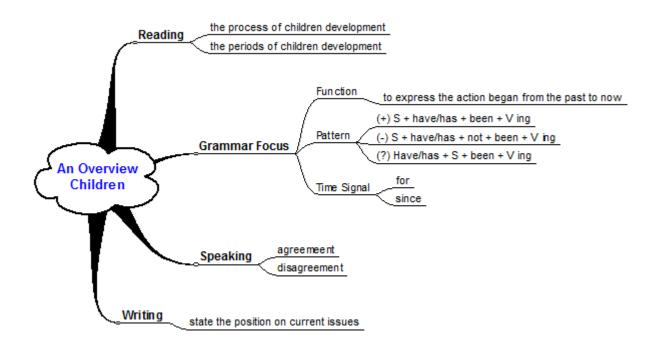
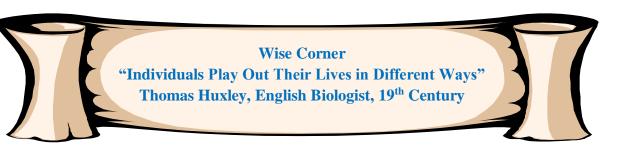


AN OVERVIEW CHILD DEVELOPMENT

By the end of the meeting, the students are able to know the process and the periods of children development in detail, understand the function and the pattern of present perfect continuous, and they are also able to express the agreement and disagreement correctly.







Warm Up

- 1. Do you like children? Why?
- 2. What do you know about children's development?
- 3. Do you know about children's process and periods? explain

AN OVERVIEW CHILD DEVELOPMENT

Twentieth-century Spanish-born American philosopher George Santayana once reflected, "Children are on a different plane. They belong to a generation and way of feeling properly their own." Let's explorer what that plane is like.



DEVELOPME





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EXPLORING WHAT DEVELOPMENT IS

Why study children's development? As a teacher, you will be responsible for a new wave of children each year in your classroom. The more you learn about children's development, the more you can understand at what level it is appropriate to teach them. Just what do psychologists mean when they speak of a person's "development"? **Development** is the pattern of biological, cognitive, and socio emotional changes that begins at conception and continues through the life span. Most development involves growth, although it also eventually involves decay (dying).

PROCESSES AND PERIODS

The pattern of child development is complex because it is the product of several processes: biological, cognitive, and socio emotional. Development also can be described in terms of periods.

Biological, Cognitive, and Socio emotional Processes *Biological processes* produce changes in the child's body and underlie brain development, height and weight gains, motor skills, and puberty's hormonal changes. Genetic inheritance plays a large part.

Cognitive processes involve changes in the child's thinking, intelligence, and language. Cognitive developmental processes enable a growing child to memorize a poem, figure out how to solve a math problem, come up with a creative strategy, or speak meaningfully connected sentences.

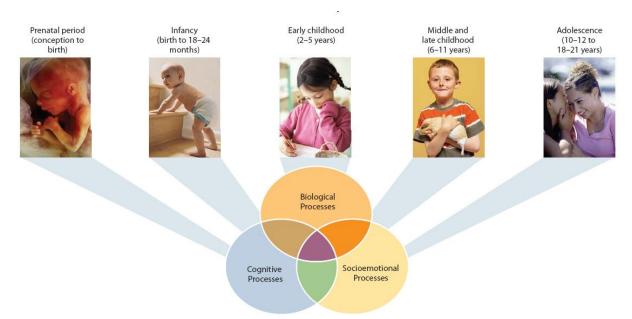
Socio-emotional processes involve changes in the child's relationships with other people, changes in emotion, and changes in personality. Parents' nurturance toward their child, a boy's aggressive attack on a peer, a girl's development of assertiveness, and an adolescent's feelings of joy after getting good grades all reflect socio-emotional processes in development.

Biological, cognitive, and socio-emotional processes are inextricably intertwined (Diamond, Casey, & Munakata, 2011). Consider a child smiling in response to a parent's touch. This response depends on biological processes (the physical nature of touch and responsiveness to it), cognitive processes (the ability to understand intentional acts), and socio-emotional processes (the act of smiling oft en reflects a positive emotional feeling, and smiling helps to connect us in positive ways with other human beings). Two rapidly emerging fields further explore this connection across biological, cognitive, and socio-emotional processes:

Developmental cognitive neuroscience, which explores links between development, cognitive processes, and the brain (Diamond, Casey, & Munakato, 2011; Nelson, 2011), For example, later in this chapter you will learn about connections between developmental changes in regions of the brain and children's thinking.

Developmental social neuroscience, which examines connections between socioemotional processes, development, and the brain (Bell, Greene, & Wolfe, 2010; de Haan & Gunnar, 2009). For example, later in this chapter you will read about developmental changes in the brain and adolescents' decision making and risk-taking behavior.

Periods of Development For the purposes of organization and understanding, we commonly describe development in terms of periods. In the most widely used system of classification, the developmental periods are infancy, early childhood, middle and late childhood, adolescence, early adulthood, middle adulthood, and late adulthood.



Infancy extends from birth to 18 to 24 months. It is a time of extreme dependence on adults. Many activities are just beginning, such as language development, symbolic thought, sensor motor coordination, and social learning.

Early childhood (sometimes called the *preschool years*) extends from the end of infancy to about 5 years. During this period, children become more self-sufficient, develop school readiness skills (such as learning to follow instructions and identify letters), and spend many hours with peers. First grade typically marks the end of early childhood.

