

Due on or before April 13th

My Baby Book: A Record of Development

You will design and create a personal baby book that discusses many aspects of your personal development since day one! Follow the guidelines below (and exactly in this order) to create your baby book. You may use your mom, dad, or other family references to connect your past to the developmental concepts we will discuss in this unit. This is a *creative* assignment. Your baby book should not only contain personal and factual information, but it should also be decorative and unique to your personality. You should have a total of five pictures in your baby book. (I have placed them throughout the assignment below.) You should be creative, colorful, insightful, and careful of detail.

Section 1: Your General Fact Sheet(s)—Include graphics and detail wherever possible.

- A. In one paragraph, describe your mom's pregnancy with you.
- B. Why were you given your name?
- C. What were the other names your parents were considering? Include both male and female names.

Section 2: Your Physical Development—Include graphics and detail wherever possible.

1. How long was your mom in labor?
2. What was your birth weight and length?
3. Photo: Include a baby picture taken of you at or right around birth.
4. How many months old were you when you learned to sit up?
5. How old were you when your first tooth came in?
6. How old were you when you took your first step?
7. When were you officially potty trained?
8. When did you lose your first tooth?
9. Compare your development for items #4, 5, and 6 with the averages. (Your book may be a good start.)
10. Create a timeline of the average brain development.
11. Discuss myelination and at which point you might personally be affected.
12. What is your current vision? (Do you have 20/20 vision? Do you wear glasses, contacts, etc.?)
13. At what age did you get glasses or contacts?
14. Define "puberty" (of course, in your own words!). Based on the characteristics of puberty, explain whether adolescence comes at a fixed age for all.
15. Photo: Include a picture of yourself around the age of puberty.
16. Make up and write a story about two friends (the same gender as you), one who is an early bloomer and one who is a late bloomer. How are their experiences different, better, or worse? What comes out of both of their experiences?
17. Draw up a "compare/contrast" list between males and females for all the physical changes in both genders' adult years. Define all terms, and provide results or consequences wherever appropriate.

Section 3: Your Language Development—Include graphics and detail wherever possible.

18. What was your first word?
19. When did you first say this word?
20. Why was this word your first?
21. Were there any funny sounds, words, and/or phrases you used to use?
22. If so, what were these sounds, words, and/or phrases supposed to mean?
23. Define telegraphic speech, overgeneralization, and overextension (in your own words).

(continued)

24. Did you use these forms of speech in any way? How? Provide examples.
25. Did you experience any language barriers during language formation (i.e., stuttering, lisps, etc.)?
26. Photo: Include a picture of yourself in the late-childhood years.

Section 4: Your Social-Emotional Development—Include graphics and detail wherever possible.

27. Who were you most attached to and why?
28. Define “imprinting” and explain whether this theory supports your attachment.
29. Were there any objects that you formed attachments with?
30. Were these attachments formed similar to Harlow’s “contact comfort”? Why or why not? First, make sure to explain what “contact comfort” is.
31. Explain the overall effects of having no attachments in one’s childhood. Include a personal example if you feel as though you fall into this category.
32. Photo: Include a picture from your early childhood years.
33. Summarize what adults experience, regarding later intimacy and attachment, as a result of the various infancy attachment levels.

Section 5: Your Cognitive Development—Include graphics and detail wherever possible.

34. Create or find a comic strip about an adolescent who is clearly in his/her early formal operational thinking stages. This should highlight the “personal fable” and “adolescent egocentrism” elements.
35. Admit to and explain, with your greatest humility, a specific time when you performed or experienced adolescent egocentrism, personal fable, and imaginary audience. (You know we all did, so go ahead and tell!)

Section 6: Your Moral Development—Include graphics and detail wherever possible.

36. Write a short paragraph explaining “where you are” regarding James Marcia’s theory of development. For extra credit (five points), write a second paragraph explaining where your teacher is regarding James Marcia’s theory of development. Make sure you explain why you think you (and your teacher) are placed specifically!
37. Photo: Include your most recent (late-adolescent) picture (i.e., senior picture?).

Section 7: Your Personality Development—Include graphics and detail wherever possible.

