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Name _____

Life's Greatest Miracle Questions

(to be completed individually)

CH 1: Passing on Your DNA

1. _____ new babies get made everyday.
2. _____ = molecule that carries our genes; chemical instructions for building our bodies
3. testicles = _____ mile of tubes; produce _____ sperm per second/ _____ million per day; _____ trillion in a lifetime; each is one of a kind.
4. total number of chromosomes = _____; _____ from mom & _____ from dad.
5. Number of chromosomes contained in sperm = _____; contained in egg = _____.
6. _____ increases chance of survival.

CH 2: The Egg's Journey

7. Males begin producing sperm: _____.
8. Females begin producing eggs: _____; only a few _____ by age 31.
9. 1 time a month an egg drops from the ovary and heads into the _____.
10. The egg will die if not fertilized within _____.
11. Number of sperm within one ejaculation: _____.

CH 3: The Sperm's Journey

12. _____ of sperm are less than perfect.
13. Sperm must travel through the _____ which stays shut except for _____.
14. From there, it travels into the _____ and then into the _____ where it may meet an egg.
15. In the tube, the sperm's outer coating is _____ making it ready to fertilize. It may stay viable and be released in the tube over _____.
16. The egg is encased in a thick outer shell called the _____ which may only be penetrated by a

sperm if _____.

CH 4: 1st Two Weeks

17. More than _____ % of all fertilized eggs fail to develop.

18. The fertilized egg moves down the fallopian tube, continues to divide and is now called a _____, which arrives at the uterus _____ days after fertilization.

19. Upon implantation, the blastocyst is now called an _____.

CH 5: The Embryo Takes Shape

20. The cells start to organize themselves in a process called _____, forming _____ layers: lower will include: _____, _____, and _____; middle will include: _____, _____, _____, and _____; top will include: _____, _____, _____.

21. The first organ to function: _____.

22. At 4 1/2 weeks = _____ inches long.

CH 6: Messages in the Genes

23. Time when ultrasound usually performed: _____ weeks.

24. Sex of fetus is determined by _____; _____ for girls & _____ for boys.

25. 2 months after conception, called a _____; almost all _____ are present; _____ inches long; weighs _____ ounce(s).

CH 7: Feeding the Growing Fetus

26. Only source of food: _____.

27. Fetus heart will beat _____ times as fast as mom's. 28. Eyes will form in week _____ and respond in the _____ month. 29. Hearing present _____.

CH 8: The Third Trimester

30. Main job: _____.

31. Form: _____; lay down _____ in the brain called _____ - _____ which

allows _____ .

32. Mom's blood supply increases by _____ .

Group Member Names _____

Birth, Infancy and Toddlerhood Class Activities

(to be completed as a group)

Each group must complete Activities 1 and 2, and choose **either** 3 or 4 to complete. Each group will submit 1 final assignment.

1	
2	
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Class Activity 1*

Scramble: Gross- and Fine-Motor Skills in the First Two Years

Directions: The following list includes gross- and fine-motor milestones that develop during the first two years. Place them in the order in which they typically occur (that is, average age achieved).

1. Rolls from side to back
2. Plays pat-a-cake
3. Grasps a cube
4. When held upright, holds head erect and steady
5. Jumps in place
6. Pulls to a stand
7. Walks alone
8. Rolls from back to side
9. Scribbles vigorously
10. Stands alone
11. Walks on tiptoe
12. Walks up stairs with help
13. Sits alone

Class Activity 2*

Answer each question below, citing specific evidence/support from text

1. Explain how inappropriate stimulation—either too little or too much—can impair brain development and cognitive and emotional progress in the early years.
2. Explain why breastfeeding can have lifelong consequences for the development of babies born in poverty stricken regions of the world.
3. Ten-month-old Shaun is below average in height and painfully thin. He has one of two serious growth disorders. Name them, and indicate what clues you would look for to tell which one Shaun has.
4. Provide an example of classical conditioning, of operant conditioning, and of habituation/recovery in young infants. Why is each type of learning useful?
5. Cite evidence that motor development is a joint product of biological, psychological, and environmental factors.
6. At 8 months, Ben has just begun to crawl. Can his parents trust him to avoid going headfirst down a steep staircase? Explain.

