

Human development

Introduction

This resource uses a card sorting activity in the shape of a wheel to introduce, check and consolidate learning about lifespan development. The generic wheel can be used as a stimulus activity to introduce the concept of ages and stages. Other wheels look in more detail at the significant physical, social, emotional and intellectual changes associated with each life stage. Learners are given a set of cards and asked as a group to form the inner wheel. They then attach the outer statements to the relevant section.

Assigning the statements to the appropriate segment of the wheel promotes logical thinking, and enables learners to order and group ideas and facts. The activity aids discussion and exploration of the topic. It promotes reflective learning by allowing learners to check the statements themselves and move them around if needed. Learners work co-operatively and need to explain and justify the statements they place on the wheel.

Learning objectives

Whilst undertaking this activity, learners will:

- work co-operatively with peers to discuss the developmental changes that occur at different life stages
- participate in a card sort activity to review and consolidate their learning
- review their learning by completing an interactive activity on human development
- seek guidance from their teacher, tutor or trainer as required
- share their learning with peers and the teacher, tutor or another learner.

Materials required

- Lifespan development wheel or human development wheels, as appropriate for level of learning.
- Task card with instruction about how to assemble the wheels.
- CD-ROM, computers and printers.

Starting points

The activity can be introduced at the start of the topic to encourage learners to share their existing knowledge and experiences of human development at different life stages.

It can be introduced as an overview to each life stage, with learners invited to share what they already know.

The activity can also be used as a consolidation or revision activity to check learning throughout the delivery of the topic area, and to support peer and self-assessment to inform individual learning plans (ILPs).

Suggested approaches

When introducing the topic of lifespan development, learners can be given the centre of the wheel populated with the main areas of change. These are physical, intellectual, emotional and social. Ask learners to write on sticky labels what they know about changes in these areas through the life stages from their own experience and knowledge of themselves and others. Different colour sticky labels can be used for different life stages. Alternatively, the learners can be divided into groups and each group given a life stage and asked to complete the wheel as above. Encourage them to use additional resources for reference if they are not familiar with the developmental changes occurring during the life stage they have chosen to study. Independent learning and research skills will be developed if this approach is used. The learners can then share their wheel with peers and invite them to place the outer statements in the correct segment of the wheel (peer assessment).

Learners can also be given illustrations from books, magazines, periodicals and so on, and asked to populate the segments of the wheel using images instead of or in addition to text.

Later in the learning process, the resource can be used to check learning via a teacher, tutor or trainer led activity or as peer assessment if learners have populated their own wheels. The latter extends the development of co-operative working and deepens the understanding of the topic as learners use their knowledge to teach others. The wheels can also be used as a revision aid before an examination or assignment, helping learners to recognise areas of weakness in their knowledge and so contributing to ILPs.

The activity can be completed in small groups to promote discussion and sharing of knowledge. Learners need to explain why they believe a statement belongs in the segment and agree as a group where it should be placed. Using open questions such as 'Can you explain why...?', and 'What are the reasons for...?' stimulates the discussion.

The activity could also be completed individually using either the paper resource or the interactive resource available on the Resource library CD-ROM and checked by a peer or teacher, tutor or trainer.

Planning learning outside the classroom

When the activity is used at the beginning of a topic, individual or small groups of learners can be encouraged to research the life stages and changes that occur to populate the wheel segments themselves. They will be able to draw on their own life experiences, knowledge from placements, as well as library internet sources. Learners can be encouraged to use the interactive activity independently when they want to review their learning.

Alternative approaches

The wheel can either be teacher, tutor or trainer devised and given as an activity to consolidate learning, or it can be devised by learners.

It can be used to check learning.

Differentiation to meet individual needs

This activity can be adapted for use at a variety of levels depending on the text and specialist vocabulary used. Images can be used alongside text or as a substitute.

Groups working on the activity can be self-selected or chosen to maximise sharing of experience and knowledge.

Consolidation, checking and reflecting on learning

When the activity is introduced later in the learning of a particular topic, it can be used as a reflective self-assessment tool to encourage analysis of theory. This deepens the learning and promotes the transference of knowledge to new situations.

Formative, self- and peer assessment can be used to revise ILPs and encourage

the self-managing learner.

Learners can also demonstrate the skills of:

- creative thinkers in devising their own wheels
- effective participators and teamworkers through the successful completion of the task as a group.

What might learners do next?

Learners can apply the knowledge gained through the wheel activity to their placement or work situations. It will support observations of individuals in Early Years, care and community settings, which will inform individual care and learning plans.

Learners can go on to discuss and explain relevant care needs of individuals at different life stages and consider the effects of life events on the developmental process.

Embedding literacy, language and numeracy

The activity involves written and oral communication skills. It also provides opportunities for assessing group interaction and problem solving skills.