducing aggressive behaviors.
- **Cooperation:** Preschoolers begin to play cooperatively with peers, engaging in group activities and games. They can negotiate solutions to conflicts and work together towards common goals.
- **Empathy and Understanding:** At this age, children become more sensitive to the feelings and actions of others. They start to understand that their actions can affect others and show empathy.
- **Role-Playing and Imaginative Play:** Engaging in imaginative play and role-playing helps children understand different perspectives and practice social roles. This type of play is crucial for developing social skills.
- **Communication Skills:** Preschoolers improve their ability to express themselves verbally, using more complex sentences and understanding simple prepositions. They can follow multi-step instructions and engage in conversations.

These milestones help prepare children for more structured social environments, such as school, and are essential for their overall social and emotional development.

Preschool Simulation Stations Activity

1. There will be three stations set up around the room that students should rotate through. Each station highlights a developmental milestone that a preschooler experiences. In some cases, students will experience similar tasks at various levels of complexity for comparison.

The purpose of the activity is to help students get into the mind of a preschooler and build empathy and understanding for development in this stage of life.

By understanding how a preschool child experiences things, students develop better care, more successful communication, and stronger relationships with young children. Give each student the *Preschool Simulation Experience* worksheet and share slides six through eight.

Dressing Station

- **Purpose:** Simulate preschoolers' fine motor skill challenges
- **Materials:** Shoe tying trainer, knot tying tools.

Preparation and Activity:

1. Set up the station with the shoe tying trainer and knot trainers available.
2. Have participants complete the activities on the *Preschool Simulation Experience* worksheet.
3. Students should complete the questions on the worksheet after the shoe- and knot tying experience.

Art Station

- **Purpose:** Explore preschoolers' fine motor and creative expression skills
- **Materials:** Paper, crayons, markers, paints, brushes, or other classroom art supplies

Preparation and Activity:

1. Set up the art station so that students have several materials to choose from.
2. Students must hold crayon (or pencil, paint brush, etc.) between their thumb and first two fingers as preschoolers do. Have participants complete the activities on the *Preschool Simulation Experience* worksheet.
3. Students should complete the questions on the worksheet after the art experience.
5. Students must work together to design and build the tallest tower as quickly as possible the highest in height. They will get three minutes to do so. Students should use a timer on a cell phone or clock.
6. Discuss how communication helps preschoolers interact with peers. Students should complete the questions on the worksheet after the group activity.

Social Interaction Station

- **Purpose:** Highlight how preschoolers learn to collaborate and communicate
- **Materials:** Blocks for building structures

Preparation and Activity:

1. Set up the blocks in five groups.
2. Have participants complete the activities on the *Preschool Simulation Experience* worksheet. Each student will work independently to build a tower of their own design using all the blocks.
3. Students should complete the questions on the worksheet after the social interaction station experience independently.
4. Next divide into two groups of two to three students. Each group should have half of the blocks that were available at the individual station.

Name: _____ Class: _____

Preschool Simulation Experience

Instructions: Record your thoughts as you complete each preschool simulation experience.

Station	Which Domains Were Involved?				Questions and Observations
	P	I	E	S	
Dressing Station Activity: 1. Use the shoe tying trainer to tie the shoe. 2. Move on to the knot tying trainer, completing both knots with the instructions provided on the card.					When you are a preschool child, tying your shoe can be a difficult skill to learn. It would be similar to how it feels to learn how to tie a complex, unfamiliar knot as an adult. What emotions did each experience bring out in you? What differences did you feel when you tied the shoe versus the more complex knots? How could you help a preschooler learn how to complete a task like tying their shoes?

Station	Which Domains Were Involved?				Questions and Observations
	P	I	E	S	
Art Station Activity: 1. Hold the crayon (or pencil, paint brush, etc.) between your thumb and first two fingers as preschoolers do. 2. Write your name. 3. Draw a self-portrait. 4. Hold the crayon (or pencil, paint brush, etc.) in the way that's most comfortable to you. 5. Write your name. 6. Draw a self-portrait.					What differences did you feel as you held the crayon (or pencil, paint brush, etc.) for each activity? When you are a preschool child, holding the tool in your hand takes time to learn and control. What do you think is the most difficult thing about drawing or writing at that stage? What skills would you need as a preschooler to be able to write your name? Do you believe that a preschooler has creative abilities that are natural, or do they need to learn these abilities? Why?

Station	Which Domains Were Involved?				Questions and Observations
	P	I	E	S	
Social Interaction Station Activity: 1. Using all the blocks, work independently to build a tower of your own design in three minutes. 2. Get into two groups of two or three. Each group should have half of the blocks that were available during the individual activity. 3. Work together to design and build the tallest tower as quickly as possible. You will have three minutes to do so. Use a timer on a cell phone or clock.					What feelings were present in the activities? What strategies could you use to help when communicating with a preschooler at the ages below? Age 3: Age 4: Age 5: Which activity was easier for you? Why? What could you have done to make the activity the more difficult activity easier?

Lesson Three – Preschool Development

REVIEW: Reflection and Assessment

10-20 minutes

Purpose:

Encourage participants to reflect on their experiences and connect activities to preschool development milestones and assess participants' understanding of preschool development.

Materials:

- *Reflection Journal* worksheet
- *Preschool Development Quiz* worksheet
- *Preschool Development Quiz – Answer Key*

Facilitation Steps:

1. Give each student the *Reflection Journal* and ask them to record their thoughts on the dressing, art, and social interaction activities.
2. Encourage participants to note how these activities relate to preschool development milestones.
3. Distribute the quiz at the end of the session.
4. Allow participants five minutes of time to complete the quiz independently.
5. Review the answers as a group or distribute the answer key for self-checking.

Name: _____

Class: _____

Reflection Journal: Preschool Development

Instructions: Use this journal to reflect on the simulation activities you completed. Think about how the activities connect to the developmental milestones of preschoolers and the challenges they face.

Dressing Station

1. What did you experience while practicing tying shoes or knots?

2. How do you think preschoolers feel when learning these tasks?

3. How does this activity support physical and emotional development?

Art Station

1. What challenges did you encounter during the art activity?

2. How do these activities help preschoolers develop creativity and motor skills?

Social Interaction Station

1. How did you and your group collaborate during the block-building activity?

2. What did you learn about how preschoolers work together in groups?

3. How can caregivers support preschoolers' social development?

Overall

1. Which station activity did you find the most insightful, and why?

2. What surprised you most about preschool development during this lesson?

3. How do the physical, cognitive, and social aspects of preschool development interact?

Name: _____

Class: _____

Preschool Development Quiz

Instructions: Answer the following questions based on what you learned about preschool development.