Middle and late childhood (sometimes called the *elementary school years*) extends from about 6 to 11 years of age. Children master the fundamental skills of reading, writing, and math, achievement becomes a more central theme, and self-control increases. In this period, children interact more with the wider social world beyond their family.

Adolescence involves the transition from childhood to adulthood. It begins around ages 10 to 12 and ends around 18 to 21. Adolescence starts with rapid physical changes, including height and weight gains and development of sexual functions. Adolescents intensely pursue independence and seek their own identity. Their thought becomes more abstract, logical, and idealistic.

Adult developmental periods have been described, but we have confined our discussion to the periods most relevant for children's and adolescents' education. The child and adolescent periods of human development are shown in Figure 2.1 along with the processes of development (biological, cognitive, and socio emotional). The interplay of these processes produces the periods of human development.



Conception (n) : pembuahan
Involve (v) : melibatkan
Overview (n) : gambaran
Pattern (n) : pola
Underlie (v) : mendasari

Produce (v) : menghasilkan
Nurturance (Adj) : merawat
Aggressive (Adj) : agresif
Attack (v) : menyerang
Adolescent (n) : remaja

Consider (v) : mempertimbangkan

extend (v) : meluas pursue (v) : mengejar

interplay (v) : saling mempengaruhi

Task 1

Reading Comprehension

- 1. What is the nature of development?
- 2. What are the main developmental issues? What conclusions can be reached about these issues?
- 3. What implications does the concept of development have for the notion of "appropriate" learning?
- 4. In what century was it found?
- 5. Mention the classification of the developmental periods!

Task 2

Read the text. Are the statements true or false?

- 1. Infancy is a time of extreme dependence on adults. (T/F)
- 2. Children master the fundamental skills of reading, writing, and math, and achievement in elementary school years. (T/F)
- 3. Developmental social neuroscience examines socio-emotional processes. (T/F)
- 4. Pattern of child development is complex. (T/F)
- 5. The developmental periods are early childhood, infancy, middle and late childhood, adolescence. (T/F)

Task 3

Underline 7 nouns, 7 verbs, 7 adjectives and 7 adverbs in the text then mention their classifications

No	Noun	Verb	Adjective	Adverb
1.				
2.				
3.				
4.				
5.				
6.				
7.				



Let's Study Present Perfect Continuous easily

	It is used to ask or say now long something has been happening. This time the action or			
	situation began in the past and is still happening or has just stopped.			
	eg. It is raining now. It began to rain two hours ago and it is still reining.			
	It has been raining for 3 hours			
\triangleright	Present perfect continuous are often used in this way, especially with how long, for and			

Present perfect continuous are often used in this way, especially with how long, for and since

Here are some more examples:

- Jessica has been waiting for her boy friend since an hour ago
- Roy has been waiting the bus for 30 minutes
- Have the students been studying math for an hour and a half?
- Helen hasn't been feeling very well recently

Task 4

You have to ask questions with "how long" in this exercise. example: it is raining. How long has it been raining?

5. My father is smoking. _____

1.	My mother sells the refrigerator. How long
2.	My friend, Linda is living in Main Street. How
3.	My younger sister plays piano
4.	My leg is hurting

Fill in the blank with. Since or for! 1. What have they been reading	Task 5	5			
2. Those diligent students have been busy	Fill in	the blank with. Since or for!			
3. Roy started working in the post office in 1995. He has been working in office post office	1.	What have they been reading left the house?			
17 years. 4. It hasn't been raining last week 5. My spouse has been living in Indonesia 10 years Agreement and disagreement 1. The following expression can be used to show that someone agrees. Yes, I agree	2.	Those diligent students have been busy hours.			
Agreement and disagreement 1. The following expression can be used to show that someone agrees. Yes, I agree I agree with you I don't have any abjection to it 2. The following expressions can be used to show that someone disagrees. I don't think I agree with you I entirely disagree with you I can't accept it Task 6 Find the right answer! 1. Lawyer : Tom, your wife wants to get half of the property, the environment and also the children Tom : I don't get along with that she claims too much, think. The underlined expression shows (A) disagreement (C) uncertainty (E) agreement (B) impossibility (D) inability 2. Harry : I'm thinking about going camping next holiday? Donny : It's great. I think. The underlined expression expresses (A) certainty (C) agreement (E) opinion	3.				
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What do you think of your "honey roasted chicken?"

(C) introduction

(D) preference

I'm extremely satisfied with the dishes you served me.

: Yes, I get a long with your opinion. I will call on again next time

(E) ability

3. Waiter

Don

(A) capability(B) agreement

The underlined sentence expresses

: Have you heard that Anita has been promoted to a higher position 4. X : I think she is a right person in the position. Y because her educational background is great and X her experience in the field is fantastic. (D) it's a nuisance (A) It is terrible (B) I don't have any objection to it (E) I don't think she is (C) I haven't heard about it : Do you agree that the company's new regulation is disappointing? 5. X : No, I entirely disagree with you because it is better than the old one The underlined word express ___ (C) disagreement (A) sympathy (E) reability (B) pleasure (D) incapability

Task 7

Work in pairs.

Make dialogue talking about expressing your idea and asking your friends' agreement or disagreement



Task 8

Write about the following topics state your position whether you are agree or not!

- Career women should put off their veil
- The government must provide good education for their citizens
- The president must not protect the corruptor
- The teachers or the lecturers should graduate all their students
- The teachers or the lecturers should share their attention to the students in the same portion.