

# Psychology

## Lesson Packets 11-16

## Chapter 10

I hope this finds you and your family safe and well. You are in my thoughts every day. If you have any questions, please feel free to livegrades a message. I check it several times daily.

**Day 11** Study text pages 274-277. Answer the "Assessment" questions 1-5 on your own paper.

**Day 12** Study text pages 278-282. Create a timeline from Birth -2 years old that depicts approximate ages for reflexes, motor development, and perceptual development.

**Day 13** Study text pages 284-288. Complete the "Parenting Practice Page (1-6). You may include those on the same page as Day 11 questions if you label them really well!

**Day 14** Study text page 294-297 and the information page "Piaget's Stages of Intellectual Development". Complete the crossword by numbering 1-14 on your own paper. Use the information from text and activity to do the 4 application examples.

**Day 15** Study text pages 297-299. On your own paper, complete Part B number 1-6. You will list Kohlberg's Stage and explain how you know the answer.

**Day 16** Complete the four "Section Quizzes".

Day 11 ↘

# CHAPTER 10

## INFANCY AND CHILDHOOD

**Objectives** Students will learn ...

1. why and how psychologists study development.
2. how both heredity and environment contribute to the development process.
3. how one would describe development as a process of stages versus continuity.

**Vocabulary** Preteach the following terms: developmental psychology, maturation, critical period

**Objectives** Students will learn ...

1. how physical growth is important from conception through childhood.
2. what reflexes are, and how they are beneficial.
3. what motor development is.
4. what infants learn through the process of perceptual development.

**Vocabulary** Preteach the following terms: infancy, childhood, reflex

Day 12 ↘

Day 13 ↘

**Objectives** Students will learn ...

1. why attachment is vital to human relationships.
2. how styles of parenting differ.
3. some issues associated with child abuse and neglect.
4. how outside child care affects children's development.
5. the importance of self-esteem to developing children.

**Vocabulary** Preteach the following terms: attachment, stranger anxiety, separation anxiety, contact comfort, imprinting, authoritative, authoritarian, self-esteem, unconditional positive regard, conditional positive regard

Day 14 ↘

**Objectives** Students will learn ...

1. the stages of Piaget's theory of cognitive development.
2. how Kohlberg used a moral dilemma to illustrate his theory of moral development.

**Vocabulary** Preteach the following terms: sensorimotor stage, object permanence, preoperational stage, concrete-operational stage, formal-operational stage, preconventional moral reasoning, conventional moral reasoning, postconventional moral reasoning

Day 15 ↘

Day 16: Review!



# PARENTING PRACTICE

DAY 13

**Directions:** Read each situation in the first column and the parental response in the second column. Then write in the third column the parenting style (authoritarian, democratic/authoritative, permissive, or uninvolved) that best describes the parent's actions.

Situation	Parental Response	Parenting Style
1. A grandmother gives junk food to her grandchild during visits to her house.	The mother lets the child eat the junk food.	
2. A eighth grader keeps forgetting to take her homework to school.	The father helps the child establish a checklist and develop skills to be more organized.	
3. A teenager stayed overnight at a friend's house. The next day, the friend's parent calls to say that they discovered empty beer cans in the basement garbage. The friend admitted to his parents that they had each drunk two beers.	The father confronts the teen and, without any discussion, forbids him from going to his friend's house ever again.	
4. A mother is out of town on business. The father is working more than 60 hours a week in a stressful job. When he comes home, he is too tired to notice much that is going on at home. The neighbor calls to let him know that his daughter is sneaking out at night and driving off with her boyfriend.	The father, too tired to get into an argument, decides to wait until his wife comes home, since she will know what to do.	
5. A first grader has developed a friendship with a boy at school who is often disrespectful. The first grader gets mad during dinner one night and calls his mother a bad name.	The mother washes the boy's mouth out with soap.	
6. A ninth grader has to get up one hour earlier this year to get to high school. The first few days of the new school year his mother has had to repeatedly call for him to wake up.	The mother tells her son at breakfast that they will meet that evening to discuss how he can take more responsibility for getting up in the morning.	

Day 14

## Piaget's Stages of Intellectual Development

Carefully read the following information about psychologist Jean Piaget's concept of how children learn. Note the name of each stage of cognitive development, the age of the child at that stage, and the intellectual accomplishments that occur during that stage. You will use this information in the next activity.