7. Several times, after her father hid a teething biscuit under a red cup, 12-month-old Mimi retrieved it easily. Then Mimi's father hid the biscuit under a nearby yellow cup. Why did Mimi persist in searching for it under the red cup?
8. Timmy's mother stood behind him, helping him throw a large ball into a box. As his skill improved, she stepped back, letting him try on his own. Using Vygotsky's ideas, explain how Timmy's mother is supporting his cognitive development.
9. Fifteen-month-old Joey's IQ is 115. His mother wants to know exactly what this means and what she should do to support his mental development. How would you respond?
10. Fran frequently corrects her 17-month-old son Jeremy's attempts to talk and—fearing that he won't use words—refuses to respond to his gestures. How might Fran be contributing to Jeremy's slow language progress?

Choose ONE activity below to complete and submit.

Class Activity 3

Creating a Pamphlet for Parents: Supporting Infant and Toddler Learning

Review research on physical development in infancy and toddlerhood, carefully focusing on the importance of appropriate stimulation during the first two years. Next, create a pamphlet for parents about supporting their youngster's early physical development. Do not only focus on what parents should do, but also explain the consequences of over stimulating babies and toddlers.

OR

Class Activity 4

Supporting Early Mental Development

Pretend that you've been asked to speak to a group of parents with very young children. Using research in the text as a guide, describe environmental factors that promote favorable mental development in infants and toddlers. What environmental factors tend to undermine mental development? Why is high-quality child care or early intervention especially important for low-income infants and toddlers?

Group Member Names _____

Early Childhood Class Activities
(to be completed as a group)

Group member names

Section A – Choose and respond to two of the following questions.

- Describe the development basic and self-conscious emotions. Give at least four examples of each.
- Are temperament and personality primarily influenced by genes or the environment? Explain, using research from the text to support your answer.
- Explain how modeling teaches children to behave morally.
- Describe the undesirable side effects of harsh punishment.
- What is the most successful child-rearing style? Describe the characteristics of the approach and explain why it is effective.

Section B

Working together as a group, complete the following Matching, T/F and Open-Ended items.

Matching: Body Growth, Brain Development, and Influences on Physical Growth and Health

Directions: Match each of the following terms with the correct description below.

Terms:	Place letter to corresponding description
1. Dominant cerebral hemisphere	1. ____
2. Cerebellum	2. ____
3. Hippocampus	3. ____
4. Corpus callosum	4. ____
5. Pituitary gland	5. ____
6. Growth hormone (GH)	6. ____
7. Thyroid-stimulating hormone (TSH)	7. ____

Descriptions:

- A. Prompts the thyroid gland in the neck to release thyroxine, which is necessary for brain development and for GH to have its full impact on body size
- B. The greater capacity of one side of the brain to carry out skilled motor action
- C. Located at the base of the brain, plays a critical role by releasing two hormones that induce growth
- D. Located at the base of the brain, aids in balance and control of body movement
- E. An inner-brain structure that plays a vital role in memory and in images of space that help us find our way
- F. A large bundle of fibers connecting the two cerebral hemispheres
- G. Necessary for the development of all body tissues except the central nervous system and the genitals

True or False: Individual Differences in Mental Development

Directions: Read each of the following statements and indicate whether it is *True* (T) or *False* (F).

_____ 1. Today's IQ tests sample all human abilities, and performance is rarely affected by cultural or situational factors.

_____ 2. Research shows that the home plays a major role in the generally poorer intellectual performance of low-SES children, compared to their higher-SES peers.

_____ 3. In academic preschools, teachers provide activities from which children select, and most of the day is devoted to play.

_____ 4. Although Montessori children outperform controls on tests of early literacy and math skills, they tend to be aggressive and socially awkward.

_____ 5. One weakness of Project Head Start is that parents are rarely involved in program planning or policy councils.

_____ 6. Head Start and similar interventions are highly cost-effective when compared with the cost of providing special education, treating criminal behavior and delinquency, and supporting unemployed adults.

_____ 7. Good child care enhances cognitive, language, and social development, especially for low-SES children.

_____ 8. Heavy viewing of educational television detracts from children’s school success and social experiences.

Open-Ended Questions (Choose and respond to *one* question below)

-What aspects of brain development underlie the tremendous gains in language, thinking, and motor control of early childhood?

-Three-year-old Will understands that his tricycle isn’t alive and can’t feel or move on its own. But at the beach, while watching the sun dip below the horizon, Will exclaimed, “The sun is tired. It’s going to sleep!” What explains this apparent contradiction in Will’s reasoning?

Section C - Developmental Child Drawing

Below, there are 6 children's drawings that represent six stages of child development. The group is to decide the order of the drawings according to its corresponding stage of development. Please number each drawing from 1 – 6, youngest to oldest, and provide evidence (from the text/theoretical) to support your decisions on the lines below the drawings.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Section D - True or False: Emotional Development in Early Childhood

Directions: Read each of the following statements and determine whether it is *True* (T) or *False* (F).

