

Webinar:

Using Simulation to Teach Life Stage Development



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Presented by

Denise DuBois

Senior Family and Consumer Sciences Product Manager

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Webinar Topics:

- National Standards Relating to Lifespan Development
- Clusters and Pathways Needing this Foundation
- Erikson's 8 Stages of Development
- Simulation Experiences for Each Stage
- Free Resources
- Q&A

What is Lifespan Development?

- Lifespan development refers to the continuous and systematic changes that occur in individuals from conception to death, encompassing biological, cognitive, and psychosocial dimensions.
- “.. involves a series of age-related milestones and transitions, influencing an individual’s physical, cognitive, emotional, and social development.”



National Standards Relating to Lifespan Development

Human Development 12.0

- Analyze factors that influence human growth and development.

Interpersonal Relationships 13.0

- Demonstrate respectful and caring relationships in the family, workplace and community.

Nutrition and Wellness 14.0

- Demonstrate nutrition and wellness practices that enhance individual and family well-being.

Parenting 15.0

- Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals, families, and society.

Content Standards	Competencies								
12.1 Analyze principles of human growth and development across the life span.	12.1.1 Analyze physical, emotional, social, moral, and cognitive development. 12.1.2 Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development. 12.1.3 Analyze current and emerging research about human growth and development, including but not limited to brain development research.								
12.2 Analyze conditions that influence human growth and development.	12.2.1 Analyze the influences of heredity and environment on human growth and development. 12.2.2 Analyze the influences of social, economic, and _____								
	<table border="1"> <thead> <tr> <th>Content Standards</th> <th>Competencies</th> </tr> </thead> <tbody> <tr> <td>14.1 Analyze factors that influence nutrition and wellness practices across the life span.</td> <td>14.1.1 Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness. 14.1.2 Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices. 14.1.3 Investigate the governmental, economic, and technological influences on food choices and practices. 14.1.4 Analyze the effects of global, regional, and local events and conditions on food choices and practices 14.1.5 Analyze legislation and regulations related to nutrition and wellness.</td> </tr> <tr> <td>14.2 Examine the nutritional needs of individuals and families in relation to health and wellness across the life span</td> <td>14.2.1 Evaluate the effect of nutrition on health, wellness and performance. 14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span. 14.2.3 Analyze the effects of food and diet fads, food additions, and eating disorders on wellness. 14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.</td> </tr> <tr> <td>14.3 Demonstrate ability to acquire, handle, and use foods to meet</td> <td>14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.</td> </tr> </tbody> </table>	Content Standards	Competencies	14.1 Analyze factors that influence nutrition and wellness practices across the life span.	14.1.1 Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness. 14.1.2 Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices. 14.1.3 Investigate the governmental, economic, and technological influences on food choices and practices. 14.1.4 Analyze the effects of global, regional, and local events and conditions on food choices and practices 14.1.5 Analyze legislation and regulations related to nutrition and wellness.	14.2 Examine the nutritional needs of individuals and families in relation to health and wellness across the life span	14.2.1 Evaluate the effect of nutrition on health, wellness and performance. 14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span. 14.2.3 Analyze the effects of food and diet fads, food additions, and eating disorders on wellness. 14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.	14.3 Demonstrate ability to acquire, handle, and use foods to meet	14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.
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13.1.1 Analyze processes for building and maintaining interpersonal relationships.	13.1.1 Analyze roles and responsibilities of parenting.								
13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.									
13.1.3 Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships.									
13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.									
13.1.5 Analyze processes for handling unhealthy relationships.									
13.1.6 Demonstrate stress management strategies in work, and community settings.									
13.2.1 Analyze the effects of personal characteristics on relationships.	13.2.1 Analyze nurturing practices that support human growth and development.								
13.2.2 Analyze the effect of personal need on relationships.	13.2.2 Apply communication strategies that promote emotional well-being in family members.								
13.2.3 Analyze the effects of self-esteem and self-relationships.	13.2.3 Assess common practices and emerging research about influences of discipline on human growth and development.								
13.2.4 Analyze the effects of life span events on relationships.	13.2.4 Analyze the effects of abuse and neglect on children and families and determine methods for prevention.								
13.2.5 Explain the effects of personal standards on interpersonal relationships.	13.2.5 Apply criteria for selecting care and services for children and youth.								
13.3.1 Analyze communication styles and their effects on relationships.	13.3.1 Analyze community resources and services available to families.								