Multiple Choice Questions

1. At what age do preschoolers typically learn to tie their shoes?
 - a. 2 years old
 - b. 3 years old
 - c. 4 years old
 - d. 5 years old
2. What is one cognitive milestone preschoolers achieve during art activities?
 - a. Reading simple words
 - b. Developing fine motor control through drawing
 - c. Solving math equations
 - d. Writing complete sentences
3. What is the primary purpose of the social interaction station activity?
 - a. To teach preschoolers to tie knots
 - b. To explore how preschoolers build social skills
 - c. To improve physical coordination
 - d. To introduce advanced problem-solving
4. What is an example of a social milestone for preschoolers?
 - a. Playing alone with toys
 - b. Collaborating with peers during group tasks
 - c. Learning to count to 100
 - d. Using adult-size utensils

True/False Questions

5. True/False: Preschoolers can typically tie their shoes by age four or five.
6. True/False: Art activities help preschoolers develop fine motor skills and creativity.

Short Answer Questions

7. Describe one physical milestone preschoolers achieve during the dressing station activity.

Answer: _____

8. How does social play with blocks help preschoolers develop social skills?

Answer: _____

Preschool Development Quiz – Answer Key

Instructions: Answer the following questions based on what you learned about preschool development.

Multiple Choice Questions

1. At what age do preschoolers typically learn to tie their shoes?
 - a. 2 years old
 - b. 3 years old
 - c. 4 years old**
 - d. 5 years old
2. What is one cognitive milestone preschoolers achieve during art activities?
 - a. Reading simple words
 - b. Developing fine motor control through drawing**
 - c. Solving math equations
 - d. Writing complete sentences
3. What is the primary purpose of the social interaction station activity?
 - a. To teach preschoolers to tie knots
 - b. To explore how preschoolers build social skills**
 - c. To improve physical coordination
 - d. To introduce advanced problem-solving
4. What is an example of a social milestone for preschoolers?
 - a. Playing alone with toys
 - b. Collaborating with peers during group tasks**
 - c. Learning to count to 100
 - d. Using adult-size utensils

True/False Questions

5. **True**/False: Preschoolers can typically tie their shoes by age four or five.
6. **True**/False: Art activities help preschoolers develop fine motor skills and creativity.

Short Answer Questions

7. Describe one physical milestone preschoolers achieve during the dressing station activity.

Answers will vary. Here is one example: Preschoolers develop fine motor skills by practicing tying shoes and simple knots, which require hand-eye coordination and patience.

8. How does social play with blocks help preschoolers develop social skills?

Answers will vary. Here is one example: Social play with blocks encourages collaboration, communication, and the ability to take turns, all of which are critical social skills for preschoolers.

Sources

1. Berk, L. E. (2013). *Child Development* (9th ed.). Pearson Education.
 - This book provides a comprehensive overview of child development, including physical, cognitive, and social milestones of preschool-aged children
2. Shonkoff, J. P., & Phillips, D. A. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. National Academy Press.
 - This source explores the developmental milestones of young children and the importance of early childhood education in fostering development across multiple domains
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 - This article discusses the importance of play in the development of preschoolers and how play activities contribute to their cognitive, social, and emotional growth
4. Piaget, J. (1962). *Play, Dreams, and Imitation in Childhood*. W.W. Norton & Company.
 - Piaget's theories on the role of play in cognitive development offer foundational insights into how preschoolers use play to navigate and understand their world
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 - This publication outlines best practices for early childhood education, focusing on age-appropriate activities that support the physical, cognitive, and social development of young children
6. Pellegrini, A. D., & Smith, P. K. (1998). The development of play. *Current Directions in Psychological Science*, 7(2), 57-60.
 - This article reviews the research on the development of play and its critical role in promoting social skills, physical development, and creativity in preschoolers

Lesson Four – School-Age Development

Lesson Overview

In this lesson, participants will explore key developmental milestones of school-age children. Through interactive simulations, participants will understand the physical, cognitive, and social challenges children face as they grow. Activities will focus on intellectual tasks, physical challenges, and social scenarios.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify cognitive, physical, and social milestones of school-age children
- Understand how intellectual, physical, and social challenges evolve in this stage
- Reflect on the experiences and challenges school-age children face

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Lesson 4</i> slide presentation • <i>School-Age Milestones and Needs</i> worksheet • <i>School-Ages Stages</i> worksheet	1. Print/photocopy the <i>School-Age Milestones and Needs</i> and <i>School-Age Stages</i> worksheets (one of each per participant). 2. Prepare the <i>Lesson 4</i> slide presentation for viewing.	20 minutes
LEARN	• <i>School-Age Simulation Experience</i> worksheet • Simulation station materials: <i>Math Facts</i> worksheet, <i>Math Word Problems</i> worksheet, balls, ropes, beanbags, Social Dynamics Scenario Cards • <i>Lesson 4</i> slide presentation	1. Prepare the <i>Lesson 4</i> slide presentation for viewing. 2. Print/photocopy the <i>School-Age Simulation Experience</i>, <i>Math Facts</i>, and <i>Math Word Problems</i> worksheets (one of each per participant). 3. Set up an academic station with the math worksheets. 4. Set up a physical activity station with the balls, ropes, and beanbags. 5. Set up a social dynamics station with the Social Dynamics Scenario Cards.	50-60 minutes
REVIEW	• <i>School-Age Development Reflection Journal</i> worksheet • <i>School-Age Development Quiz</i> • <i>School-Age Development Quiz – Answer Key</i>	1. Print/photocopy the <i>School-Age Development Reflection Journal</i> worksheet and <i>School-Age Development Quiz</i> (one of each per participant). 2. Access quiz answer key.	10-20 minutes

Lesson Four – School-Age Development

FOCUS: Exploring School-Age Development

20 minutes

Purpose:

Introduce participants to school-age milestones and engage them in identifying key areas of growth.

Materials:

- Lesson 4 slide presentation
- School-Age Milestones and Needs worksheets
- School-Age Stages worksheet

Facilitation Steps:

1. Share slide two and remind students that child development is generally broken down into four areas: physical, intellectual, emotional, and social.

We will learn about the development of school-age children as they relate to these four areas. Also, when we consider ages and stages of child development, it is easier to group them according to a specific timeframe, such as school age.

2. Divide participants into pairs.
3. Give each participant a copy of the *School-Age Milestones and Needs* worksheet and explain that, for each age, they should provide:
 - 1 fact for each area of development: physical, intellectual, emotional, and social
 - 2 related care issues/needs (i.e., an infant must be carried from one location to another since

they cannot walk; they need to be fed because they are not able to do that for themselves)

- 2 ideas for play
- 1-2 ideas for behavior help

4. Give a few examples to help groups get started.
5. Give each participant a copy of the *School-Age Stages* and briefly discuss. Refer to any information that was shared during step four.

Point out specific information as you see fit and address any questions participants may have.

6. Allow 10 minutes for students to complete the worksheet.
7. Lead a class discussion, asking groups to share their ideas.

8. If time permits, share a video about school-age development. Here are a couple to choose from:

School Age Growth and Developmental Milestones (23:03) [School-Age Growth and Developmental Milestones Pediatric Nursing NCLEX Review](#)

School age Growth and Development (23:35) [N4431: School Age Growth and Development](#)

Name: _____ Class: _____

School-Age Milestones and Needs

Instructions: For each of the following ages, list one fact for each area of development, two related care issues/needs, two ideas for play, and one or two ideas for behavior help.