- _____ 1. By age 2, children correctly judge the causes of many basic emotions.
- _____ 2. Preschoolers' explanations of emotion tend to emphasize external factors over internal states.
- _____ 3. Make-believe play contributes to emotional understanding, especially when children play with siblings.
- _____ 4. Not until age 7 can most children verbalize strategies for adjusting their emotional arousal to a more comfortable level.
- _____ 5. Emotionally reactive children tend to be skilled at inhibiting feelings and shifting their attention away from disturbing events.
- _____ 6. Like basic emotions, self-conscious emotions tend to emerge spontaneously, usually by age 6.
- _____ 7. For most young children, empathizing with an upset adult or peer escalates into personal distress.
- _____ 8. Poor emotion regulators engage in low rates of sympathetic concern and prosocial behavior.

Choose and respond to **one** of the questions below.

Three-year-old Ben lives in the country, with no other preschoolers nearby. His parents wonder whether it is worth driving Ben into town once a week to participate in a peer play group. What advice would you give Ben's parents, and why?

List findings indicating that language and communication—between parents and children, between teachers and children, and between peers—powerfully affect children's gender typing. What recommendations would you make to counteract these influences?

Group Member Names _____

Middle Childhood Class Activities

(to be completed as a group)

Each group will discuss, research and answer the two questions assigned. Answers will be presented to class. One group essay for each essay will be submitted for grading.

Group 1

1. Select one of the following health problems of middle childhood: obesity or asthma. Explain how both genetic and environmental factors contribute to it.
 2. List and describe the different family structure types. What are the benefits and potential detriments to each type. List and discuss the factors that affect all family types?
-

Group 2

3. Nine-year-old Adrienne spends many hours helping her father build furniture in his woodworking shop. How might this experience facilitate Adrienne's performance on Piagetian seriation problems?
 4. Seven-year-old Tracy heard her parents discussing an older cousin's fiancé. "Molly can marry whomever she wants," Tracy chimed in. "That's her choice." How is Tracy's reasoning contributing to her moral understanding?
-

Group 3

5. After viewing a slide show on endangered species, second and fifth graders were asked to remember as many animals as they could. Explain why fifth graders recalled much more than second graders.
 6. How does friendship change in middle childhood?
-

Group 4

7. Sandy wonders why her daughter Mira's teacher often has students work on assignments in small, cooperative groups. Explain the benefits of this approach to Sandy. What must Mira's teacher do to ensure that cooperative learning succeeds?
 8. Should parents promote children's self-esteem by telling them they're "smart" or "wonderful"? Are children harmed if they do not feel good about everything they do? Why or why not?
-

Group 5

9. How does emotional self-regulation improve in middle childhood? What implications do these changes have for children's self-esteem?
10. How does level of self-esteem change in middle childhood, and what accounts for these changes?

Group Member Names _____

Adolescence Class Activities

(to be completed as a group)

Group 1 & 2

As a group, respond to the request that follows:

You have been invited to speak at a local school district about school transitions. Educators from elementary schools, middle schools, and high schools will be present for your discussion. What information will you include in your presentation? What should educators know about the effects of school transitions? How can schools help students adjust to school transitions?

What educational practices or school characteristics tend to undermine student adjustment following a transition?

Group 1: Scenario 1:

As a school-age child, Chloe enjoyed leisure activities with her parents. Now, at age 14, she spends hours in her room and resists going on weekend family excursions. Explain Chloe's behavior.

Group 2: Scenario 2:

Zeke had been well-behaved in elementary school, but at age 13, he started spending time with the "wrong crowd." At age 16, he was arrested for property damage. Is Zeke likely to become a long-term offender? Why or why not?

Group 3

As a group, respond to the request that follows:

Provide advice to parents who want to nurture their teenager's identity development. In addition, cite parenting practices that are associated with a foreclosed or diffused identity status. Reflecting on your own adolescence, in what ways did your parents support or hinder your identity development?

Your group will choose one of the two scenarios below to respond to and present to class:

Scenario 1:

After 17-year-old Veronica gave birth to Ben, her parents told her they didn't have room for the baby. Veronica dropped out of school and moved in with her boyfriend, who soon left. Why are Veronica and Ben likely to experience long-term hardships?

Scenario 2:

Thirteen-year-old Mattie's parents are warm, firm in their expectations, and consistent in monitoring her activities. At school, Mattie met some girls who want her to tell her parents she's going to a friend's house and then, instead, join them at the beach for a party, where there will be drinking. Is Mattie likely to comply? Explain.

