

FCS 1500: Human Development across Lifespan

Lessons Week 6: Day 1: Language and Thought

Time	Concepts	Objectives	Activities
:00-:05	Infant Toddler visit on Thursday	Group will plan Infant/Toddler visit. Make sure you have a variety of children, probably no more than 10, no less than 6, of different ages.	Explain the structure of the observation. Parents will come in and introduce the children: name, age, birth history, health, as per the information sheet. Discuss developmental accomplishments. Go over the observation form in supplement.
:05-:30	Piaget and cognition.	Students will reproduce the diagram outlining Piaget's basic proposition about learning, the connection between experience, disequilibrium, adaptation, and the development of schema that help us live.	<ol style="list-style-type: none"> 1. Put the schematic outline on the board. 2. Show the Baillergeon segment of Zimbardo, Tape 5 (Developing Child), at approximately 10:00 on the tape. Do the section on habituation, object permanence, and scaled models with Judy Deloache.
:30-:45	Piaget: Sensorimotor Thought	Students will write the 6 substages of Sensorimotor thought.	<ol style="list-style-type: none"> 3. Show the video breaking the infant learning into the 6 substages. Video The Developing Child, Module 10: start with the segment on Assimilation/Accommodation, and continue through the sensorimotor. Stop at Experimentation: The Little Scientist
	Piaget: Preoperational Thought	Students will identify in writing what Preoperational thought is, characteristics of cognitive limitations, the concept of naïve physics and biology.	<ol style="list-style-type: none"> 4. Draw the connection between centration and how it affects appearance as reality, and how centration leads to other cognitive limitations: irreversibility-conservation, animism, egocentrism, class inclusion. Use the comics for a quiz (group)
	Information Processing	Students will review I-P theory, identifying the connection between sensation-perception-memory, and identifying for themselves control processes and mnemonics that assist learning.	<ol style="list-style-type: none"> 5. Use the I-P flow chart. List various control processes that help with processing information and committing to memory (chunking, repetition, language usage, association, physical cues, dishabituation). 6. Discuss the affect of autobiographical memory on 'fast mapping' new information.

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Lessons Week 6: Day 2: The Emergence of Thought and Language

Time	Concepts	Objectives	Activities
:00-:15	Information Processing	Students will identify in a video segment the development of working memory for physical tasks.	Show the video segment from The Developing Child #10 on the little boy figuring out how to go down stairs. Discuss how this segment can be explained using either Piaget's theory or Information processing.
:15-:75	Infant/Toddler Development Reflexes Tracking Habituation/Dishabituation Temperament Attachment Motor Development Continuity of Motor Devel. Hand-eye coordination Theory of Mind Individuation Sense of self	Students will record infant and toddler behaviors in preparation for their first paper.	Infants and toddlers in the classroom. Go through the interview sheet; have the moms answer questions that are highlighted on the observation forms of the students. Demonstrate behaviors and concepts when they show up in class, or stimulate the behavior for the observation. Use the list under concepts to guide demonstrations. You might show the Rouge Experiment Video from The Mind, segment from Social Development in Infancy