Career Clusters and Pathways Needing This Foundation



Erikson's Eight Lifespan Stages

Infant – first year

Toddler – 1 to 3 years

Pre-schooler – 3 to 5 years

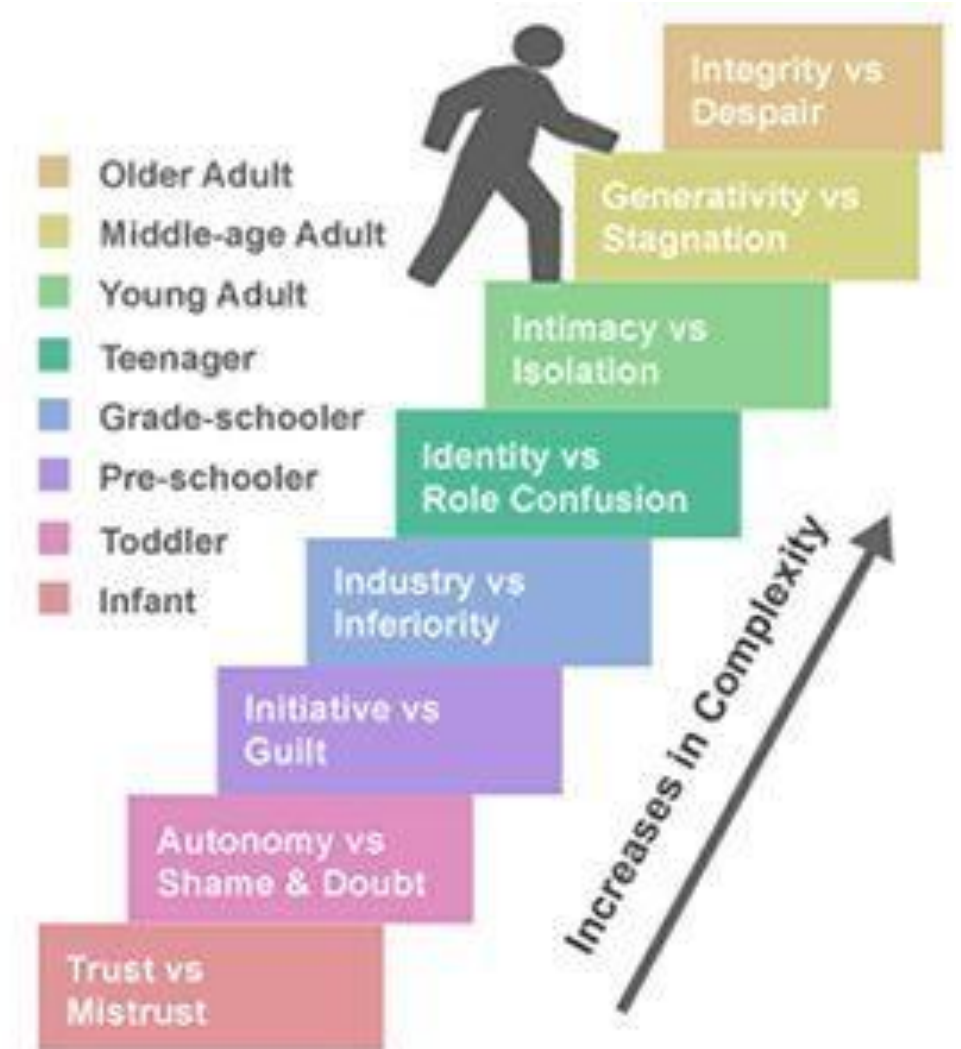
Grade-schooler – 6 to 10 years

Teenager - 10 to 20 years

Young Adult - 20's and 30's

Middle Age Adult – 40's and 50's

Older Adult – 60's onward



How Will Students Benefit From Studying Lifespan Development?





Infant ($<$ one year)



Infant Simulation Experiences



- RealCare® Baby 4
- The Childcare Experience
- Common Childhood Illnesses Baby



Infant Simulation Activity

Caregiver Self-Assessment

Caregiver Scenarios

[Basic-Infant-Care-Skills-Curriculum-SAMPLE.pdf](#)

Bedtime Challenge

You are tasked with getting a one-year-old to bed for a nap. The baby is wide awake and resistant to sleep. What strategies would you employ to establish a bedtime routine that helps the infant relax and fall asleep peacefully?



Toddler (1-3 years)



Toddler Simulation Experiences

- Common Respiratory Diseases Baby
- Childhood Stages Simulation Kit



Toddler Development Activity



Toys and Toy Safety Game Sheet – Answer Key

Toy	Infant	Toddler	Older Child
Arts and crafts supplies			X
Baby doll		X	X
Child doctor kit		X	X
Finger paints		X	X
Large piece puzzle			X
Large plastic ball		X	X
Large plastic beads			X
Large wooden blocks		X	X
Mobile	X		
Musical instruments		X	X
Pail and shovel			X
Plastic stacking rings	X		
Modeling clay			X
Play kitchen set		X	X
Play telephone		X	X
Push-pull toy	X	X	
Rattle	X		
Stuffed animal		X	X
Teething ring	X		
Tricycle		X	X
Wooden spoons and pots and pans	X	X	X
Plastic car		X	X

Play a brief video on toy safety and/or toddler play and toys.