Group 4

As a group, respond to the request that follows:

Provide advice to high school personnel for nurturing students' identity development. What teaching practices, school services, and activities would be helpful? Reflecting on your own adolescence, in what ways did your high school experience foster or hinder your identity development?

Your group will choose one of the two scenarios below to respond to and present to class:

Scenario 1:

Clarissa, age 14, is convinced that no one appreciates how hurt she feels at not being invited to the homecoming dance. Meanwhile, 15-year-old Justine, alone in her room, pantomimes being sworn in as student body president with her awestruck parents looking on. Which aspect of the personal fable is each girl displaying? Which girl is more likely to be well-adjusted, which poorly adjusted? Explain.

Scenario 2:

Zeke had been well-behaved in elementary school, but at age 13, he started spending time with the “wrong crowd.” At age 16, he was arrested for property damage. Is Zeke likely to become a long-term offender? Why or why not?

Group 5

As a group, respond to the request that follows:

Pretend you have been asked to speak to a local parent organization about parent–child relationships in adolescence. Using research from Chapters 11 and 12, list topics to include in your presentation. For example, what are some myths about parent–child relationships during adolescence? Are high levels of parent–child conflict common in most families? What behavioral changes can parents expect as children transition from middle childhood to adolescence? How should parents respond to their child’s growing need for autonomy? What parenting behaviors should parents avoid, and why?

Your group will choose one of the two scenarios below to respond to and present to class:

Scenario 1:

Tanisha is finishing sixth grade. She can either continue in her current school through eighth grade or switch to a much larger seventh- to ninth-grade middle school. Which choice would you suggest, and why?

Scenario 2:

Why are adolescent girls at greater risk for depression and adolescent boys at greater risk for suicide?

Name _____

Inside the Teenagers Brain Video Questions

(to be completed individually)

Use a separate sheet of paper for your responses. Staple all pages together.

1. Parents may feel that for a brief period of time that their teenager is inhabited by _____?
2. a) When are parents 'thrown for a loop'?
b) What do parents need to recognize?
3. When will the period of rapid brain growth occur again for baby Natalie?
4. What is the transition of entering puberty analogous to?
5. What does Dr Jay Giedd investigate?
6. a) What unexpected discovery was found just behind the frontal cortex?
b) When does it occur?
7. What brain function is associated with gray matter?
8. What did most people mistakenly believe about brain development?
9. At what age has the brain reached 95% of its development?
10. Explain what the brain grows like?
11. It is the skills that Charlie learns and practices that will develop parts of his brain and not others.
True or False?
12. Explain the "use it or lose it" principle in relation to brain development
13. Where is the pre-frontal cortex located in the brain?
14. Describe what the pre-frontal cortex is in charge of (i.e. what it does)
15. Explain 'cognitive flexibility'
16. Where in the brain does the change occur that helps teens to regulate their emotions, solve problems effectively, and be more planful in behavior?
17. In the study conducted at McLean hospital, how did teen brains compare to adult brains? (i.e. describe the differences)
18. What do the results of the McLean hospital study suggest about teen brains?
19. Based on the findings from the McLean study, explain why miscommunication between teens & adults might occur?
20. Explain why teens read emotions differently than adults
21. How much sleep does an average teen get?
22. What is the optimal amount of sleep that a teenager needs?
23. What is the concern about teens with regards to their sleep patterns?
24. Describe three things that lack of sleep affects in teens.
25. What does your brain do while sleeping after learning a new skill?
26. How much did Charlie & Nicole improve on the ball and cup task?
27. How much did Charlie & Nicole improve on the mirror task?
28. Explain why Nicole performed better on the tests
29. What is the significance of the sleep study?
30. Name 3 benefits of a late school start time
31. Describe the downside to late school start times
32. What makes the biggest difference in a teen's life?

Group Member Names _____

Adulthood Class Activities

(to be completed as a group)

Group 1

Penny is a long-distance runner for her college track team. She wonders what her running performance will be like 30 years from now. What factors will affect Penny's future athletic skill?

Why is it important for young adults to be conscious of factors that contribute to biological aging?

At age 42, Stan began to wear bifocals, and over the next 10 years, he required an adjustment to his corrective lenses almost every year. What physical changes account for his recurring need for new eyewear?

"The best way to adjust to this is to learn to like it," thought 65-year-old Herman, inspecting his thinning hair in the mirror. "I remember reading that bald older men are regarded as leaders." What type of coping is Herman using, and why is it effective?

