

Human Development: Toddlers, Preschoolers & School Age Children

Media Type: Microsoft® PowerPoint® Presentation

Duration: 98 slides

Goal: To identify the physical, emotional, social and intellectual development of toddlers, preschoolers and school age children.

Description: This presentation will allow students to better understand the development of toddlers, preschoolers and school age children's physical, emotional, social and intellectual development as well as learning the recommended dietary needs for each age group.

Objectives:

1. To analyze the physical, emotional, social and intellectual needs of toddlers, preschoolers and school age children.
2. To develop activities for toddlers, preschoolers and school age children to encourage growth and learning.
3. To ensure toddlers, preschoolers and school age children are meeting their dietary needs on a daily basis.



College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards

Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
	9-12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
	9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	9-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Human Services Career Cluster (HU)

Cluster	Standard
Demonstrate ethical and legal conduct in human services settings.	
Consumer Services Career Pathway (HU-CSM)	Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services.

Human Development: Toddlers, Preschoolers & School Age Children



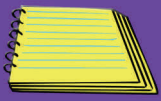
Agriculture, Food & Natural Resources Career Cluster (AG)

Cluster	Standard
	Examine and summarize the importance of health, safety and environmental management systems in AFNR businesses.
Food Products & Processing Systems Career Pathway (AG-FD)	Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.

College & Career Readiness Anchor Standards for Writing

Writing Standards	
Text Types & Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	9-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Production & Distribution of Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build & Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	9-12.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	

Human Development: Toddlers, Preschoolers & School Age Children



Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Class 1: Pass out the *Human Development: Toddlers, Preschoolers & School Age Children Vocabulary Handout*. Show slides 1 to 24 of *Human Development: Toddlers, Preschoolers & School Age Children - Toddlers* segment. Have students begin the *Toddlers Activity List Poster Activity*.



Slides
1-24

Class 2: Allow students time to complete the *Toddlers Activity List Poster*. After completion introduce the *Toddler Insight Pamphlet* and allow students the rest of class to work.

Class 3: Remind students to continue using the *Vocabulary Handout*. Show sides 25 to 42 of the *Human Development: Toddlers, Preschoolers & School Age Children - Toddlers* segment. Follow the segment with its *Assessment*. Have students begin the *Parent Resources Pamphlet Project*.



Slides
25-42

Class 4: Remind students to continue using the *Vocabulary Handout*. Show slides 43 to 52 of the *Human Development: Toddlers, Preschoolers & School Age Children - Preschoolers* segment. Have students begin the *Preschoolers Activity List Collage Activity*.



Slides
43-52

Class 5: Introduce the *Preschool Insight Pamphlet Project* and allow the remainder of class for work. At the end of class assign students a due date.

Class 6: Show slides 53 to 65 of the *Human Development: Toddlers, Preschoolers & School Age Children - Preschoolers*



Slides
53-65

segment. Follow the segment with its *Assessment*. Allow the remainder of the class for students to work on their *Activities* and *Projects*.

Class 7: Introduce the *Role of Play Activity* and allow the remainder of class time for completion and discussion.

Class 8: Distribute the *Playtime Activity* and allow the remainder of class time for work.

Class 9: Allow students time to complete the *Playtime Activity* and *Preschool Insight Pamphlet Project*.

Class 10: Show slides 66 to 82 of the *Human Development: Toddlers, Preschoolers & School Age Children - School Age Children* segment. Have students begin the *School Age Children Activity List Presentation Project*.



Slides
66-82

Class 12: Introduce the *School-Age Insight Pamphlet Project* and allow students the remainder of class to work. At the end of class assign students a due date.

Class 11: Show slides 83 to 98 of *Human Development: Toddlers, Preschoolers & School Age Children - School Age Children* segment. Follow the segment with its *Assessment*. Have students begin the *School Age Children Nutritional Guidelines Handout Activity*.



Slides
83-98

Class 12: Review the previous days' materials. Administer the *Human Development: Toddlers, Preschoolers & School Age Children Final Assessment*. Allow students the remainder of the class to finish up their *Activities* and *Projects*.

Class 13: Students should display all *Activities* and *Projects* around the classroom. Students should then present the *School Age Activity List Presentation Project* to the class.

Human Development: Toddlers, Preschoolers & School Age Children

Lesson Links

MyPlate

- <http://www.choosemyplate.gov>

Ages and Stages

- <http://fcs.okstate.edu>

Career & Technical Student Organizations

Future Business Leaders of America

- Digital Design & Promotion

Family, Career & Community Leaders of America

- Interpersonal Communications
- Nutrition and Wellness

SkillsUSA

- Health Knowledge Bowl

Lab Activities

Toddlers Activity List Poster

Directions:

Students will better understand a toddler's physical development by constructing an activity list poster. The poster should include a title, at least four graphics and at least five activities for each age group.

Preschoolers Activity List Collage

Directions:

By constructing an activity list collage, students will better understand a preschooler's physical development. The collage must include a title, name of each age group, name of each activity under each graphic and at least two activity graphics.

School Age Nutritional Guidelines Handout

Directions:

Students will develop a handout which identifies the MyPlate Food Guide Daily Allowances for each age group. This will allow students to identify daily allowances of school age children. The handout must include a title, three age groups, daily allowances for all six food groups and specifications for both girls and boys when available.

Playtime

Directions:

In groups, students will create a game which aids in the growth of a toddler or preschooler. Students will include a title, instruction sheet, description of how it enhances the growth of a toddler or preschooler, description of the role of play in the child's growth and game materials.

Role of Play

Directions:

Students will research what role play time has in a preschool classroom and examples of the types of play used. They will then share their findings in a class discussion and develop an activity as a class which would meet the developmental needs of a preschool child.

Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50457, Tyra Carter, Ph.D., R.D., L.D., Corporate Dietitian, United Supermarkets
- iCEV50128, Annie Blackledge, Senior Fellow, Casey Family Programs, U.S. Department of Education

Human Development: Toddlers, Preschoolers & School Age Children



Projects

Parent Resources Pamphlet

Directions:

Students will develop a pamphlet which identifies community resources relevant to the care and protection of toddlers, including child care services, health care services and organizations such as the National Association for the Education of Young Children.

School Age Activity List Presentation

Directions:

In groups of two or three, students will develop a better understanding of a school age child's physical development by constructing an activity list presentation. The Microsoft® PowerPoint® presentation should include the following: title, name of each age group, at least four graphics and at least five activities for each age group.

Toddler Insight Pamphlet

Directions:

In groups, students will develop a pamphlet outlining the major milestones of a toddler. The pamphlet must contain at least six pages and a designed front and back cover.

Preschool Insight Pamphlet

Directions:

In groups, students will develop a pamphlet outlining the major milestones of a preschooler. The pamphlet must contain at least six pages and a designed front and back cover.

School-Age Insight Pamphlet

Directions:

In groups, students will develop a pamphlet outlining the major milestones of school-age children. The pamphlet must contain at least six pages and a designed front and back cover.