School Age 6-12	Development	Care	Play	Behavior Help
Physical				
Intellectual				
Emotional				
Social				

School-Age Stages

Physical	Ages 6-7 Motor Skills: Improved coordination and balance, ability to jump rope, ride a bike, and tie shoelaces Fine Motor Skills: Better control in drawing and writing and can use tools, like scissors and simple kitchen utensils Ages 8-9 Physical Activity: Increased strength and endurance, ability to take part in more complex physical activities, like team sports Self-Care: Can dress and groom themselves completely and use tools, like hammers and screwdrivers. Ages 10-12 Growth Spurts: Noticeable increases in height and weight, sometimes leading to temporary clumsiness Muscle Development: Increased muscle mass and strength, better control over large muscle groups
Intellectual	Ages 6-7 Logical Thinking: Begin to understand the concept of conservation (e.g., quantity stays the same despite changes in shape) Language Skills: Improved vocabulary and sentence structure, ability to follow multi-step instructions Ages 8-9 Problem Solving: Enhanced ability to solve problems using logic and reasoning and can understand more complex mathematical concepts Memory: Improved memory skills, able to recall information more accurately and for longer periods Ages 10-12 Abstract Thinking: Begin to think more abstractly, understand hypothetical situations, and engage in more complex reasoning Academic Skills: Increased proficiency in reading, writing, and arithmetic, ability to conduct research and present findings General Cognitive Development Attention Span: Ability to focus and concentrate on tasks for longer periods Learning from Experience: Ability to learn from books, art, movies, and personal experiences
Emotional	Ages 6-7 Self-Awareness: Begin to understand their own feelings and can describe them using words Empathy: Show empathy and offer help when they see others in distress Social Play: Willing to play cooperatively, take turns, and share with peers Ages 8-9 Friendships: Form close friendships, often having a “best friend”

	Emotional Regulation: Better at controlling their emotions and understanding the consequences of their actions Humor: Develop a sense of humor and enjoy telling jokes Ages 10-12 Independence: Show signs of budding independence and can handle more responsibilities Peer Relationships: Relationships with peers become increasingly important, and they may join clubs or sports teams Self-Regulation: Improved ability to self-regulate emotions and behavior without direct supervision General Emotional Development Expressing Feelings: Encourage children to express their feelings, particularly when they show non-verbal signs of negative emotion Role of Caregivers: Caregivers play a crucial role in modeling and supporting emotional development
Social	Ages 6-7 Cooperative Play: Begin to play more cooperatively with peers, taking turns and sharing Friendships: Start forming simple friendships and enjoy group activities Ages 8-9 Peer Relationships: Friendships become more stable and important, often having a “best friend” Teamwork: Better understanding of teamwork and can take part in group activities and sports Ages 10-12 Social Skills: Improved social skills, including understanding social norms and expectations Peer Influence: Peer relationships become increasingly influential, and they may seek approval from friends General Social Development Communication: Enhanced ability to communicate thoughts and feelings effectively Conflict Resolution: Developing skills to resolve conflicts with peers in a constructive manner

Lesson Four – School-Age Development

LEARN: Walking in the Shoes of a School-Age Child

50-60 minutes

Purpose:

Provide foundational knowledge about school-age milestones in intellectual, physical, and social domains.

Materials:

- *School Age Simulation Experience* worksheet
- Simulation Station Materials: *Math Facts* worksheet, *Math Word Problems* worksheet, balls, ropes, beanbags, Social Dynamics Scenario Cards
- *Lesson 4* slide presentation

Facilitation Steps:

1. Now that you have learned about the expected developmental milestones for a school-age child, let's debate. One of the skills you have learned that develops by the end of this stage is conflict resolution. Let's explore a scenario or two involving conflict resolution for children in this stage.
2. Share one of the following conflict resolution video clips:
<https://www.youtube.com/watch?v=wHz87ew3yAM>
<https://www.youtube.com/watch?v=nanCMI9EMqQ>
<https://www.youtube.com/watch?v=mJxk5cQULh4>

3. Here are a few short scenarios involving conflicts that elementary-aged students can solve:

Scenario 1: The Playground Dispute

Situation: During recess, Andre and Julio both want to use the same swing. They start arguing about who got there first and who should get to use it.

Question: How can Andre and Julio resolve this conflict so that they can both enjoy their recess?

Scenario 2: The Group Project

Situation: In class, Mia, Sam, and Taylor are working on a group project. Mia feels like she's doing all the work, while Sam and Taylor are chatting and not contributing.

Question: What can Mia do to address this issue and ensure that everyone participates equally in the project?

Scenario 3: The Missing Snack

Situation: During snack time, Jordan notices that their favorite snack is missing from their lunchbox. Jordan suspects that Casey might have taken it because Casey has the same snack.

Question: How should Jordan handle this situation to find out what happened to the snack without causing a big argument?

These scenarios encourage students to think about effective communication, empathy, and problem-solving skills.

4. Explain that almost all activities children engage in result in some type of learning. This exercise will introduce them to a few of the developmental stages for school-age children and what they learn by engaging in various activities. These activities are designed to simulate what it might be like to be a school-age child.

Today, students will walk in the shoes of a school-age child to try a variety of simulated activities to help build empathy and understanding.

5. Share the following slides from the presentation.

Slide 3: Developmental Milestones Related to Independence

Ages 6-7

Self-Care: Can dress and groom themselves, tie shoelaces, and manage basic hygiene tasks

Decision-Making: Begin to make simple choices, such as selecting their clothes and choosing between activities

Ages 8-9

Responsibility: Can take on more responsibilities, such as completing homework independently and helping with household chores

Problem Solving: Improved ability to solve problems on their own and make decisions without constant adult supervision

Ages 10-12

Time Management: Better at managing their time, including balancing schoolwork, extracurricular activities, and leisure time

Self-Advocacy: Start to advocate for themselves, such as asking for help when needed and expressing their opinions

General Independence Development

Social Independence: Increased ability to navigate social situations independently, including making and maintaining friendships

Emotional Independence: Developing emotional regulation skills, allowing them to handle conflicts and setbacks more effectively

Slide 4: Developmental Milestones Related to Fine Motor Skills

Ages 6-7

Writing and Drawing: Improved control over pencils and crayons, able to write letters and numbers more clearly, and draw more detailed pictures

Cutting Skills: Can use scissors to cut along straight and curved lines

Manipulative Skills: Better at manipulating small objects, such as building with small blocks or threading beads

Ages 8-9

Handwriting: Handwriting becomes more fluid and legible, able to write longer sentences and paragraphs

Crafts and Projects: Increased ability to complete more complex crafts and projects, such as sewing simple stitches or assembling model kits

Instrument Play: Can play musical instruments that require fine motor control, like the piano or violin

Childhood Stages Curriculum

Ages 10-12

Precision Tasks: Enhanced precision in tasks like typing on a keyboard, using tools, or playing video games

Artistic Skills: Ability to create more detailed and intricate artwork, including painting and sculpting

Practical Skills: Improved ability to perform practical tasks, such as cooking, using a screwdriver, or braiding hair

These milestones can vary widely among children, and it is important to remember that each child develops at their own pace.

