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**Child Development
Lesson Objective**

Time: **40-80 minutes**

New York State Parenting Standard: **Standard 1: Roles and Responsibilities, Standard 2: Human Growth and Development**

Aim: **For students to begin to understand how children develop, utilizing E. Erikson's developmental model.**

Objectives: Students Will:

- 1. Share and discuss children's needs in terms of healthy growth and development.**
- 2. Review E. Erickson's developmental model.**
- 3. Discuss children's differences, and the importance of working with each child as an individual (temperament).**

Materials Needed:

Lesson outline, large post-its, markers, overheads, "Looking at Temperament handout, overhead projector, "*Ten Things All Children need*" handout.

Child Development I

Lesson Outline

- I. What are Children Like?
- A. What makes children who they are? (show poster/picture of many different children together)
*Infants may look and act a lot alike, but as they grow older we realize that each is quite unique.
What makes each of these children grow up to be completely different?
1. Environment – What environments will the child be exposed to? Which environment is the most important in the child’s development? (Family)
 2. Temperament/Genetics – This cannot be changed; it is the style of behavior. – Not WHAT they do = behavior, nor WHY they do it = motivation, but HOW they do it = temperament. - Do not try to make the children the same, but enjoy their uniqueness.
 3. Birth Order – What was your birth order? Where you the oldest? youngest? middle? How did that effect who you were growing up and who you are now? How did it affect your brother(s)/sister(s) parent(s)?
 4. Models – Who were your models growing up? What are some other models that children might have? Could TV be seen as a model in a child’s life? Why/How?
 5. Life Experiences – Everyone has different experiences in their life growing up that can affect them. Can you name an experience that affected you and contributed to WHO YOU ARE TODAY?
- B. What do Children Need? “ Treat-Me-Tags”
1. Ask of students – What is one thing you want/need from others to help you feel good about yourself? Write this on a post-it note in large letters. Place it on your body, stand and circulate. As a class, share the words you saw on the post-its, especially those you was repeated. Discuss importance of these concepts to foster healthy growth and development.
 - compassion
 - understanding
 - patience
 - someone to listen to you
 - unconditional love and someone to always be there for you.
 - respect
 - others...
 2. Discuss “Ten Things All Children Need” – this could be a lesson on its own.
- C. Ages and stages (E. Erikson):
1. 0-1yrs “Trust vs. Mistrust”
 - a. What do children do in their first year of life? How do they communicate their needs? This is when they learn to trust that their care-giver will give meet their basic needs. This sense of trust can later be applied to the larger world.
 2. 1-3 yrs “Autonomy vs. Self-Doubt” What do children at this age do? This is usually called the “Terrible Two’s” why? How do these children communicate? “Mine” “No!” “I do it!” This is when children learn that they are separate from their parent(s) and begin to assert themselves – try to do things on their own. Setting clear and simple limits and offering a child a few simple choices will make this time in a child’s life easier for both the parent and the child. Safety continues to be of critical concern.
 3. 3-5 yrs “Initiative vs. Guilt” What to children at this age do? They ask a lot of question, not to annoy us but because they are really interested in learning about the world around them. This is the time where children really look to caregivers and adults for reinforcement of their learning. All children want to please their caregivers, but at this age it is very evident. We need to provide positive reinforcement for them, and be very aware of what we are saying to them as they are “mimics” of others’ behavior.

4. 6-12yrs “Industry vs. Inferiority” Children at this age are going to school. What are important things children learn in school, besides academic subject? - Socially acceptable and appropriate behavior, making relationships outside of the family, become involved with mastering new skills, de and taking on new responsibilities. Providing opportunities for school-age children to succeed is critical to their building a positive self-esteem.

II. Temperament – optional activity focusing on unique styles of individual behavior)

- A. Review temperament as defined about (A.2.)
- B. Having each student complete the “Your Temperament Assessment Scale” handout for self – do one for someone else significant and important in their life (parent, sibling, friend, boy/girl friend).
- C. Reflect on how “likeness” and “differences” in temperament might impact your relationship with this other person.
- D. How might one’s temperament affect them regarding: social ability, school success, career choice, etc.
 - Reiterate that while one’s inherent temperament cannot be changed, with maturity we can learn to modify/adapt our behavior to work within our won comfort level.



What are Children Like?

What makes children who they are?

- 1) Temperament
- 2) Birth Order
- 3) Environment (home, school, community)
- 4) Models
- 5) Life Experiences



9 Traits That are “Inborn”

1. Activity Level
2. Distractibility
3. Adaptability
4. Negative Persistence
5. Initial Withdrawal
6. High Intensity
7. Rhythm (irregular)
8. Sensitivity to Stimuli
9. Mood

Child Development Test

1. Identify four (4) things that make children who they are.

2. Identify 6 of the 10 Things All Children Need.

3. Identify 6 of the 9 traits that are inborn.

Match E. Erickson's developmental stages with their appropriate ages.

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| 4. Initiative vs. Guilt | _____ | a. 0 – 1 yrs. |
| 5. Trust vs. Mistrust | _____ | b. 1 – 3 yrs. |
| 6. Industry vs. Inferiority | _____ | c. 3 – 5 yrs |
| 7. Autonomy vs. Self-doubt | _____ | d. 6 - 12 yrs |

Essay: How might some one's temperament affect his/her success in school?

Child Development Test –Answer Key

1. Identify four (4) things that make children who they are.

Environment, Temperament/Genetics, Birth Order, Models, Life Experiences

2. Identify 6 of the 10 Things All Children Need.

Compassion, understanding, patience, someone to listen to you, unconditional love and someone to always be there for you, respect...

3. Identify 6 of the 9 traits that are inborn.

Activity Level, Regularity (predictability), adaptability, approach/withdrawal, physical sensitivity, intensity of reaction, distractibility, general mood, persistence

Match E. Erickson's developmental stages with their appropriate ages.

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|-----------------------------|------------------|---------------|
| 4. Initiative vs. Guilt | ___ c ___ | a. 0 – 1 yrs. |
| 5. Trust vs. Mistrust | ___ a ___ | b. 1 – 3 yrs. |
| 6. Industry vs. Inferiority | ___ d ___ | c. 3 – 5 yrs |
| 7. Autonomy vs. Self-doubt | ___ b ___ | d. 6 - 12 yrs |

Essay: How might some one's temperament affect his/her success in school?