Ramón is certain that, if he ever became terminally ill, he would want doctors to halt life-saving treatment. To best ensure that his wish will be granted, what should Ramón do?

Group 2

Why are people in committed relationships likely to be more sexually active and satisfied than those who are dating several partners?

Between ages 40 and 50, Nancy gained 20 pounds. She also began to have trouble opening tightly closed jars, and her calf muscles ached after she climbed a flight of stairs. "Exchanging muscle for fat must be an inevitable part of aging," Nancy thought. Is she correct? Why or why not?

Marissa complained to a counselor that at age 68, her husband, Wendell, no longer initiated sex or cuddled her. Why might Wendell have ceased to interact sexually? What interventions—both medical and educational—could be helpful to Marissa and Wendell?

Estelle complained that she had recently forgotten two of her regular biweekly hair appointments and sometimes had trouble finding the right words to convey her thoughts. What cognitive changes account for Estelle's difficulties? What can she do to compensate?

Explain why death anxiety typically declines in late adulthood.

Group 3

Tom had been going to a health club three days a week after work, but job pressures convinced him that he no longer had time for regular exercise. Explain to Tom why he should keep up his exercise regimen, and suggest ways to fit it into his busy life.

What cultural changes have led to the emergence of the period known as emerging adulthood? During a routine physical exam, Dr. Furrow gave 55-year-old Bill a battery of tests for cardiovascular disease but did not assess his bone density. In contrast, when 60-year-old Cara complained of chest pains, Dr. Furrow opted to “wait and see” before initiating further testing. What might account for Dr. Furrow’s different approaches to Cara and Bill?

Asked about hiring older sales personnel, a department store manager replied, “They’re my best employees!” Why does this manager find older employees desirable, despite the age-related decline in speed of processing?

At age 85, Miriam took a long time to get dressed. Joan, her home helper, suggested, “Don’t get dressed until I get there. Then I can help you, and it won’t take so long.” What impact is Joan’s approach likely to have on Miriam’s personality? What alternative approach would you recommend?

Group 4

Describe gender differences in traits usually desired in a long-term partner. What findings indicate that *both* biological and social forces contribute to those differences?

After years of experiencing little personal growth at work, 42-year-old Mel looked for a new job and received an attractive offer in another city. Although he felt torn between leaving close friends and pursuing a long-awaited career opportunity, after several weeks of soul searching, he took the new job. Was Mel’s dilemma a midlife crisis? Why or why not?

Sam lives alone in the same home he has occupied for over 30 years. His adult children cannot understand why he won’t move across town to a modern apartment. Using continuity theory, explain why Sam prefers to stay where he is.

Nate, happily married to Gladys, adjusted well to retirement, and his marriage became even happier. How can a good marriage ease the transition to retirement? How can retirement enhance marital satisfaction?

List features of self-help groups that contribute to their effectiveness in helping people cope with loss.

Group 5

After dating for two years, Mindy and Graham reported greater love and relationship satisfaction than during their first few months of dating. What features of communication probably deepened their bond, and why is it likely to endure?

Jeff, age 46, suggested to his wife, Julia, that they set aside time once a year to discuss their relationship—both interest in working on their marriage. What developments at midlife probably fostered this new concern?

Imagine yourself as an elderly resident in an assisted-living facility. List all the features you would want your living environment to have, explaining how each helps ensure your well-being.

What benefits and risks does legalizing voluntary active euthanasia pose?

Raylene and her brother Walter live in the same city as their aging mother, Elsie. When Elsie could no longer live independently, Raylene took primary responsibility for her care. What factors probably contributed to Raylene’s involvement in caregiving and Walter’s lesser role?

Group Member Names _____

Theorists Class Activity

(to be completed as a group)

A. Complete the following table outlining Freud's Five Psychosexual Stages of Development. All parts must be completed for full credit.

Stage Name	Ages	Focus of Libido	Major Development	Adult fixation example
	Birth – 1			Smoking, Overeating
Anal			Toilet Training	
		Genitals		Deviancy, Sexual dysfunction
	6 to 12		Developing defense mechanisms	
Genital			Reaching full sexual maturity	

