**HOSA Mini Lesson: Growth & Development**

*Objectives:*

Upon completion of this lesson, students will have sufficient knowledge of, and be able to:

1. Identify Erikson’s stages of development.
2. Explore reflexes of newborn.
3. Describe physical development in infancy.
4. List the milestones and ages for infancy.

3. Identify the changes in early childhood.

4. List the changes during late childhood.

5. Define development changes during adolescence.

6. Name developmental tasks of young adulthood.

7. Outline the physical and emotional changes during middle adulthood.

8. Summarize the changes experienced during late adulthood.

*Time:*

* Lecture on growth & development (1/2 class)
* Paper doll activity (1/2 class)
* Aging simulation activity (1/2 class)

*Materials:*

* ppt/video
* materials for paper dolls (construction paper, google eyes, markers, etc) assign class members different stages of development; they make a paper doll of themselves at the assigned stage; paper accompanies doll that explains changes including physical, cognitive, social, mental & emotional changes from previous stage
* Geriatric simulation activity

eyes vision simulator <https://www.good-lite.com/products/200773>

masking tape for pointer and thumb to demonstrate arthritis – tape dominant hand first and non-dominant hand second

soft drink full strength & soft drink ½ strength (labels removed)

small candies individually wrapped

*Instruction:*

1. Share PowerPoint on Growth & development (18:06 minute video)
2. Assign each student to one developmental stage. They are to make a paper doll of themselves at their assigned developmental stage. Characteristics should include physical, mental, social & emotional areas.
3. Type report of the changes addressed by the paper doll.
4. Participation in the geriatric simulation activities: students tape fingers (pointer & thumb both hands) with 12 inches of masking tape (have students unwrap candy, sign name, remove small candies from daily dose medication package, remove coin from change purse, button a shirt). Students move through activities that will demonstrate difficulties of aging- taste difference in soft drink, use of glasses and activities with arthritis.

*Assessment:*

1. Written test

 2. Paper doll & typed report

*Standards:*

NCHSE

2.1.6 Describe appropriate interactions with patients throughout various stages of psychosocial development

*For additional Curriculum Crosswalks see* [*CE Useful Tools*](http://hosa.org/CEUsefulTools)