

Life Cycle Project in a Small Group

Final task: The contents of the study units (see above) are examined in a practical way from the point-of-view of a family with children and presented in written form in 'life cycle folder'.

Objectives in relation to the competence of learning to learn

- to collect information needed
- to work in a group: communicate and share understanding
- to study individually and take responsibility of own part of the project
- to practice using different learning styles and methods (not only ones she/he is familiar with)
- to collect information needed using different methods
- to apply theoretical information to practical situations
- to give a summarized presentation of a number of issues (both oral and written presentation)
- to practice group-evaluation and self-evaluation skills
- to organise working time

Framework of Learning to learn descriptors

Time Management

Organization of the information

Motivation and self-esteem

Team work

Descriptors:

Organising information:

3.- I am able to identify the resources available (Internet, library, etc.) and to find the information I need.

4.- I am able to ask appropriate questions in order to learn about a situation, a procedure etc.

Team work:

8.- I am able to participate actively in the team.

18.- I am able to negotiate positively with the team to find solutions to arising issues.

Areas of knowledge within Adult Education		
Core skills	Communication and social skills	Science – Technology
<p>Objectives</p> <p>The goal is that the contents of the study units are examined in a practical way from the point-of-view of a family with children. The contents of the study units are combined as the following subject-oriented goals:</p> <ul style="list-style-type: none"> • The student is familiar with human psychological, physical and social development and the main factors influencing it and knows how to apply this information in the life cycle project • The student knows how to support the growth and development of customers with different age profiles and ethnic backgrounds • The student understands factors that influence the wellbeing of a family and an individual • The student learns the basics of counselling different types of customers by observing the customers' resources and their ability to cope with everyday activities • The student knows how to interview customers to find out about their needs and situations. 		

<p>Evaluation</p> <p>The life cycle project is evaluated by the teachers of each study unit, the group of students and the students themselves. The life cycle project is evaluated numerically as follows. The evaluation consists of the contents of the life cycle folder and active group work with the project.</p> <ul style="list-style-type: none"> - Self-evaluation of the group: how the group functioned, how the project was carried out - Individual self-evaluation: what I learned, what challenges did I come across <p><u>Criteria and scale of evaluation:</u></p> <p>Excellent: The life cycle folder combines theory and practise well. The folder is well organized and edited and some conclusions have been drawn. Sources are well marked and the use of appendices and extra material is well presented. The layout is interesting</p>

and easy to read and the instructions for written work have been followed very well. Group reflection is profound and well presented. Each member of the group has participated actively and strived for the creation of a good working environment.

Good: The life cycle folder shows some evidence of trying to applying theory and practise. The organization and conclusions are well on the way. The group is able to present the information they have collected and the things they have learned. There is some reflection but the whole process may seem unfinished. The sources have been marked and the appendices have been thought out. Instructions for written work have been followed. The layout is clear and rather easy to read. Each member of the group has taken responsibility for the work.

Satisfactory: The life cycle folder contains some theory or the theoretical part remains completely unattached to the life of the family studied. Attention has been paid to detail but there is no clear completion?. Organisation of the folder is unfinished and there are very little or no conclusions at all. The layout is unclear and appendices remain uncommented. The co-operation and division of tasks in the group needs to be developed.

Incomplete: There are some subjects or points-of-view missing from the life cycle folder. All group members have not participated in the work. The group has not attended the tutorials.

Preparation

Timing	Materials	Activity to be done	Where
Developmental psychology 30 hrs contact studies A Sociological View on the Life Cycle 12 hrs contact studies Nutrition 10 hrs contact studies Physical Development and How to Support It 12 hrs contact studies 10 extra hours of tutoring and four hours for presenting the projects The project is carried out in 1-2 months	Material given in class Literature related to the study units Material obtained by the students by themselves (Internet, professional magazines and books) Information gathered from the family Other materials (pictures, nutrition diary)	Individually and in small groups	In classroom, at home, in family visits

Process

0. The teacher / teachers present the project task and objectives to the students. The life cycle project brings together contact studies at school and individual studies in the students' own time.

1. In the beginning the students form groups of three people. The group chooses a family with children as the target of their project. This can't be the family of any of the students themselves.

2. The goal is that the study units are discussed in theory in class and then the group examines the theoretical information in practise by interviewing and observing the family they have chosen; the everyday life of the family and the growth and development of the family members.

3. Instructions for the Life Cycle Project is given to students:

"Discuss the wellbeing of the family and the stages of development of the family members (children of different ages, adults and possibly grandparents) by observing and interviewing them. Make sure you gather information from the point of view of all the study units involved. What are the key issues for each family member and how do they influence the wellbeing of the whole family on a physical (nutrition, rest, exercise) psychological and social level. When working with the project make sure you have a professional touch to your work, which means that you may not criticise or question the family's way of life, for example you do not give the family advice on how to raise children or how they should live their life. Information regarding the families is confidential."

4. The whole project work is put together as a life cycle folder where the students need to apply theoretical information to the insights received from the family. As an extra source they may use books, web pages, professional magazines, family pictures, etc. The outline for the life cycle folder is:

- 1) Family and the development stages of the family
- 2) Developmental tasks of the family members
- 3) Physical wellbeing of the family (nutrition, rest, exercise)
- 4) Wellbeing and health of the family.

5. The life cycle project is presented orally to the whole class. To accompany the presentation the group puts together a wall poster which helps them to

demonstrate the key issues related to the family. In addition, transparencies, charts and pictures can be used. The group presentation can last for 30 minutes after which the group hands their written folder to the instructor to be evaluated.

Guidelines about learning styles

For the development of the task, the following learning styles will be considered:

- **Visual learning style:**
 - Contact studies:
 - transparencies, pictures, charts
 - illustrated material provided by the groups
 - Life cycle project:
 - charts in the folders/posters and pictures of the family

- **Auditory learning style:**
 - Contact studies:
 - lectures
 - group work
 - discussions
 - Life cycle project:
 - group discussions
 - observing the family
 - interviewing the family

- **Kinesthetic learning style:**
 - Contact studies:
 - group work
 - Life cycle project:
 - visits to the family
 - putting together the life cycle folder
 - putting together the poster