Slide 5: Developmental Milestones Related to Socialization

Here are some key social developmental milestones to expect:

Ages 6-7

Cooperative Play: Begin to play more cooperatively with peers, taking turns and sharing

Friendships: Start forming simple friendships and enjoy group activities

Ages 8-9

Peer Relationships: Friendships become more stable and important, often having a “best friend”

Teamwork: Better understanding of teamwork and can take part in group activities and sports

Ages 10-12

Social Skills: Improved social skills, including understanding social norms and expectations

Peer Influence: Peer relationships become increasingly influential, and they may seek approval from friends

General Social Development

Communication: Enhanced ability to communicate thoughts and feelings effectively.

Conflict Resolution: Developing skills to resolve conflicts with peers in a constructive manner.

These milestones can vary widely among children, and it is important to remember that each child develops at their own pace.

School-Age Simulation Stations Activity

1. There will be three stations set up around the room that students should rotate through. Each station will highlight a developmental milestone that a school-age child experiences.

In some cases, students will experience similar tasks at various levels of complexity for comparison. The purpose of the activity is to help students get into the mind of a school-age child and build empathy and understanding for development in this stage of life.

By understanding how a child experiences things from ages 6-12, students can foster better care, more successful communication, and stronger relationships with children in this age range.

Give each student the *School Age Simulation Experience* worksheet and share slides six through eight.

Academic Station

- **Purpose:** To understand intellectual challenges at different ages
- **Materials:** *Math Facts* worksheet and *Math Word Problems* worksheet

Preparation and Activity:

1. Students should complete an easy, elementary-level problem and a more-complex middle school problem.

2. Students reflect on the level of difficulty and how cognitive skills develop over time.

Physical Activity Station

- **Purpose:** To explore coordination, agility, and sportsmanship
- **Materials:** Balls, ropes, and beanbags

Preparation and Activity:

1. Students engage in a series of physical challenges, such as rope jumping, beanbag tossing, and ball coordination drills.
2. Students reflect on how physical skills grow and what sportsmanship looks like at different ages.

Social Dynamics Station

- **Purpose:** To highlight the evolution of social problem solving and relationships
- **Materials:** Social Dynamics Scenario Cards

Preparation and Activity:

1. Students problem solve scenarios in small groups, acting as either early elementary or upper elementary children.
2. Students discuss themes like friendship, family relationships, and conflict resolution.

Math Facts Worksheet

$3 + 5 =$

$2 \times 4 =$

$6 + 9 =$

$7 - 2 =$

$8 \times 6 =$

$10 / 5 =$

$8 \times 5 =$

$10 \times 10 =$

$8 + 4 =$

$6 / 3 =$

$3 \times 9 =$

$4 - 3 =$

$9 \times 2 =$

$4 / 4 =$

$9 - 5 =$

$6 \times 6 =$

$3 - 2 =$

$12 / 4 =$

$8 + 9 =$

$9 - 4 =$

$7 - 2 =$

$10 / 2 =$

$9 + 6 =$

$5 + 8 =$

$8 \times 6 =$

$9 - 6 =$

$7 \times 7 =$

$4 \times 2 =$

$8 - 8 =$

$3 + 9 =$

Math Word Problems Worksheet

Problem 1: The Book Club – Sarah’s book club meets every week. Each week, they read 3 chapters of a book. If the book has 27 chapters, how many weeks will it take for the book club to finish reading the book?

Problem 2: The Bake Sale – Liam is organizing a bake sale to raise money for his school’s sports team. He bakes 24 cookies and sells them for \$1.50 each. If he sells all the cookies, how much money will he raise?

Problem 3: The Garden – Emma is planting a garden with her family. They have 5 rows of plants, and each row has 8 plants. How many plants total plants are in Emma’s garden?

Problem 4: The School Trip – A school bus can hold 40 students. If there are 120 students going on a school trip, how many buses are needed to transport all the students?

Problem 5: The School Fundraiser – The student council is organizing a fundraiser to buy new sports equipment for the school. They plan to sell two items: t-shirts and water bottles. Each t-shirt costs \$15 to produce and will be sold for \$25. Each water bottle costs \$5 to produce and will be sold for \$10. The student council has a budget of \$600 to produce the items.

1. How many t-shirts and water bottles they can produce within their budget if they decide to make an equal number of each?
2. What will the total **revenue** be if they sell all the t-shirts and water bottles they produce?
3. What will be the total **profit** from the fundraiser if they sell all the t-shirts and water bottles?

Name: _____

Class: _____

School-Age Simulation Experience

Instructions: Record your thoughts as you complete each school-age simulation station.

Station	Which Domains Were Involved?				Questions and Observations
	P	I	E	S	
Academic Station Activity: 1. Complete the <i>Math Facts</i> worksheet. 2. Complete the <i>Math Word Problems</i> worksheet.					When you are a younger school-age child, learning your math facts can be difficult. It would be similar to how it feels to solve a more complex math problem as an older school-age child. What emotions did each experience bring out in you? What differences did you feel when you completed the easier math versus the more difficult math? How could you help a younger school-age child learn to do a task like studying their math facts? Reflect on the level of difficulty and how cognitive skills develop over time.

Station	Which Domains Were Involved?				Questions and Observations
	P	I	E	S	
Physical Activity Station Activity: 1. With the jump rope station, challenge yourself to see how many jumps you can do before you mess up or trip. 2. With the beanbags, set one "target" beanbag 10-15 feet away. Using the other beanbags, see how many times you can hit the target beanbag. Pair up, stand 15 feet apart, and throw beanbags to each other, taking one step backward after you throw each one until you drop it. 3. Throw the ball in the air and catch it several times in a row. Alternatively, pair up and play catch.					What differences did you feel as you completed each activity? When you are six, completing each activity may be more difficult than when you are 12. What do you think is the most difficult thing about physical activity at that the earlier stage? What skills would you need as a school-age child to be able to jump, aim, throw, and catch? Do you believe that a school-age child's physical abilities are natural, or do they need to be learned? Why? Reflect on how physical skills grow and what sportsmanship looks like at different ages.

[illegible]

Lesson Four – School-Age Development

REVIEW: Reflection and Assessment

10-20 minutes

Purpose:

Encourage participants to reflect on their experiences and connect the activities they participated in to school-age development milestones and to assess participants' understanding of this stage of development.

Materials:

- *School-Age Development Reflection Journal* worksheet
- *School Age Development Quiz*
- *School Age Development Quiz Answer Key*

Facilitation Steps:

1. Distribute the journal worksheet and ask participants to record their thoughts on the academic, physical activity, and social dynamics stations.
2. Encourage participants to note how these activities relate to school-age development milestones.
3. After participants finish the reflection, distribute the quiz and give them five minutes to complete it.
4. Review the answers as a group or distribute the answer key for self-checking.