[Toy Safety - First with Kids - UVM Children's Hospital](#)

[Toy Safety](#)

[Teaching Toddlers In and Out Through Play & Song -Toddler toys for learning! Toddler Toy Videos](#)





Pre-schooler (3-5 years)



Pre-schooler Simulation Experiences

- Childhood Stages Simulation Kit
- CDA Scenario Kit

CDA Scenario Kit Preschool Scenario Cards

Scenario 26

Competency Standard III: To support social and emotional development and to provide positive guidance

Functional Area 9: Social

Problem-Solving Scenario: The children in your class have been aggressive towards one another recently. You would like to encourage problem-solving and empathy among the children.

Key Questions

1. Why is validating a child's feelings important?
2. What can you do to model appropriate social skills and responses for children?



Pre-schooler Development Activity

CDA Scenario Kit Preschool Scenario Cards

Scenario 10

Competency Standard II: To advance physical and intellectual competence

Functional Area 4: Physical

Problem-Solving Scenario: You would like to increase the gross motor opportunities in your classroom using music and movement.

Key Questions

1. What are some other indoor activities you could use to develop gross motor skills?
2. Which muscles are exercised when developing gross motor skills?

Possible Solutions

- Increase the items available by adding scarves, bean bags, and ribbons.
- Place a small CD player or digital music player in the area that the children can use to play music.
- Introduce new action songs that you can use on a regular basis.



["The Wiggle Dance!"](#)  [/// Danny Go! Brain Break Songs for Kids](#)



Grade-schooler (6-10 years)



Grade-schooler Simulation Experiences

- Childhood Stages Simulation Kit

Childhood Stages Simulation Kit Social Dynamics

Early Elementary: Ages 6-8

Theme: Sharing

Scenario: Oliver is building a tower with blocks, and another child wants to use some of the blocks to build their own tower.

Key Questions:

- How could Oliver share the blocks?
- How would Oliver feel if someone did not share with him?
- What could both children say to work together?

Childhood Stages Simulation Kit Social Dynamics

Upper Elementary: Ages 9-11

Theme: Friendship

Scenario: Mara finds out her friend told someone else her secret, and now everyone knows.

Key Questions:

- How do you think Mara feels?
- What could she say to her friend?
- How could they rebuild trust?



Grade-schooler Development Activity

Social-Emotional Development: School-Age Children | Virtual Lab School

Social-Emotional Development Milestones of School-Age Children

6- to 8-Year-Olds

- Show more independence from parents and family
- Start to think about the future
- Understand more about their place in the world
- Pay more attention to friendships and teamwork
- Want to be liked and accepted by friends

9- and 11-Year-Olds

- Start to form stronger, more complex friendships and peer relationships
- It becomes more emotionally important to have friends, especially of the same sex
- Experience more peer pressure
- Become more aware of their body as puberty approaches
- Body image and eating problems sometimes start around this age

12- and 14-Year-Olds

- Show more concern about body image, looks, and clothes
- Focus on themselves, going back and forth between high expectations and lack of confidence.
- Experience more moodiness
- Show more interest in and influence by peer group
- Express less affection toward parents; sometimes might seem rude or short-tempered
- Feel stress from more challenging schoolwork
- Develop eating problems
- Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.

Early Elementary: Ages 6-8

Theme: Recognizing Emotions

Scenario: Cameron starts crying during story time because his favorite book reminds him of his pet, who passed away.

Key Questions:

- How do you think Cameron feels?
- What could his classmates do to help?
- What could Cameron do to feel better?



Adolescent/Teenager (11-20 years)



Adolescent/Teenager Simulation Experiences

- Childhood Stages Simulation Kit

Childhood Stages Simulation Kit Decision-Making

Younger Adolescents: Ages 12-14

Theme: Social Media

Scenario: Claire sees that a classmate posted a mean comment about another student online and feels uncomfortable about it.

Key Questions:

- Should Claire say something to the classmate or report the post? Why or why not?
- How can Claire handle this situation without making it worse?
- What are the long-term consequences of cyberbullying?

Childhood Stages Simulation Kit Decision-Making

Older Adolescents: Ages 15-19

Theme: Peer Pressure

Scenario: Germain's friends want to sneak into a movie theater without paying, but he is not sure it is the right thing to do.