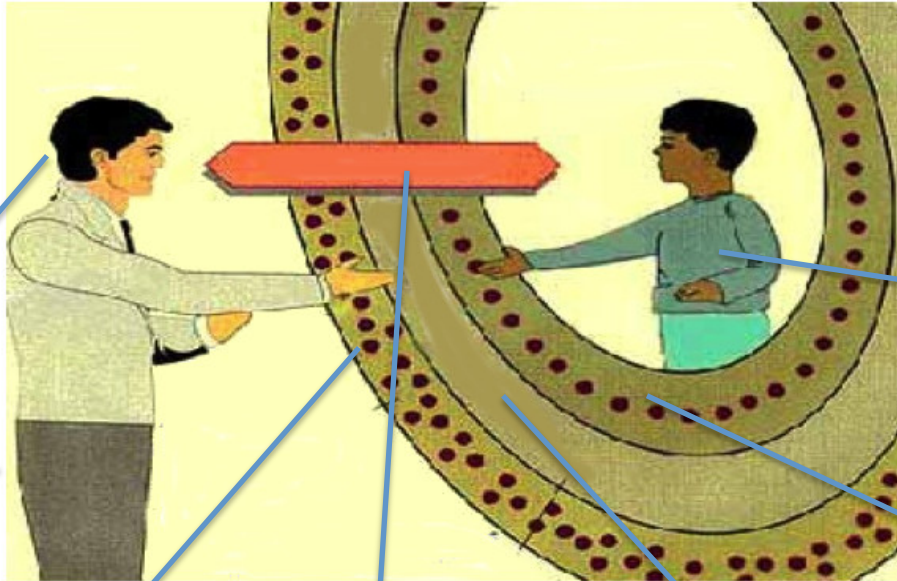
B. Elisabeth Kubler-Ross - 5 Stages of Grief

List the five stages of grief in the order in which Kubler-Ross believed they occurred.

1. _____
2. _____
3. _____
4. _____
5. _____

What is the greatest criticism of the Kubler-Ross Stages of Grief theory?

C. Explain the diagram below. Indicate the 6 various components of Vygotsky's primary theory of learning.



D. Complete the table below, outlining Erickson's 8-Stage Theory of Psycho-Social Development.

Stage ____ vs. ____	Ages	Occurrence/Emphasis during this stage (explain the stage conflict, i.e., ____ vs. ____)	Significant Relationship/s
1.	0-18mos.	Major emphasis on mother's/primary caregiver's positive and loving care. Learns to trust - life basically okay, basic confidence in the future.	

		If needs are not met, we may end up with a deep-seated feeling of worthlessness and a mistrust of the world in general.	
2. Autonomy vs. Shame			Parents
3.		Experience a desire to copy the adults around us. Take initiative in creating play situations, playing out roles in a trial universe, Experimenting with what we believe it means to be an adult Become involved in the classic "Oedipal struggle" and resolve this struggle through "social role identification." If frustrated over natural desires and goals, may easily experience guilt.	The most significant relationship is with the basic family.
4. Industry vs. Inferiority	School Age: 6 to 12 Years		
5.	Adolescence: 12 – 18 years		Most significant relationships are with peer groups.

6. Intimacy and Solidarity vs. Isolation			Significant relationships are will marital partners and friends.
7. Generativity vs. Self-Absorption or Stagnation		Work is most crucial. Occupied with creative and meaningful work and issues surrounding our family. Expect to "be in charge." Strength comes through care of others and production of something that contributes to the betterment of society (generativity) - often fear inactivity and meaningless-ness. As children leave home, or relationships/goals change, may be faced with major life changes—the mid-life crisis – Need to find new meanings and purposes. Lack of success in this stage may lead to self-absorption and stagnation.	
8.	Late Adulthood – 55/65 to death		Significant relationship will all mankind.

E. Fill in the blanks, using terms and phrases in table on the next page (place letter for correct response), in the following passages pertaining to Jean Piaget’s Stages of Cognitive Development.

The first stage of cognitive development is the _____ stage. This stage occurs during the ages of _____. A child in this stage recognizes him/her self as agent of action and begins to act intentionally. The critical achievement in this stage is the concept of _____. This concept is the realization that _____.

During the approximate ages of _____, the second stage of cognitive development begins. This second stage is called the _____ stage. The use of _____ becomes critical in this stage. There are three main characteristics of this stage of a child’s

cognitive development. They are: 1) _____; 2) _____; and, 3) _____.

The first primary characteristic (#1) refers to the inability of a child to _____.

The second characteristic (#2) refers to _____. The third characteristic (#3) refers to the inability of a child to realize _____.

The third stage, _____, occurring during the ages of _____, is when children begin to _____. The major achievement in this stage is (1) _____ of number, mass and weight. (1) is defined as: _____. Four additional characteristics of this stage are: _____, _____, _____ and _____. The fourth, and final, stage of Piaget’s cognitive development is called _____. This stage occurs at approximately _____ years of age. Children at this stage begin to _____.