Name: _____ Class: _____

School-Age Development Reflection Journal

Instructions: Use this journal to reflect on the simulation activities you completed. Think about how the activities connect to the developmental milestones of school-age children and the challenges they face.

Academic Station

1. What differences did you notice when solving easy versus complex math problems?

2. How do intellectual challenges at this stage prepare children for future learning?

Physical Activity Station

1. Which physical activity challenge did you find the most engaging? Why?

2. How do these activities promote coordination, agility, and sportsmanship?

Social Dynamics Station

1. How did you approach problem solving as an early versus upper school-age child?

2. What did you learn about how friendships and conflicts evolve during this stage?

3. How can caregivers support social development for school-age children?

Overall

1. Which station activity did you find the most insightful? Why?

2. What surprised you most about school-age development during this lesson?

3. How do the cognitive, physical, and social aspects of school-age development interact?

Name: _____ Class: _____

School-Age Development Quiz

Instructions: Answer the following questions based on what you learned about school-age development.

Multiple Choice Questions

1. At what stage do school-age children typically solve basic math problems?
 - a. Preschool stage
 - b. Early school-age stage
 - c. Upper school-age stage
 - d. Adolescent stage
2. What is one physical milestone school-age children achieve during physical activities?
 - a. Mastering complex dance routines
 - b. Improved coordination and agility
 - c. Playing organized sports
 - d. Riding a unicycle
3. What is the purpose of the social dynamics station activity?
 - a. To teach children advanced social skills
 - b. To explore how friendships and conflicts evolve
 - c. To improve physical coordination
 - d. To introduce middle school-level scenarios
4. What is an example of a social milestone for school-age children?
 - a. Playing video games alone
 - b. Resolving conflicts with peers through communication
 - c. Learning to cook
 - d. Using adult vocabulary

True/False Questions

5. True/False: Early school-age children can solve math problems equivalent to middle school levels.
6. True/False: Role-playing scenarios help children develop conflict resolution skills.

Short Answer Questions

7. Describe one cognitive milestone school-age children would achieve during the academic station activity.

8. How does participating in physical challenges promote physical development for school-age children?

School-Age Development Quiz – Answer Key

Multiple Choice Questions

1. At what stage do school-age children typically solve basic math problems?
 - a. Preschool stage
 - b. Early school-age stage**
 - c. Upper school-age stage
 - d. Adolescent stage
2. What is one physical milestone school-age children achieve during physical activities?
 - a. Mastering complex dance routines
 - b. Improved coordination and agility**
 - c. Playing organized sports
 - d. Riding a unicycle
3. What is the purpose of the social dynamics station activity?
 - a. To teach children advanced social skills
 - b. To explore how friendships and conflicts evolve**
 - c. To improve physical coordination
 - d. To introduce middle school-level scenarios
4. What is an example of a social milestone for school-age children?
 - a. Playing video games alone
 - b. Resolving conflicts with peers through communication**
 - c. Learning to cook
 - d. Using adult vocabulary

True/False Questions

5. True/**False**: Early school-age children can solve math problems equivalent to middle school levels.
6. **True**/False: Role-playing scenarios help children develop conflict resolution skills.

Short Answer Questions

7. Describe one cognitive milestone school-age children would achieve during the academic station activity.

School-age children develop problem-solving skills and the ability to approach increasingly complex intellectual tasks, such as transitioning from basic addition to multi-step problems.

8. How does participating in physical challenges promote physical development for school-age children?

Physical challenges promote coordination, agility, and sportsmanship, which are essential for both individual and team activities.

Sources

1. Berk, L. E. (2013). *Child Development* (9th ed.). Pearson Education.
 - This book provides a comprehensive overview of child development, including physical, cognitive, and social milestones of preschool-age children
2. Shonkoff, J. P., & Phillips, D. A. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. National Academy Press.
 - This source explores the developmental milestones of young children and the importance of early childhood education in fostering development across multiple domains
3. Ginsburg, K. R. (2007). The importance of play in promoting healthy child development and maintaining strong parent-child bonds. *Pediatrics*, 119(1), 182-191.
 - This article discusses the importance of play in the development of preschoolers and how play activities contribute to their cognitive, social, and emotional growth.
4. Piaget, J. (1962). *Play, Dreams, and Imitation in Childhood*. W.W. Norton & Company.
 - Piaget's theories on the role of play in cognitive development offer foundational insights into how preschoolers use play to navigate and understand their world
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 - This publication outlines best practices for early childhood education, focusing on age-appropriate activities that support the physical, cognitive, and social development of young children
6. Pellegrini, A. D., & Smith, P. K. (1998). The development of play. *Current Directions in Psychological Science*, 7(2), 57-60.
 - This article reviews the research on the development of play and its critical role in promoting social skills, physical development, and creativity in preschoolers

Lesson Five – Adolescent Development

Lesson Overview

In this final lesson, participants will explore the developmental milestones of adolescence. Through interactive simulations and guided activities, participants will delve into the cognitive, emotional, and social challenges adolescents face. Activities will emphasize decision-making, emotional regulation, and identity formation.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand how adolescents approach decision-making at different ages
- Learn strategies for emotional regulation in adolescence
- Explore identity formation and its role in adolescent development
- Apply knowledge of adolescent development to analyze case studies

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• Lesson 5 slide presentation • Adolescent Milestones and Needs worksheet • Adolescent Stages worksheet	1. Print/photocopy the <i>Adolescent Milestones and Needs</i> and <i>Adolescent Stages</i> worksheets (one of each per participant). 2. Prepare the Lesson 5 slide presentation for viewing.	20 minutes
LEARN	• Adolescent Simulation Experience worksheet • Guided Meditation Activity worksheet • Adolescent Development: Case Studies and Analysis worksheet • Simulation station materials: Decision-Making Scenario Cards, guided meditation script, poster paper, markers, magazines, and scissors • Lesson 5 slide presentation	1. Prepare the Lesson 5 slide presentation for viewing. 2. Print/photocopy the <i>Adolescent Simulation Experience</i> and <i>Adolescent Development: Case Studies and Analysis</i> worksheets (one of each per participant). 3. Print/photocopy the <i>Guided Meditation Activity</i> worksheet. 4. Set up a decision-making station with the scenario cards. 5. Set up an emotional regulation station with the guided meditation script in a quiet space. 6. Set up a social identity station with poster paper, markers, magazines, and scissors.	50-60 minutes
REVIEW	• Adolescent Development Reflection Journal worksheet • Adolescent Development Quiz • Adolescent Development Quiz – Answer Key	1. Print/photocopy the <i>Adolescent Development Reflection Journal</i> worksheet and <i>Adolescent Development Quiz</i> (one of each per participant). 2. Access quiz answer key.	10-20 minutes

Lesson Five – Adolescent Development

FOCUS: Exploring Adolescent Development

20 minutes

Purpose:

Introduce participants to adolescent milestones and engage them in identifying key areas of growth.

