

Digression #3: Human Growth and Development

(Stages of Development => Birth to 24-years-old)

To-be or not-to-be YOU
is now your-choice!
Courtesy of A.I.

— PART 1 —

From the Perspectives of the Child

- 1) **Birth > 2-years-old:** What am I > physically? => Touch and Feel Learning
- 2) **2-years-old > 8-years-old:** Who are these big People? Observation Learning => Sound + Behavior Learning
- 3) **9 years-old > Puberty:** How do we relate to each other? Speech + Body Language => Communication Learning
- 4) **Puberty > 18-years-old:** Cultural-driven schooling => Rote and Regurgitation Learning
- 5) **18-years-old > 24-years-old:** Learn by Doing — something/anything => Conform and Comply Learning
- 6) **24-years-old > +++:** Solo-doing > comparatively + competitively

— PART 2 —

From the Perspectives of today's Adults + Teachers

- 1) **Birth > 2-years-old:** What am I > physically? => Stimulation and Distraction Learning
- 2) **2-years-old > 8-years-old:** Who am I to these big People? Extending childhood + Subscription Learning
- 3) **9 years-old > Puberty:** How do we relate? Extending childhood + Cultural Conformance and Compliance Learning
- 4) **Puberty > 18-years-old:** Cultural-driven schooling => Conform and Comply + Rote and Regurgitation Learning
- 5) **18-years-old > 24-years-old:** Learn by Doing — something/anything
- 6) **24-years-old > +++:** Solo-doing > comparatively + competitively

— PART 3 —

From the Perspectives of the-NEED-to acquire Functional Adaptability

= Survival of the Fittest — *Intellectually* — when going to live-in the U.S. during the Age of Automation.
U.S. Schooling should be a Prepping Experience, not a Teaching/Indoctrination Experience

- 1) **Birth > 2-years-old:** Allow child to observe and physically examine his/her body + immediate surroundings + caregivers = Sound and Body Language communication and speculation without distractions or stimulation. Should start learning at their own pace. Best toys = pots, pans and cardboard boxes. Don't curtail their curiosity. However, door latches, bottle tops and safety fences and large doses of Common Sense are most appropriate. Humans give birth to Babies, not Pets. Avoid Mommy-Dearest temptations at all costs.
- 2) **2-years-old > 8-years-old:** Exploration of immediate Habitat, its Environs, Environment, the neighbors, their neighborhood, its components and services. The World they live in is a big place. Children need time to ingest and then digest and file what they *can-see* and hear before being exposed to what they *can't-see* and hear.

Learn How-to Communicate with other Human Beings. Speak English without Cultural or Regional Dialect at 100–120 wpm with a 3,000 word vocabulary; write both Script and Print at 30 wpm + Read Emergency Signs. Plus, some simple arithmetic that focuses on the Family Budget. Children are incapable of Abstract Thinking.
- 3) **9 years-old > Puberty:** Expand Communication Skills. Speak English without Cultural or Regional Dialect at 120–200 wpm with a 6000 word vocabulary. Write 240 – 360 word

summaries of a day's activities. Learn to write Postulates. Expand arithmetic to include Division + Multiplication + Percents + limited fractions + measurement (inches and metrics) and introduce the World they can't see — an overview of STEM components.

- 4) **Puberty > 18-years-old:** What is happening to me? What are the physical implications? How do I deal with this? Expand Communication Skills. Build a 12,000 word vocabulary. Meet the Cultural + Social + Government structure you live in, The Law, your Rights and privileges, your responsibilities, your expected participation, Your protections => The Rules of Law: Constitutional and Statute +++ the 7th Amendment and the 9th Commandment.

Examine the STEM components and write a Postulate for each. Expand Intellectual Acuity and Ambient Intelligence
- 5) **18-years-old > 24-years-old:** Apprenticeships – Internships – entry-level employment – Prepping for Professional Services – Prepping for Specialized Services => Conform and Comply Learning. Enhance Adaptive capabilities.
- 6) **24-years-old > +++:** Solo-doing > comparatively + competitively. What am I doing + learning + expanding + acquiring Skills. Does this contribute to my capabilities, my competencies, my employability, my Career?

Becoming Consciously Consequential