Answers to Piaget Fill In The Blank Passage

A	birth to 2 years
B	formal operational
C	that an action be done and undone
D	eleven
E	take on a role of another person
F	egocentrism
G	conservation
H	2 – 7 years of age
I	ordering
J	sensorimotor
K	the tendency to focus on only one aspect of a situation, problem the ability to keep in mind what stays the same and what changes in an object after it has changed or object.
L	things continue to exist even when no longer present to the senses
M	be capable of hypothetical, and deductive reasoning to solve problems
N	the ability to keep in mind what stays the same and what changes in an object after it has changed aesthetically
O	think logically about abstract propositions and test hypotheses systematically
P	realism
Q	artificialism
R	6/7 – 11 years
S	language
T	centration
U	object permanence
V	Concrete operational
W	irreversibility
X	Pre-operational
Y	animism

F. Kohlberg's Theory of Moral Development

The Heinz Dilemma

Heinz's wife was dying from a particular type of cancer. Doctors said a new drug might save her. The drug had been discovered by a local chemist and the Heinz tried desperately to buy some, but the chemist was charging ten times the money it cost to make the drug and this was much more than the Heinz could afford.

Heinz could only raise half the money, even after help from family and friends. He explained to the chemist that his wife was dying and asked if he could have the drug cheaper or pay the rest of the money later. The chemist refused saying that he had discovered the drug and was going to make money from it. The husband was desperate to save his wife, so later that night he broke into the chemist's and stole the drug.

Choose the response on the right that coincides with the appropriate stage of moral development, on the left.

	Answer	Response Choices
Preconventional		A. "His intentions were good, that of saving the life of someone he loves." "He was a good man for wanting to save her." B. "He should not steal the drug. The druggist response is unfair but mutual respect for the rights of others must be maintained. However, the judge should weigh the moral standpoint more heavily but preserve the legal law in punishing Heinz lightly." C. "He shouldn't steal the drug because he might get caught and be punished" D. "He should steal the drug but alert authorities he has done it. He will have to face a penalty, but he will save a human life." E. "Heinz might think it's right to take the drug, the druggist would not." F. "Although his wife needs the drug, he should not break the law to get it. His wife's condition doesn't justify stealing"
Stage 1: Punishment Orientation		
Stage 2: Self-Interest Orientation		
Conventional		
Stage 3: Social Conformity Orientation		
Stage 4: Law and Order Orientation		
Postconventional		
Stage 5: Social-Contract Orientation		
Stage 6: Universal Ethics Orientation		

Group Member Names _____

Kohlberg Activity – Moral Development

Each group is assigned a “dilemma” below. Based on the dilemma assigned, work as a group to answer the question based on Kohlberg’s 6 stages of moral development. Therefore, each dilemma will require 6 different responses based on:

1. Obedience or Punishment Orientation
2. Self-Interest Orientation
3. Social Conformity Orientation
4. Law and Order Orientation
5. Social Contract Orientation
6. Universal Ethics Orientation

Pre-Conventional Morality

Stage 1

Obedience or Punishment Orientation - Kohlberg's stage 1 is similar to Piaget's first stage of moral thought. The child assumes that powerful authorities hand down a fixed set of rules which he or she must unquestioningly obey. This is the stage that all young children start at (and a few adults remain in). Rules are seen as being fixed and absolute. Obeying the rules is important because it means avoiding punishment.

Stage 2

Self-Interest Orientation - At this stage children recognize that there is not just one right view that is handed down by the authorities. Different individuals have different viewpoints. As children grow older, they begin to see that other people have their own goals and preferences and that often there is room for negotiation. Decisions are made based on the principle of "What's in it for me?" For example, an older child might reason: "If I do what mom or dad wants me to do, they will reward me. Therefore I will do it."

Conventional Morality

Stage 3

Social Conformity Orientation - By adolescence, most individuals have developed to this stage. There is a sense of what "good boys" and "nice girls" do and the emphasis is on living up to social expectations and norms because of how they impact day-to-day relationships.

At this stage children--who are by now usually entering their teens--see morality as more than simple deals. They believe that people should live up to the expectations of the family and community and behave in "good" ways. Good behavior means having good motives and interpersonal feelings such as love, empathy, trust, and concern for others.