Materials:

- Lesson 5 slide presentation
- *Adolescent Milestones and Needs* worksheet
- *Adolescent Stages* worksheet

Facilitation Steps:

1. Share slide two and remind students that child development is generally broken down into four areas: physical, intellectual, emotional, and social. We will learn about development of adolescents as they relate to these four areas.

Also, when we consider ages and stages of child development, it is easier to group them according to a specific timeframe, such as adolescent.

2. Divide participants into pairs and give each participant a copy of the *Adolescent Milestones and Needs* worksheet. Explain for each age they should provide:
 - 1 fact for each area of development: physical, intellectual, emotional, and social
 - 2 related care issues/needs (i.e., an infant must be carried from one

location to another since they cannot walk. They need to be fed because they are not able to do that for themselves)

- 2 ideas for play, including sports or hobbies
 - 1-2 ideas for behavior help
4. Provide a few examples to help groups get started.
 5. Give each participant a copy of the *Adolescent Stages* and briefly discuss. Refer to any information that was previously shared. Point out specific information as you see fit and address any questions participants may have.
 6. Give participants 10 minutes to complete the worksheet then lead a class discussion, asking groups to share their ideas.
 7. If time permits, share a video about adolescent development. Here are a few to choose from:
 - [Adolescent Growth and Development Milestones Nursing NCLEX Teen Review](#) (23:45)
 - [Adolescents: Development and Parental Guidance - Pediatric Nursing | @LevelUpRN](#) (10:23)
 - [How does the Teenage Brain work? ⚙️ Brain development in Adolescence \(a video by Sam.K Parenting\)](#) (5:26)

Name: _____ Class: _____

Adolescent Milestones and Needs

Instructions: For each of the following ages, list one fact for each area of development, two related care issues/needs, two ideas for play, and one or two ideas for behavior help.

Adolescent 13-20	Development	Care	Play	Behavior Help
Physical				
Intellectual				
Emotional				
Social				

Adolescent Stages

Physical	Ages 13-15 (Early Adolescence) Growth Spurts: Rapid increases in height and weight Puberty Onset: Development of secondary sexual characteristics, such as breast development in girls and testicular enlargement in boys Body Composition Changes: Increase in muscle mass for boys and body fat for girls Acne Development: Common due to hormonal changes Ages 16-18 (Middle Adolescence) Continued Growth: Ongoing physical growth, though at a slower pace than early adolescence Sexual Maturation: Completion of puberty, including regular menstruation in girls and voice deepening in boys Increased Strength and Endurance: Enhanced physical capabilities and endurance Ages 19-20 (Late Adolescence) Physical Growth Completion: Most physical growth is complete by this stage Brain Maturation: Continued brain development, particularly in areas related to decision-making and impulse control Peak Physical Fitness: Many reach peak physical fitness and strength
Intellectual	Ages 13-15 (Early Adolescence) Abstract Thinking: Begin to think more abstractly, moving beyond concrete thinking to consider possibilities and hypothetical situations Problem Solving: Improved ability to solve complex problems and think critically about various issues Perspective Taking: Start to understand and consider different viewpoints, which enhances empathy and social interactions Ages 16-18 (Middle Adolescence) Logical Reasoning: Enhanced ability to use formal logical operations, such as reasoning from known principles to form new ideas Future Planning: Begin to think more about the future, including setting goals and considering potential career paths Ethical Thinking: Develop a personal code of ethics and begin to question societal norms and values Ages 19-20 (Late Adolescence) Decision-Making: Improved decision-making skills, including weighing pros and cons and considering long-term consequences Independent Learning: Increased ability to learn independently, including conducting research and synthesizing information from various sources Metacognition: Greater awareness of their own thought processes, which helps in planning, monitoring, and evaluating their own learning
Emotional	Ages 13-15 (Early Adolescence) Self-Awareness: Begin to understand and describe their own emotions more accurately Mood Swings: Experience more pronounced mood swings due to hormonal changes

	Empathy: Start to show greater empathy and understanding of others' feelings Ages 16-18 (Middle Adolescence) Emotional Regulation: Improved ability to manage and regulate emotions, though still developing Identity Formation: Begin to explore and form their own identity, including values, beliefs, and goals Peer Relationships: Peer relationships become increasingly important, and they may seek approval and validation from friends Ages 19-20 (Late Adolescence) Emotional Stability: Greater emotional stability and consistency as they approach adulthood Independence: Increased emotional independence from parents and caregivers Long-Term Relationships: Begin to form more mature and long-term relationships, including romantic ones
Social	Ages 13-15 (Early Adolescence) Peer Relationships: Begin to place more importance on friendships and peer approval Social Skills: Develop better social skills, including understanding social cues and norms Identity Exploration: Start exploring their own identity and how they fit into different social groups Ages 16-18 (Middle Adolescence) Intimate Relationships: Begin to form more intimate and romantic relationships Independence: Increased desire for independence from parents and caregivers, often seeking more autonomy Conflict Resolution: Improved ability to resolve conflicts with peers and family members Ages 19-20 (Late Adolescence) Mature Relationships: Form more mature and stable relationships, including long-term friendships and romantic partnerships Social Responsibility: Greater sense of social responsibility and understanding of societal roles Networking: Begin to build professional and academic networks that will support future goals

Lesson Five – Adolescent Development

LEARN: The Role of Adolescence in Shaping Identity and Decision-Making Processes

59-60 minutes

Purpose:

Provide foundational knowledge about adolescent milestones in cognitive, emotional, and social domains.

Materials:

- *Adolescent Simulation Experience* worksheet
- Simulation station materials: Decision-Making Scenario Cards, guided meditation script, poster paper, markers, magazines, and scissors
- *Lesson 5* slide presentation

Facilitation Steps:

1. Most of you are experiencing adolescent development right now. Let's take a closer look at how and why adolescents think the way they do.

Share one or more of the short videos below on adolescent brain development.

[The Adolescent Brain: A second window of opportunity](#)

[Decision making and the adolescent brain](#)

[Are You Different Than An Average Teen?](#)

2. Let's try to investigate how our brains change during the three phases of adolescence. Share each of the following scenarios orally for a group discussion with students.

These scenarios encourage adolescents to think critically about their choices and consider many factors in their decision-making process.

Early Adolescence (Ages 13-15)

Scenario: Choosing Extracurricular Activities

Alex is starting high school and can join several extracurricular activities. Alex is interested in both the soccer team and the drama club, but both meet at the same time. Alex enjoys playing soccer with friends but also loves acting and performing on stage.

Question: How should Alex decide which activity to join? What factors should Alex consider in making this decision?

Middle Adolescence (Ages 16-18)

Scenario: Balancing School and Part-Time Job

Jordan has been offered a part-time job at a local café, which would provide some extra money and work experience. However, Jordan is also taking several challenging courses this semester and is worried about managing both schoolwork and the job.

Question: How should Jordan decide if he should take the job? What steps can Jordan take to balance both responsibilities effectively?