Key Questions:

- How might Germain handle this situation at this age?
- What are the consequences of getting caught?
- How could Germain influence his friends to make a better choice?



Teenager Development Activity

Maya, a 14-year-old girl, has just started her freshman year at a new high school. Over the summer, she noticed that her clothes didn't fit, so she had to purchase some new things for the new school year.

At school, Maya is in an honors science class. She recently completed a group project on climate change, where she contributed research and presented findings to the class—boosting her confidence and academic curiosity. One day after class Maya had a disagreement with her best friend. She felt hurt but chose to talk through the issue rather than avoid it.

Maya recently made a decision to join the drama club to meet some new people. Through rehearsals and performances, she's gaining confidence in expressing herself and connecting with others.



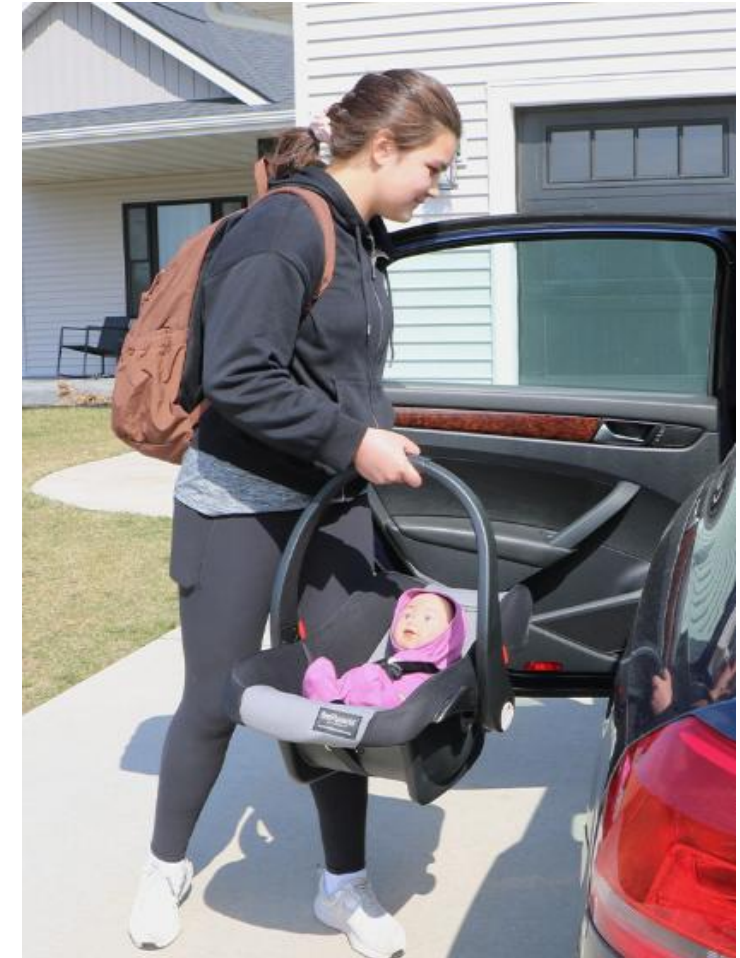


Young Adult (20s and 30s)



Young Adult Simulation Experiences

- Pregnancy Profile Simulator
- RealCare Baby (simulation as a parent)



Young Adult Simulation Activity

Backpack worn backwards filled with 25-30 pounds

Hot water bottle or beachball filled with warm water held in a sling

How to Create an Empathy Bump

[DIY pregnancy: How to create an empathy bump](#)





Middle Age Adult (40s and 50s)



Middle Age Adult Simulation Experiences

- Dementia Simulation
- Career Scenario Cards

Textiles and Fashion Apparel Careers

Self Confidence

Scenario: Layla works at a women's lifestyle apparel company and swimwear is their best performing line. At the planning meeting for the summer launch, the president of the company announced that they will be introducing a plus size line. Layla noticed she was the only person in the company who has a fuller figure. When they begin talking about the plus size line and its introduction she notices people keep looking up at her and trying to make eye contact. The president says, "We want to make our company more inclusive and appeal to a broader range of females." Right after, he asks for feedback and there's complete silence. Then Layla's manager says, "Layla, what do you think?" Layla has always tried to hide her size because everyone at the company has "runway bodies". She is not sure how to respond to the question and wasn't ready to acknowledge her size in front of the whole group.

Manufacturing Careers

Patience

Scenario: As the training manager at a textile plant, your job is to train and coach all new employees. Some employees pick up your directions quickly, while others take quite a bit longer to catch on. You'd prefer to terminate all the slow learners in order to save yourself time - even the ones who show promise and are clearly trying hard. Consider the value of patience in this situation and how it might pay off in the long run.