Stage 4	Law and Order Orientation - At stage 4, the individual becomes more broadly concerned with <i>society as a whole</i> . Now the emphasis is on obeying laws, respecting authority, and performing one's duties so that the social order is maintained. The question often asked is: What would happen if we all started breaking the laws whenever we felt we had a good reason? The result would be chaos; society couldn't function. Moral decisions are made from the perspective of society as a whole, they think from a full-fledged member-of-society perspective.
Post-Conventional Morality	
Stage 5	Social Contract Orientation - At this stage, people understand that there are differing opinions out there on what is right and wrong and that laws are really just a social contract based on majority decision and inevitable compromise. People at this stage sometimes disobey rules if they find them to be inconsistent with their personal values and will also argue for certain laws to be changed if they are no longer "working". Our modern democracies are based on the reasoning of Stage 5. People begin to ask, "What makes for a good society?" They begin to think about society in a very theoretical way, stepping back from their own society and considering the rights and values that a society ought to uphold. They then evaluate existing societies in terms of these prior considerations. They are said to take a "prior-to-society" perspective.
Stage 6	Universal Ethics Orientation - Few people operate at this stage all the time (if at all). It is based on abstract reasoning and the ability to put oneself in other people's shoes. At this stage, people have a principled conscience and will follow universal ethical principles regardless of what the official laws and rules are. Stage 5 respondents are working toward a conception of the good society. They suggest that we need to (a) protect certain individual rights and (b) settle disputes through democratic processes. However, democratic processes alone do not always result in outcomes that we intuitively sense are just. A majority, for example, may vote for a law that hinders a minority. Thus, Kohlberg believes that there must be a higher stage--stage 6--which defines the principles by which we achieve justice.

Dilemma 1 (Group 1)

Joe is a fourteen-year-old boy who wanted to go to camp very much. His father promised him he could go if he saved up the money for it himself. So Joe worked hard at his paper route and saved up the forty dollars it cost to go to camp, and a little more besides. But just before camp was going to start, his father changed his mind. Some of his friends decided to go on a special fishing trip, and Joe's father was short of the money it would cost. So he told Joe to give him the money he had saved from the paper route. Joe didn't want to give up going to camp, so he thinks of refusing to give his father the money. Should Joe refuse to give his father the money? Why or why not?

Dilemma 2 (Group 2)

Judy was a twelve-year-old girl. Her mother promised her that she could go to a special rock concert coming to their town if she saved up from baby-sitting and lunch money to buy a ticket to the concert. She managed to save up the fifteen dollars the ticket cost plus another five dollars. But then her mother changed her mind and told Judy that she had to spend the money on new clothes for school. Judy was disappointed and decided to go to the concert anyway. She bought a ticket and told her mother that she had only been able to save five dollars. That Saturday she went to the performance and told her mother that she was spending the day with a friend. A week passed without her mother finding out. Judy then told her older sister, Louise, that she had gone to the performance and had lied to her mother about it.

Louise wonders whether to tell their mother what Judy did. Should Louise, the older sister, tell their mother that Judy lied about the money or should she keep quiet? Why?

Dilemma 3 (Group 3)

Two young men, brothers, had got into serious trouble. They were secretly leaving town in a hurry and needed money. Karl, the older one, broke into a store and stole a thousand dollars. Bob, the younger one, went to a retired old man who was known to help people in town. He told the man that he was very sick and that he needed a thousand dollars to pay for an operation. Bob asked the old man to lend him the money and promised that he would pay him back when he recovered. Really Bob wasn't sick at all, and he had no intention of paying the man back. Although the old man didn't know Bob very well, he lent him the money. So Bob and Karl skipped town, each with a thousand dollars. Which is worse, stealing like Karl or cheating like Bob? Why is that worse?

Dilemma 4 (Group 4)

In Korea, a company of Marines was greatly outnumbered and was retreating before the enemy. The company had crossed a bridge over a river, but the enemy was still mostly on the other side. If someone went back to the bridge and blew it up as the enemy soldiers were coming over it, it would weaken the enemy. With the head start the rest of the men in the company would have, they could probably then escape. But the man who stayed back to blow up the bridge would probably not be able to escape alive; there would be about a 4 to 1 chance that he would be killed. The captain of the company has to decide who should go back and do the job. The captain himself is the man who knows best how to lead the retreat. He asks for volunteers, but no one will volunteer. Should the captain order a man to stay behind, or stay behind himself, or leave nobody behind? Why?

Dilemma 5 (Group 5)

During the war in Europe, a city was often heavily bombed. All the men in the city were assigned to different fire-fighting and rescue stations all over the city. A man named Diesing was in charge of one fire engine station near where he worked. One day after an especially heavy bombing, Diesing left the shelter to go to his station. But on the way, he decided that he had to see whether his family was safe. His home was quite far away, but he went there first. Was it right or wrong for him to leave the station to protect his family? Why?