



Child Development - Secondary

SYLLABUS

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Lesson 1 - Essentials of Brain-Based Learning

This lesson provides basic knowledge and strategies for developing a brain-compatible learning environment. Your challenge as an educator is to embrace emerging findings from neuroscience about how the brain learns. This lesson examines how students' brains are different today and the consequential responsibility of instructional leaders to understand and respond to these differences so that the buildings, the curriculum, the instruction, and the people serve to make the school community hospitable for human learning. For all of those who teach, brain-based learning is an empowering, navigating, and reassuring partner.

The lesson requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the lesson.

Learning Objectives

In this lesson, you will learn how to design and implement a brain-compatible learning environment that respond to student needs and differences.

After completing this lesson, you will be able to do the following:

- Reflect on the function and power of your brain using a brain-compatible metaphor and image.
- Investigate how students' brains are different today and the role of the environment in shaping the way students learn.
- Identify the basic structure and functions of the brain that impact learning.
- Explain the role of attention and memory in the learning process and ways to enhance each.
- Compare your school facility and classroom environments to optimum brain-compatible environments.
- Develop an inventory of strategies for lesson design and instruction that provide brain-compatible learning for all students.
- Create a brain-compatible classroom model.

Lesson 2 - Middle Childhood Development

Children between the ages of 6 and 12 are in the age period commonly referred to as middle childhood. These years universally mark a distinctive period between major developmental transition points. Typically, children between the ages of 5 to 7 develop new capabilities in reasoning and cognitive function and assume more individual responsibility. Upon entering elementary school and continuing through age 12, children are provided with a social structure that constrains and channels their development.

Prior to puberty and adolescence, children in this age group increasingly show more independence from their parents and become more future-oriented, understanding more about their place in the larger world context. They pay more attention to friendships and teamwork and peer pressure matters more as they strive to be liked and accepted by friends. This theme accelerates as adolescence approaches.

It is important for the educator to understand that relationships take on new meaning for students in this period. As they begin to show evidence of more rapid development of mental skills, children can learn better ways to describe experiences and talk about thoughts and feelings.

The lesson requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the lesson.

Learning Objectives

In this lesson, you will learn how the teacher can affect social and emotional development by assisting students to develop an outward focus.

After completing this lesson, you will be able to do the following:

- Understand the difference in self-identity experienced by students in this age group and its importance to social and emotional as well as academic development.
- Use trust and relationship building to support social and academic development.
- Engage in individual and group learning activities appropriate to individual levels of growth.
- Design and implement lessons that activate and stimulate rapid development of mental skills.

Lesson 3 - Middle Childhood Development

Early adolescence is typically considered to occur between the ages of 10 to 14 and is a time of rapid change for students. Intellectual, physical, moral, social and emotional changes are dramatic and often confusing and concerning for the child. Anxiety can reach very high levels.

Because development is rapid and radical, differentiation is critically important in supporting adolescent learners. What one child may experience entering secondary education may be dramatically different than a peer only one grade level above. Issues of gender and equality take on great importance.

It takes careful evaluation including ongoing observation to understand the developmental needs of the student. In working with a classroom of highly active, rapidly developing and often highly stressed children, teachers must focus on patterns of development. The teacher must also employ classroom management techniques that provide for a secure and stable learning environment.

This lesson requires 12 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the lesson.

Learning Objectives

In this lesson, you will learn how the teacher can help students to understand and cope with their own physical and emotional development while accelerating their learning in a stable and structured environment.

After completing this lesson, you will be able to do the following:

- Recognize and respect the different needs of students as individuals in the social context of the school.
- Provide opportunities for constructive social interaction in a stable classroom environment.
- Identify problems in the psychomotor domain and develop instructional strategies to remedy those problems while preserving self-esteem.
- Promote the benefits of physical activity and fitness relative to the age group.
- Provide opportunities to think through and discuss conflicts.
- Provide structure and clear boundaries without impeding developing leadership or decision-making skills.
- Promote responsibility and self-reliance in a low-risk environment.