Late Adolescence (Ages 19-20)

Scenario: Choosing a College Major
Breanna is in her second year of college and needs to declare a major. She is passionate about both environmental science and business. Environmental science aligns with Breanna's interest in sustainability, while a business degree could offer more diverse career opportunities.

Question: How should Breanna decide which major to choose? What factors should she consider in making this decision?

3. Explain that almost all activities that adolescents engage in result in some kind of learning. This exercise will introduce them to a few of the developmental stages of adolescence and what they learn by engaging in various activities.

These activities are designed to simulate what it might be like to be an adolescent at various stages to help build empathy and understanding.

4. Share the following slides from the presentation.

Slide 3: Developmental Milestones Related to Independence

Between the ages of 13 and 20, we develop increasing levels of independence. Here are some key milestones related to independence:

Ages 13-15 (Early Adolescence)

Self-Care: Increased ability to manage personal hygiene and grooming independently.

Decision-Making: Begin to make more independent decisions about daily activities and social interactions.

Responsibility: Take on more responsibilities at home and school, such as managing homework and chores.

Ages 16-18 (Middle Adolescence)

Time Management: Improved ability to manage time effectively, balancing school, extracurricular activities, and social life.

Financial Independence: Start to earn and manage their own money through part-time jobs or allowances.

Driving: Many adolescents learn to drive and gain the independence that comes with having a driver's license.

Ages 19-20 (Late Adolescence)

Living Independently: Some may move out of their parents' home to attend college or start working, managing their own living arrangements.

Career Planning: Begin to make significant decisions about their career paths and future goals.

Self-Advocacy: Increased ability to advocate for themselves in various settings, such as at work or in higher education.

Slide 4: Developmental Milestones Related to Fine Motor Skills

Ages 13-15

Writing and Drawing: Adolescents can write longer essays and draw with more precision.

Using Tools: They can use tools like scissors, tweezers, and screwdrivers with greater accuracy.

Technology Use: Proficiency in typing and using touchscreens increases, requiring fine motor control and coordination.

Sports and Hobbies: Participation in sports and hobbies that require hand-eye coordination, such as playing musical instruments or video games, becomes more refined.

Ages 16-20

Complex Tasks: Ability to perform complex tasks like driving, which involves fine motor skills for steering and operating controls.

Independence in Daily Activities: Skills such as cooking, sewing, and personal grooming (e.g., shaving, applying makeup) are well developed.

Academic and Professional Skills: Increased ability to handle detailed work, such as laboratory experiments, art projects, and technical tasks in vocational training.

Slide 5: Developmental Milestones Related to Socialization

Here are some key socialization milestones for this age group:

Ages 13-15

Peer Relationships: Increased importance of friendships and peer acceptance, often form close-knit groups based on shared interests and values

Identity Exploration: Teens begin to explore their own identities, often experimenting with different roles and behaviors to see what fits

Emotional Regulation: Developing better control over emotions and learning to navigate complex social situations.

Family Dynamics: While seeking more independence, adolescents still rely on family for support and guidance

Ages 16-18

Romantic Relationships: Interest in romantic relationships grows, start to form more serious and intimate connections

Social Responsibility: Increased awareness of social issues and a desire to contribute to the community through volunteer work or activism

Conflict Resolution: Improved ability to resolve conflicts with peers and family members through negotiation and compromise

Self-Identity: A clearer sense of self and personal values begins to emerge

Ages 19-20

Independence: Greater independence from family, with a focus on establishing personal goals and career aspirations

Mature Relationships: Development of more mature and stable relationships, both romantic and platonic

Social Networks: Building and maintaining a broader social network, often including colleagues, mentors, and new friends from diverse backgrounds

Life Skills: Enhanced social skills necessary for adult life, such as effective communication, empathy, and teamwork

Adolescent Simulation Stations Activity

1. If you have not already, set up three stations set up around the room for students should rotate through. Each station highlights a developmental milestone that an adolescent experiences. The purpose of the activity is to help students get into the mind of an adolescent at various life stages to build empathy and understanding for this stage of development.

By understanding how an individual is experiencing things from 13 to 20, students foster more successful communication and stronger relationships with individuals in this life stage. Once students complete the stations, assign small groups for the case study analysis.

2. Distribute the *Adolescent Simulation Experience* and *Adolescent Development: Case Studies and Analysis* worksheets.

Emotional Regulation Station

- **Purpose:** To explore strategies for managing emotions
- **Materials:** Guided meditation script and quiet space

Preparation and Activity:

1. Lead participants through a guided meditation or mindfulness activity.
2. Reflect on how adolescents can use similar techniques to manage emotions.

Social Identity Station

- **Purpose:** To examine the formation of social identity
- **Materials:** Poster paper, markers, magazines, and scissors

Preparation and Activity:

1. Participants create identity collages using prompts like “Who am I?” and “What is important to me?”
2. Share and discuss collages in small groups.

Decision-Making Station

- **Purpose:** To understand how decision-making evolves in adolescence
- **Materials:** Decision-Making Scenario Cards

Preparation and Activity:

1. Participants problem solve scenarios, considering how decisions differ between young and older adolescents.
2. Reflect on the factors influencing decisions, such as peer pressure, independence, and responsibility.

Case Study Analysis

- **Purpose:** To apply understanding of adolescent development to real-life scenarios
- **Materials:** Case studies and analysis worksheets

Preparation and Activity:

1. Assign small groups to analyze case studies using PIES (Physical, Intellectual, Emotional, and Social) frameworks.
2. Share findings with the class and discuss how adolescence influences the outcomes of the scenarios.

Guided Meditation Activity

Welcome! Today, we are going to take a few moments to relax and focus on ourselves. Find a comfortable position, either sitting or lying down, and gently close your eyes. Take a deep breath in through your nose, and slowly exhale through your mouth. Let's begin.

Breathing:

Start by paying attention to your breath. Notice the air as it enters your nose, fills your lungs, and leaves your body. Take a few deep breaths, feeling your chest rise and fall. With each exhale, let go of any tension or stress you might be holding onto.

Body Scan:

Now, let's do a quick body scan. Begin at the top of your head and slowly move down to your toes. Notice any areas of tension or discomfort. As you breathe in, imagine sending your breath to those areas, and as you breathe out, feel the tension melting away.

Visualization:

Imagine yourself in a peaceful place. It could be a beach, a forest, or anywhere you feel calm and happy. Picture the details of this place: the colors, the sounds, the smells. Spend a few moments here, enjoying the tranquility.

Positive Affirmations:

Repeat silently to yourself: "I am calm. I am strong. I am capable. I am enough." Feel the truth of these words with each breath you take.

Gratitude:

Think of three things you are grateful for today. They can be big or small. Feel the gratitude in your heart and let it fill you with warmth and positivity.

Conclusion:

When you are ready, gently bring your awareness back to the present moment. Wiggle your fingers and toes, stretch if you need to. Take one last deep breath, and when you feel ready, open your eyes. Remember, you can return to this peaceful state anytime you need to.

Instructions: Record your thoughts as you complete each adolescent simulation experience.

