

Psychology 231-Lifespan Human Developmental Science & Psychology 235-Child Psychology

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INTRODUCTIONS, GROUP ASSIGNMENTS and IMPACTS on HUMAN DEVELOPMENT

Part I INTRODUCTION

After mingling with students in your class, pick 7 people you would like to work with for the remainder of the class. Share something about yourself with the group. What kind of music do you like? Your favorite movie? Hobbies? Leisure time activities? Plans for your life? Education and career plans. Married, single, children, work. 3 positive qualities about you. Why are you taking the course?

Develop a group resume of your group to present to the class and in order to get acquainted and to determine your array of talents, resources and experiences that you have to offer to the class, collectively. Include data and information such as:

- Educational background; schools attended.
- Knowledge about the class content
- Job experience
- Positions held
- What skills do you bring to the class?
- Accomplishments
- Areas of Expertise
- How many of you are carrying a full load - 12 hours or more?
- How many are taking between 6 and 9 hours?
- How many of you work full-time—40 hours a week?
- How many of you work part-time - about 20 to 30 hours a week?
- What about family responsibilities? How many of you have little children to care for? Raising teenagers? Caring for aging parents? A spouse who needs you?
- How many of you have social responsibilities like sports, church activities, or play practice?
- What will be your contribution to Lifespan Human Development?
- Add anything else you feel is pertinent to selling and marketing your group to the class.

Introduce each member of the group to the class but do not talk about their individual skills.

Report out to the class the most common characteristics that you all seem to share as if you were selling your group to an employer. **Present your group resume of collective experiences, education, skills, etc.**

Part II USING ART TO DESCRIBE LIFESPAN HUMAN DEVELOPMENT

Develop a drawing that best answers the following questions and depicts your meaning of human development:

- **What aspect(s) of the lifespan (from genetics, conception, prenatal development, birth, infancy, toddlerhood and childhood) in this segment of the course do you think will interest and intrigue you the most? Why?**
- **What issue(s) in development do you think is(are) most urgent or critical?**

You may focus on a specific aspect of the lifespan, such as childhood, adolescence, infancy, etc. or, you may select a topical issue, such as mental illness, health, cognitive development, etc. You may also draw

something relative to the questions or concerns you may have about development, or what you believe to be critical impacts to development.

Discuss with your group first and try to come to a consensus. Attempt to depict your definition and description through one or several drawings. You may have each person in the group develop an individual drawing first and then discuss to consolidate ideas for one possible drawing.

As a way of introducing yourself to the class, you will display your art and talk about why you chose the particular scene you created and what it means to you as well as the implications for policy development. Also, don't forget to represent the cultural aspects, if applicable. You may also peruse your textbook or other resources to decide on the most important issues.

Part III IMPACTS ON HUMAN DEVELOPMENT IN TODAY'S SOCIETY

- ***How can human development be impacted by economic, political, medical, social, environmental, or educational factors? [Each group will be assigned one impact.]***

As a group, discuss in-depth, one of these impacts (to be assigned by your instructor). Think deeply and critically about how your chosen impact can affect humans across the lifespan from prenatal development to mature adulthood. Also consult research and other sources that may shed light on your analysis.

Outline a set of positive and negative impacts to human life and development.

Prepare a listing on newsprint or posterboard to present to class. Your group may want to write them on paper first during your brainstorming and then transfer them to newsprint for your report out to the class.

Your list of impacts should be carefully researched, thought about and prepared for presentation to the class. You may also place these presentations on poster exhibits or a digital presentation, since this assignment will likely carry over to the next class. Your goal in your group then should be to make sure you discuss the critical issues and plan how you will conduct your research and discussions during your time outside of class to complete this assignment for presentation in the next class—perhaps using the online chat room in the course discussion forum or meeting in person outside of class.

Note: *Please designate a recorder and discussion leader for each task. Each task should involve a different set of individuals.*