### How Children Learn

Child develops a system for understanding a situation or a way of knowing (schema).

Child fits new information into existing ways of knowing (assimilation).

Child develops new schema for new information (accommodation).

### Stages of Cognitive Development

#### ● Sensorimotor—birth to Age 2

Child acts on the environment by knocking down blocks, making sounds, finding toes.

Child sees an object and reaches for it.

By one year of age, a child realizes that objects still exist although the object is no longer seen (object permanence).

Child cries when parent is no longer present (separation anxiety—no person permanence).

#### ● Preoperational—ages 2 to 6

Child starts to represent the world internally through language.

Child cannot take another point of view (egocentric).

Child thinks all objects have life (animism).

Child thinks human beings created everything (artificialism).

Child uses inaccurate logic by assuming that the characteristics of a specific idea can be applied to a similar idea (transductive logic). For example, birds fly and airplanes fly; therefore, birds must be airplanes.

Child classifies objects by only one trait; typically, it is by color.

#### ● Concrete—ages 6 to 12

Child begins to understand that objects can change shape without other changes in their characteristics (conservation).

Child understands and performs operations that go in the other direction (reversibility). An example is addition and subtraction.

Child draws conclusions from a number of specific facts (inductive logic).

Child classifies objects into larger classes of objects.

Child classifies by a number of characteristics.

#### ● Formal—from age 12 through life

Child thinks abstractly.

Child hypothesizes.

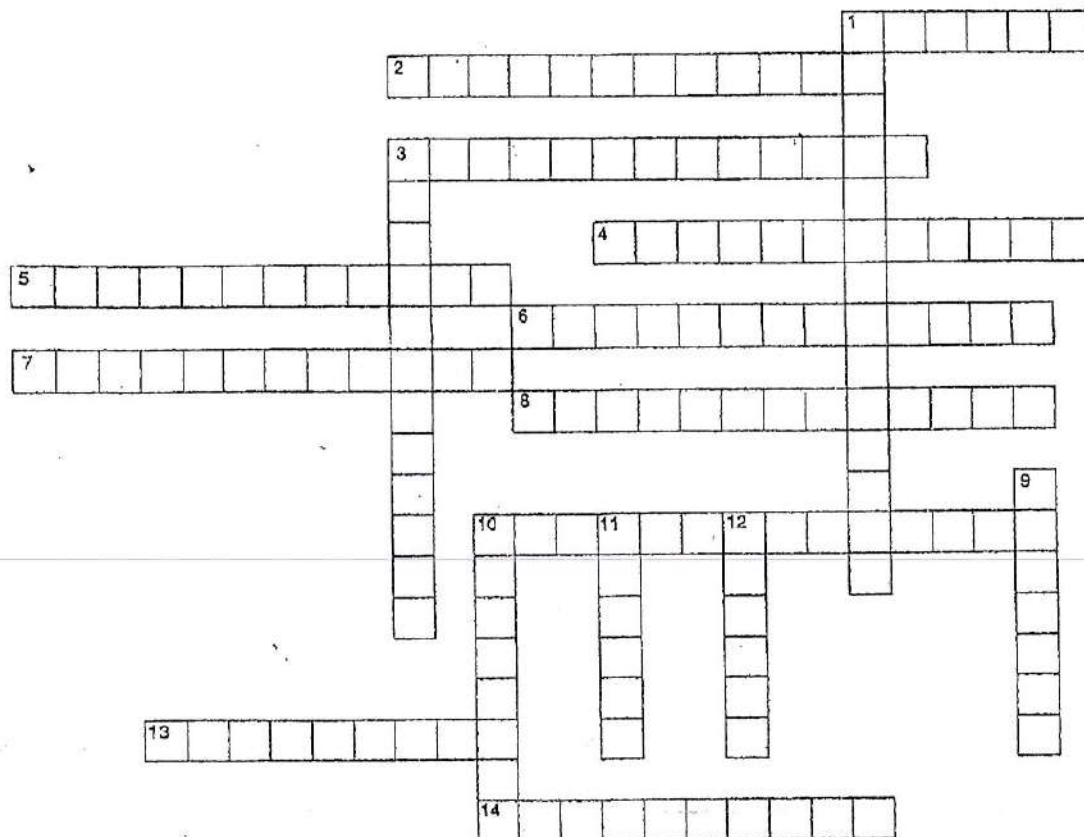
Child derives specific facts from a generalization (deductive logic).