Middle Age Adult Role Play Activity

- **Scenario:**
- Linda calls a meeting to discuss the status of the upcoming presentation. She's concerned that the creative assets are not finalized and worries the team won't meet the deadline. Carlos feels the timeline is unrealistic and pushes back, suggesting they request an extension. Tanya, caught in the middle, tries to mediate by proposing a compromise that satisfies both the client's expectations and the team's capacity.





Older Adult (60s onward)



Older Adult Simulation Experiences

- Geriatric Simulator
- Geriatric Sensory Impairment Kit



Older Adult Simulation Activity

Dementia

[A Walk Through Dementia - at the supermarket](#)

[A Walk Through Dementia - walking home](#)

[Simulation Scenario - Dementia Care Aggression](#)

Visual Impairment

- Wear glasses smeared with soap or vaseline to simulate cataracts
- Wear glasses made with the wrong prescription or wear sunglasses indoors to simulate macular degeneration or glaucoma



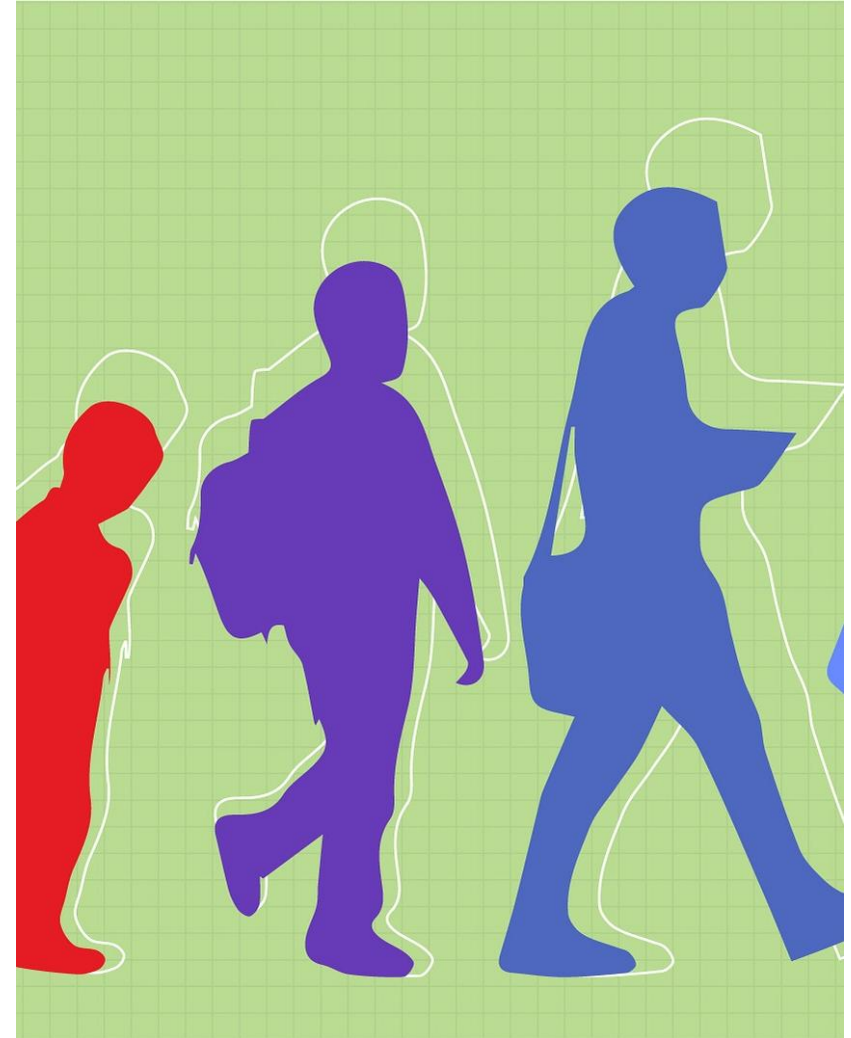


Free Resources



Lesson Plans

- [10 Human Growth and Development Lesson Plan | PDF | Lesson Plan | Teachers](#)
- [MPSHGD8thGradecurriculum2014-2015.pdf](#)
- [The Developing Child ~ Lesson Activities | The Human Spark | PBS](#)
- [L63 CTE - HST LPL.vp](#)
- Human Services Career Exploration
<https://www.realityworks.com/wp-content/uploads/2023/01/Human-Services-Career-Exploration-curriculum-free-asset.pdf>



Now what?

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Questions?