38. Look at the “temperament theory” and Thomas and Chess’ temperament categories. Explain what type of child you were, based on this information. Give detail or examples.
39. Write a personal journal (one to two pages) about why stages #5 and #6 of Erikson’s eight stages of personality development may be the highest hurdles to jump in life. Think about your junior high and high school years and what’s to come in your post-high school years. Include physical, emotional, and cognitive aspects, and explain how these all fit into Erikson’s stages #5 and #6.

This should be fun and easy to do as long as you budget your time appropriately. I guarantee I will be able to tell if this assignment was started and finished the night before it is due. Pace yourselves and have fun!

Developmental Psychology Project

Due on or before April 13th

As we talk about different developmental Psychologists and different theoretical proposals for cognitive, moral and social development, it seems that we should attempt to put these theories into practice.

With a partner or individually, you are to observe and interact with one child between the ages of 3 and you're your interaction should be over a series of several days to eliminate any confounding variables on a single occasion.

You will be attempting to assess the child's development in a number of different areas (do not simply expect that all children will neatly fall into the stages which the theorists propose).

You will observe the child in the following areas: physical, language use, cognitive, social, moral development, their humor and any other areas that you may encounter.

You should not only describe what the child says, does and how he/she looks, but also apply the various theories of development to the child: Freud, Piaget, Erickson, Gilligan, linguistic theory, Kohlberg and others that may apply to the child's behavior. **LOOK ONLINE FOR IDEAS AND SEE HOFMANN FOR IDEAS AND ACTIVITIES TO DO WITH THE CHILD.**

The purpose of this assignment is to help you integrate the various theories into a case study. Discuss areas in which there are discrepancies, or unexpected results. Can you hypothesize about why the differences have occurred?

YOU MUST HAVE THE PARENT SIGN THE PERMISSION FORM. BE SURE YOU EXPLAIN YOUR PURPOSE AND YOUR PLAN. GIVE ONE COPY OF THE PERMISSION TO THE PARENT AND KEEP ONE COPY FOR OUR RECORDS.

Your interaction may take the form of an interview, games, cognitive assessments, test of conservation or any other means that will clearly identify the level of functioning of the child whom you are researching.

In your paper specifically refer to the methods employed to evaluate the child. Paper should be typed, 12 pt. font, normal margins, double spaced and 3-5 pages in length.

Have fun!! Be Creative



Example Questions:

- A. Where does the sun go at night?
- B. Could you become a girl (boy) if you want to?
- C. What are clouds made of?
- D. How old do you think I am?
- E. Where do dreams come from?
- F. Does your brother (sister) have any brothers (sisters)?
- G. Does your mother have a mother?

- H. Were your parents ever little?
- I. What makes the leaves fall off the trees?
- J. Billy got mad while he was eating. He threw one glass on the floor and broke it. John was helping his mother clean cupboards. He accidentally tripped and broke six glasses he was carrying. Who was more naughty - Billy or John?

These questions correlate well with Piaget's and Kohlberg's theories. You can and should formulate your own questions to correlate with these theorists and others.

SEE HOFMANN FOR IDEAS AND ACTIVITIES TO DO WITH THE CHILD.

Permission Form: Developmental Project (STUDENT COPY)

Our Advanced Placement psychology class at Mead High School is conducting a developmental project. Students taking psychology have been asked to test a child between the ages of 3 and 8 for application of some of the developmental theories we have discussed in class. Among these theories are cognitive skills, language acquisition, moral development and social skills. We are asking that our students obtain the permission of a parent or guardian before conducting any of the observations/tests. Please sign below if you agree to permit your child to participate in the study. **Feel free to remain present for the entire testing element and to discontinue any tests that you are not completely comfortable with.** Thank you for your help in the completion of this project.

Parent or guardian name (print) _____

Signature of parent or guardian _____

←---Cut on line-----→

Permission Form: Developmental Project (PARENT/GUARDIAN COPY)

Our Advanced Placement psychology class at Mead High School is conducting a developmental project. Students taking psychology have been asked to test a child between the ages of 3 and 8 for application of some of the developmental theories we have discussed in class. Among these theories are cognitive skills, language acquisition, moral development and social skills. We are asking that our students obtain the permission of a parent or guardian before conducting any of the observations/tests. Please sign below if you agree to permit your child to participate in the study. **Feel free to remain present for the entire testing element and to discontinue any tests that you are not completely comfortable with.** Thank you for your help in the completion of this project.

Parent or guardian name (print) _____

Signature of parent or guardian _____