## Piaget's Terms

Day 14

Use words from **Handout 40** to complete the puzzle.



### Cross

1. cognitive psychologist
2. name of the stage for children from birth to age two
3. child makes new schemes for new situations in the environment
4. quality of solving if-then propositions
5. child recognizes that all traits do not change because one quality changes
6. preoperational idea that all objects are made by humans
7. preoperational logic
8. quality that recognizes that operations can be undone
10. ability to categorize
13. type of logic that derives specifics from universals
14. seeing the world from only one point of view

### Down

1. second stage of cognitive development
3. fits new situations into existing schemes
9. quality that gives life to all objects
10. third stage of cognitive development
11. ways of knowing
12. last stage of cognitive development

Day 14

Name \_\_\_\_\_  
Date \_\_\_\_\_

## Application of the Stages of Cognitive Development

For each of the situations presented below, indicate the stage, the age, and the concept described. Be prepared to share and explain your responses.

1. Jake looks at a string of plastic beads; six are white and ten are blue. Jake is asked how many white beads there are and answers correctly. He is then asked how many plastic beads there are and answers ten.

a) Stage

b) Age

c) Concept

2. Carrie can solve the equation  $x^2 - 6x - 16 = 0$ .

a) Stage

b) Age

c) Concept

3. Kang loves to play peek-a-boo. He laughs when someone puts a blanket over his face and then pulls it away.

a) Stage

b) Age

c) Concept

4. Paolo sees a piece of ribbon tied in a bow. He unties the bow and stretches the ribbon to its full length. His mother asks him which is longer—the ribbon in the bow or the ribbon stretched out. Paolo answers that they are the same.

a) Stage

b) Age

c) Concept

## Kohlberg's Stages of Moral Development

Day 15

### Part A.

Read and study the stages of moral development as described by Lawrence Kohlberg.

#### Stage 1—Preconventional

Moral decisions are based on the consequences of the action. "Will I be punished?"

#### Stage 2—Preconventional

Moral decisions are decided on the benefits derived from the action. "Will I get what I want?" In this stage, decisions are also made on the principle of reciprocity. "Does the victim deserve it?"

#### Stage 3—Conventional

Moral decisions are determined by evaluating the action in terms of love and approval of family and friends. "Will my family or friends get mad at me?"

#### Stage 4—Conventional

Moral decisions are based on the precepts of law and/or religion. "Is it right according to the law?"

#### Stage 5—Postconventional

Moral decisions are based on fairness, justice, and truth. Oftentimes, civil law is superceded by a higher moral law as determined by conscience. "Is there a higher good that can come from the action I do?"

### Part B.

For each situation, decide in which stage of Kohlberg's theory the person is responding. On a different piece of paper, write the stage and the reason for your response. Be prepared to explain your rationale for choosing a particular stage.

1. Tamara has five tests in one day. She is a good student but did not have time to study for her French test. She knows the person who sits next to her in French class is also a good student. This girl has copied from Tamara on occasion. Tamara decides to look at the other girl's test for the questions she doesn't know. Besides, thinks Tamara, "I never should have five tests in one day anyway."
2. Scott thought about leaving school early and going to a baseball game. He stayed in school because he was afraid of getting caught.
3. Juanita's friends were at the mall, and someone suggested they do a little shoplifting just to see if they could get away with it. Juanita wouldn't participate and said stealing is wrong.
4. Muhammed lives with his mother in a poor section of the city. His mother is quite ill and needs outpatient services daily at a hospital some miles away from their home. Muhammed steals a car to take his mother to the hospital.
5. Martina, a young woman living in a war-torn region of the world, distributes food to orphans living in the streets. This activity is actually against the law. She frequently has to deceive the authorities in order to keep these children alive.
6. Grant wants to spend time after school volunteering at the hospital. However, he is a good basketball player, and practice interferes with this volunteer program. The coach and other teammates pressure him to play. Grant decides to play with the team.



Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

**Infancy and Childhood****Section Quiz****Section 1**

**MULTIPLE CHOICE** For each of the following, write the letter of the best choice in the space provided.

1. Why do developmental psychologists study infancy and childhood?
  - a. to learn about how early childhood experiences affect people as adults
  - b. to learn about the causes of developmental problems
  - c. to learn what types of experiences in infancy foster well-adjusted children
  - d. all of the above
2. How do stage theorists view development as occurring?
  - a. through stages
  - b. only in infancy
  - c. in varying order in different individuals
  - d. only when children are given the proper guidance
3. Which of the following is an example of continuous development?
  - a. throwing a ball
  - b. playing a game
  - c. growing in height
  - d. breathing
4. Which of the following terms refers to the automatic and sequential process of development that results from genetic signals?
  - a. kinship
  - b. maturation
  - c. environment
  - d. reflexes
5. Which of the following individuals was an influential stage theorist?
  - a. Arnold Gesell
  - b. John Watson
  - c. John Locke
  - d. Jean Piaget

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

**Infancy and Childhood****Section Quiz****Section 2**

**TRUE/FALSE** Mark each statement **T** if it is true or **F** if it is false. If false, explain why.

1. The fetal stage is the first eight weeks of an embryo's development in the mother's uterus.
2. As children develop, many reflexes disappear.
3. At birth, most infants' hearing is better developed than their eyesight.
4. Infants tend to prefer familiar stimuli.
5. Gross motor development refers to progress in coordinating major muscle groups, such as the arms, the legs, and the trunk.



Day 16

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

## Infancy and Childhood

### Section Quiz

#### Section 3

**MATCHING** In the space provided, write the letter of the term that matches each description. Some answers will not be used.

1. The emotional ties that form between people \_\_\_\_\_ a. authoritarian
2. A parenting style in which parents believe in obedience for its own sake \_\_\_\_\_ b. authoritative
3. A developmental disorder that prevents children from forming proper attachments with others \_\_\_\_\_ c. neglect
4. Fear experienced by infants when a stranger is nearby \_\_\_\_\_ d. unconditional positive regard
5. Failure to give a child adequate food, shelter, clothing, emotional support, or schooling \_\_\_\_\_ e. imprinting
6. Process by which some animals form immediate attachments during a critical period \_\_\_\_\_ f. permissive
7. Instinctual need to touch and be touched by something soft \_\_\_\_\_ g. self-esteem
8. Parents love and accept a child no matter how he or she behaves \_\_\_\_\_ h. feelings of attachment
9. Parents show love for a child only when he or she behaves in acceptable ways \_\_\_\_\_ i. contact comfort
10. Value or worth that people attach to themselves \_\_\_\_\_ j. stranger anxiety
- \_\_\_\_\_ k. separation anxiety
- \_\_\_\_\_ l. conditional positive regard
- \_\_\_\_\_ m. autism

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

## Infancy and Childhood

### Section Quiz

#### Section 4

**MULTIPLE CHOICE** For each of the following, write the letter of the best choice in the space provided.

1. What did Jean Piaget theorize about the development of children's thinking? \_\_\_\_\_
  - a. Boys are mentally superior to girls.
  - b. Girls are mentally superior to boys.
  - c. Children's thinking develops in a sequence of stages.
  - d. Children's thinking stops developing by age 10 or 11.
2. Which of the following examples would Lawrence Kohlberg most likely use in his study of moral reasoning? \_\_\_\_\_
  - a. a woman who kills a man because she has evidence he is a serial killer
  - b. a group of bandits that robs a train
  - c. a student who skips school to avoid taking a test
  - d. a man who slanders a neighbor he does not like
3. Which form of development is concerned with how people's thought processes evolve, or change over time? \_\_\_\_\_
  - a. physical development
  - b. perceptual development
  - c. social development
  - d. cognitive development
4. Which of the following best illustrates egocentrism? \_\_\_\_\_
  - a. A child sits in front of a television and blocks the view of other people.
  - b. A child believes that stars twinkle because they are happy.
  - c. A child thinks that a giant made the Rocky Mountains.
  - d. A child shares her dessert with a friend.
5. According to Kohlberg, at what level of moral reasoning does a person evaluate an action in terms of how it conforms to society's standards of right and wrong? \_\_\_\_\_
  - a. preconventional
  - b. conventional
  - c. postconventional
  - d. interconventional