

CD/Psych 10G Child Development: The Early Years

Research Project/Discussion

Group SIGN UP SHEET (50 points)

Spring 2013

Sign-up for a group research/discussion topic (7 groups). You will be given 20 minutes to present the topic and hold a discussion. The discussion would be among the members of the group, allowing for some audience participation. Topic options have been prepared. You must get approval to ADD a topic or add your name to a topic that has no space left to sign.

Please get your group research to me before the week you are to present so that I can approve it.

(Examples of additional topics include things like twins; violence in the media and society and bullying; how to raise a peaceful child, other)

Presentation Date	Topic Options	Sign up (5-6 members)
4/30	<p>Conception, Prenatal Development and Birth chapter 3</p> <p>1. Interview three mothers of varied cultural backgrounds about their birth experiences. Make your interviews open-ended- let them choose what to tell you, as long as they give at least 10 minutes of description. Then compare and contrast the three accounts, noting especially any influences of culture, personality, circumstances, or cohort. Type up your results along with your reflections. Go on the internet or do a library search and see if you can find any other information on cross cultural differences such as practices or beliefs in child birth and pregnancy. Share results and handouts with your discussion group members and give a copy of your complete research findings and handouts to the instructor. Keep a copy for yourself.</p> <p>OR</p> <p>2. The text states, that “many men want a son”. Is this true? Or is it a statement that continues to be handed down? Interview at least 5 men to find out if they follow this pattern. If they give the “socially acceptable answer” “It does not matter”, ask how the two sexes differ and what fathers should do for sons and daughters. Listen and take notes – don’t disagree. Tally and analyze and type up the responses. See if you can find more information on the internet or in the library about gender differences between fathers and mothers in how they treat their newborns or children. Share results and handouts with your discussion group members and give a copy of your complete research findings and handouts to the instructor. Keep a copy for yourself.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
5/9	<p>Physical Development in Infancy Chapter 4</p> <p>1. Ask at least 5 adults if they were bottle-fed or breast-fed and, if breast-fed, for how long. If anyone does not know, or if anyone expresses embarrassment about how long they were breast-fed, that itself is worth noting. Is there any correlation between adult body size and mode of infant feeding? Type up the results. Go on the internet or do a library search and find any other information on breastfeeding, such as the benefits, statistics of breastfeeding in the USA and cross culturally, or anything on being breast fed and later adult body size etc. Share results and handouts with your discussion group members and give a copy of your complete research findings and handouts to the instructor. Keep a copy for yourself.</p> <p>2. Or you can select a topic that <u>you have discussed in advance with the instructor and received advance approval from the instructor.</u></p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

5/14	<p>Cognitive Development in Infancy Chapter 5</p> <p>1. Test and videotape at least one baby on their ability to search for a hidden object. Be sure to get written parental permission which you will bring in as proof. See if you can find one under 12 months old. If the infant can immediately find the object, make the task harder by pausing between the hiding and searching or by secretly moving the object from one hiding place to another. Video tape (again with written permission) a two year old and then compare the differences. Bring in your videotapes to share. Type up your results. Do a library search or internet search and find out more information on early concept/ object development. Also try to find some good websites for supporting cognitive development in babies and young children that would be helpful for parents and teachers and type up a list. Share results and handouts with your discussion group members and give a copy of your complete research findings and handouts to the instructor. Keep a copy for yourself.</p> <p>2. Or you can select a topic that <u>you have discussed in advance with the instructor and received advance approval from the instructor.</u></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
5/23	<p>Socioemotional Development in Infancy Chapter 6</p> <p>1. Ask at least 5 adults if they slept in the same bed with their parents as babies or children. Ask them if they now have children and if their children sleep with them or ever slept with them. Be sure to ask about their cultural background such as what country they were born and raised in and any cultural beliefs about children sleeping in the family bed or with their parents. Write up your results. Then see what you can find on the internet regarding the "Family Bed" and cross cultural differences in children sleeping in the same bed with their parents. Also, submit your resource list and reflections. Share results and handouts with your discussion group members and give a copy of your complete research findings and handouts to the instructor. Keep a copy for yourself.</p> <p>2. Or you can select a topic that <u>you have discussed in advance with the instructor and received advance approval from the instructor.</u></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
5/28	<p>Physical Development in Early Childhood Chapter 7</p> <p>1.) Go to a preschool program for children aged 2 to 5. Be sure to bring your visitors pass as evidence of your visit. Observe them during outdoor play. Note the motor skills that the children demonstrate, including abilities and inabilities, and keep track of age and sex. What differences do you see among the children? Does anything surprise you? Type up your results. Do an internet or library search to see if you can find any articles or information on gender differences in preschool children in their gross and fine motor skills. Find websites that try to promote healthy development in young children and then type up a list or these resources or websites and your results. Share results and handouts with your discussion group members and give a copy of your complete research findings and handouts to the instructor. Keep a copy for yourself. Have your discussion group discuss their experience growing up regarding games and sports they use to play as children. Also try to see if there was a link with physical activity and weight.</p> <p>OR</p> <p>2.) Ask several parents to describe each accidental injury of their children, particularly how it happened and what the consequences were. What primary, secondary, or tertiary prevention would have made a difference? What was the response of the parents and the medical community? What percent of the injuries were truly "accidents"- that is, unforeseeable events that could not have been prevented? Type up these responses and your analysis. Also, Do an internet or library search to find any websites that have additional statistics on accidents safety in children or articles or information on accident prevention in children. Also try to find websites that try to promote healthy development in young children and then type up a list of these resources or websites Share results and handouts with your discussion group members and give a copy of your complete research findings and handouts to the instructor. Keep a copy for yourself.</p> <p>OR 3. Or you can select a topic that <u>you have discussed in advance with the instructor and received advance approval from the instructor.</u></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