[illegible]

[illegible]

[illegible]

Name: _____ Class: _____

Adolescent Development: Case Studies and Analysis

Instructions: Use the following case studies to analyze adolescent development using the PIES framework (physical, intellectual, emotional, social). Read each case study and complete the analysis questions provided.

Case Study 1: Peer Pressure

Maria is 14 years old and has recently started high school. She is excited to make new friends but feels pressured to participate in risky behaviors, like skipping class or smoking, to fit in with her peers. She struggles with deciding whether to go along with the group or stay true to her values.

Analysis Questions

1. Physical: How might peer pressure affect Maria's physical health?
2. Intellectual: What intellectual challenges might Maria face when making her decision?
3. Emotional: How could Maria's emotions influence her decision-making?
4. Social: How might Maria's relationships be affected by her choices?

Case Study 2: Academic Pressure

James is 16 years old and excelling academically but feels overwhelmed by the expectations of his parents and teachers. He stays up late studying and often sacrifices time with friends to complete assignments. Recently, James has started feeling exhausted and unmotivated.

Analysis Questions

1. Physical: What physical effects might James experience due to academic pressure?
2. Intellectual: How could stress impact James' academic performance and cognitive abilities?
3. Emotional: What emotional challenges might James face, and how could they affect him?
4. Social: How might James' relationships with peers and family be influenced by his stress?

Case Study 3: Exploring Identity

Andrea is 15 years old and has recently started exploring her personal identity. She feels torn between family expectations and her own interests, such as pursuing art instead of a career in medicine. Andrea often feels misunderstood and isolated.

Analysis Questions

1. Physical: How could exploring identity affect Andrea's physical wellbeing?

2. Intellectual: What intellectual growth could occur as Andrea explores her interests?

3. Emotional: How might Andrea's emotional state be influenced by family dynamics?

4. Social: How could Andrea's social interactions change as she explores her identity?

Lesson Five – Adolescent Development

REVIEW: Reflection and Assessment

10-20 minutes

Purpose:

Encourage participants to reflect on their experiences and connect activities to adolescent development milestones. Assess participants' understanding of adolescent development.

Materials:

- *Adolescent Development Reflection Journal* worksheet
- *Adolescent Development Quiz* worksheet
- *Adolescent Development Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Reflection Journal* worksheet and ask participants to record their thoughts on the academic, physical activity, and social dynamics station.
2. Encourage participants to note how these activities relate to adolescent development milestones.
3. Distribute the quiz and give participants five minutes to complete it.
4. Review the answers as a group or distribute the answer key for self-checking.

Name: _____

Class: _____

Adolescent Development Reflection Journal

Instruction: Use this journal to reflect on the simulation activities you completed. Think about how the activities connect to the developmental milestones of adolescents and the challenges they face.

Decision-Making Station

1. How did the decision-making scenarios illustrate differences between younger and older adolescents?

2. What factors influenced the decisions in the scenarios?

Emotional Regulation Station

1. How did the guided meditation help you understand adolescent emotional regulation?

2. How can mindfulness techniques be useful for adolescents?

Social Identity Station

1. What themes did you explore in your identity collage?

2. How does exploring identity help adolescents grow socially and emotionally?

Case Study Analysis

1. What insights did you gain from analyzing case studies using the PIES framework?

2. How can understanding adolescent development help in real-life scenarios?

Overall

1. Which station activity did you find the most insightful, and why?

2. What surprised you most about adolescent development?

3. How do the cognitive, emotional, and social aspects of adolescent development interact?

Name : _____

Class : _____

Adolescent Development Quiz

Instructions: Answer the following questions based on what you learned about adolescent development.

Multiple-Choice Questions

1. What is a key cognitive milestone in adolescence?
 - a. Learning to tie shoes
 - b. Developing abstract thinking and decision-making skills
 - c. Building with blocks
 - d. Learning basic math
2. What is one purpose of the guided meditation activity?
 - a. To improve physical agility
 - b. To help manage emotions and stress
 - c. To memorize facts
 - d. To practice social skills
3. What is the goal of the social identity station?
 - a. To create a self-portrait
 - b. To explore personal identity through collages
 - c. To practice teamwork
 - d. To build problem-solving skills
4. What framework is used to analyze case studies in this lesson?
 - a. PIES (physical, intellectual, emotional, social)
 - b. STEM (science, technology, engineering, math)
 - c. SWOT (strengths, weaknesses, opportunities, threats)
 - d. ABC (activity, behavior, communication)

True/False Questions

5. True/False: Adolescents rely less on peer influence compared to younger children.
6. True/False: Role-playing decision-making scenarios helps develop critical thinking skills.

Short Answer Questions

7. How do decision-making scenarios help adolescents prepare for real-life challenges?

8. Describe one benefit of the identity collage activity for adolescents.

Adolescent Development Quiz – Answer Key

Multiple-Choice Questions

1. What is a key cognitive milestone in adolescence?
 - a. Learning to tie shoes
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True/False Questions

5. True/**False**: Adolescents rely less on peer influence compared to younger children.
6. **True**/False: Role-playing decision-making scenarios helps develop critical thinking skills.

Short Answer Questions

7. How do decision-making scenarios help adolescents prepare for real-life challenges?
Decision-making scenarios allow adolescents to practice evaluating options, considering consequences, and making informed choices in a safe environment.

8. Describe one benefit of the identity collage activity for adolescents.
The identity collage activity helps adolescents explore their personal values, interests, and self-perception, fostering self-awareness and emotional growth.

Sources

1. Berk, L. E. (2018). **Child Development** (9th Edition). Pearson Education.
 - This book provides a comprehensive overview of developmental milestones, including those in adolescence, with a focus on cognitive, emotional, and social changes
2. Steinberg, L. (2014). **Age of Opportunity: Lessons from the New Science of Adolescence**. Houghton Mifflin Harcourt.
 - This source explores the critical period of adolescence, offering insights into how brain development during these years affects behavior and learning
3. Sawyer, S. M., et al. (2018). “The age of adolescence.” **The Lancet Child & Adolescent Health**.
 - This article examines the redefinition of adolescence in modern times, providing valuable context for understanding the challenges faced by today’s adolescents
4. World Health Organization. (2021). “Adolescent Development.” Available at: <https://www.who.int/>
 - This source offers global insights into adolescent health and development, with a focus on policy and best practices for fostering positive youth development
5. American Academy of Pediatrics. Available at: www.aap.org
 - The AAP provides practical guidance for educators, parents, and healthcare professionals on adolescent health and wellbeing
6. National Institute of Mental Health. Available at: www.nimh.nih.gov
 - This resource focuses on mental health challenges faced by adolescents and provides research-based strategies for intervention and support
7. Video: “Understanding Adolescent Brain Development” by Dr. Dan Siegel.
 - This video offers an engaging explanation of the changes in the adolescent brain and how they influence decision-making and behavior
8. Podcast: “The Teenage Brain” – Available on major streaming platforms.
 - This podcast delves into the science behind teenage behavior, featuring experts in adolescent psychology and neuroscience