6/4	<p>Cognitive Development in Early Childhood Chapter 8</p> <p>1.) Until you replicate Piaget’s conservation experiment, you may find it hard to believe that young children are preoperational. The easiest experiment is conservation of liquids (pictured in figure 9.1) Find a child under age 5 and videotape. Be sure to get written parental permission which you will bring in also. Make sure the child himself or herself tells you that two identically shaped glasses contain the same amount of liquid. Then carefully pour one glass of liquid into a narrower, taller glass. Ask the child, which glass contains more now or if the glasses contain the same amount. Type up your results. Do an internet or library search to see if you can find any additional articles or information on cognitive development in preschool children. You could also try to find websites that try to support cognitive development in young children and then type up a list of these resources or websites. Share results and handouts with your discussion group members and give a copy of your complete research findings and handouts to the instructor. Keep a copy for yourself.</p> <p>2.) Or you can select a topic that <u>you have discussed in advance with the instructor and received advance approval from the instructor.</u></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
6/13	<p>Socioemotional Development in Early Childhood Chapter 9</p> <p>1.) Observe the interactions of two or more young children during an unstructured play period (This means that the child is free to play as they choose and are not being “instructed”, told what to do, in a teacher directed activity etc. Be sure to bring in your visitors tag or proof of your visit. Sort your observations into four categories: emotion, reasons, results, and emotional regulation. Note every observable emotion (laughter, tears etc.), the reason for it, the consequences, and whether or not emotional regulation was likely. For example, “Anger, friend grabbed toy; child suggested sharing; emotional regulation probable.” Type up your results. Do an internet or library search to see if you can find any articles or information on emotional regulation or development in preschool. You could also try to find websites that try to promote healthy emotional development in young children or play behavior and then type up a list of these resources or websites. Share results and handouts with your discussion group members and give a copy of your complete research findings and handouts to the instructor. Keep a copy for yourself.</p> <p>OR</p> <p>2.) Ask 3 parents about how they guide and discipline their children, including their preferred type of guidance, at what age, for what misdeeds, and by whom. Ask your interviewees how they were guided and disciplined when they were growing up and how that affected them. Then report your findings with your own analysis. If your sources agree, and you agree with them, find someone from another culture who has a different view. Type up these responses and your analysis. Also do an internet or library search to find articles or information on either parenting styles, or guidance and children or cross cultural differences in guidance in children. Also try to find websites that try to provide guidance for parents in rearing young children and then type up a list of these resources or websites. Share results and handouts with your discussion group members and give a copy of your complete research findings and handouts to the instructor. Keep a copy for yourself.</p> <p>3.) Or you can select a topic that you have discussed in advance with the instructor and received advance approval from the instructor.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>