

# 14 Observe and Record Child Development Behaviors

## TRANSITION OBJECTIVE

Students will observe young children in various stages of development.

## RELEVANCE TO SUCCESSFUL TRANSITION

Some young people have already made choices which resulted in early parenting. Others are considering their choices on a regular basis. Regardless, being informed about the responsibility that accompanies parenthood and learning some basic parenting skills can be helpful to you today.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

A parent is . . .

### ❑ STEP 2: Convene Roundtable

"Thinking about being a parent makes me feel \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will observe the development stages of children from infancy through preschool age."

### ❑ STEP 4: Activity - Out of Class


Before students complete the observation described below, review the handout **Child Development Chart**. Explain that these are things they should look for during their observation. Use examples to clarify. Students complete the handout **Child Observation** by observing children from three different age groups, infant, 0-11/2; toddler, 11/2-3; and preschooler, 3-5. These observations can take place at home or in a day care center. They may observe children that are siblings, relatives or neighbors. Alternatives to community-based observations include showing a video on child development or inviting a young mother to bring her children to class. This assignment may be completed independently or as a class field trip to a local day care center. Consider dividing into small groups for observations.

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LIFE MANAGEMENT: Unit 4 LESSON 14

### Child Observation



Things to look for:	Infant 0-1 years old	Toddler 1-3 years old	Preschooler 3-5 years old
Describe two ways this child can use his/her hands:			
Describe two ways this child plays:			
Describe two things this child needs help with:			

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LIFE MANAGEMENT: Unit 4 LESSON 14

### Child Development Chart

Age	Infant	Toddler	Preschooler
<b>Physical</b>	grows rapidly 2 mo: grasps objects 3-4 mo: rolls over 4-12 mo: sits up 4-12 mo: crawls 9-15 mo: walks	grows taller & stronger 1 yr: walks alone 18 mo: begins to run 1 yr: climbs low objects 18 mo: uses cup & spoon 1-2 yr: throws ball	arms & legs grow longer 2-4 yr: runs fast 2-4 yr: jumps/pushes/pulls 2-4 yr: climbs tall objects 2-4 yr: uses fork/spoon 2-4 yr: uses scissors
<b>Intellectual</b>	cries if uncomfortable cries if needs attention explores surroundings puts objects in mouth throws/bangs objects	learns to talk by imitation understands "no" figures out how to get objects compares objects by color/shape	asks questions begins to solve problems language improves learns colors/shapes learns letters
<b>Social &amp; Emotional</b>	develops trust needs touch & care learns being left alone shows happiness needs love needs attention	likes to play near peers proud of doing new things says "no" to everything trusts others easily has temper tantrums needs love	eager to please adults shares with others wants to help others expresses wants & needs wild imagination & fears needs love & affection



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**□ STEP 5: Activity - 45 Minutes**

After students have completed their observations, use a screen image of the handout **Child Development Chart** to review characteristics of children at various ages. Beginning with the “*Infant*” column, go over the “*Physical*” characteristics. Next, have students work with a partner for two minutes to find an example of a physical characteristic from the form **Child Observation**. Continue down the infant column, reviewing “*Intellectual*” and “*Social & Emotional*” areas. Go over the toddler

column and have students continue the activity. Ask partners to share their examples after each area, making sure each pair shares at least once.

**□ STEP 6: Evaluate Outcomes**

I need to know how children develop because “\_\_\_\_\_.”

**□ STEP 7: Connecting Activity**

Write a report about an experience with young children, such as baby-sitting, volunteering at a preschool or playing games with young children.

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### KEY WORDS

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development  
imagination

physical  
affection  
day care

intellectual  
infant

social  
toddler  
Head Start

emotional  
preschooler

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**MATERIALS AND PREPARATION**

- Student Handouts: **Child Development Chart**, page 168; **Child Observation**, page 167.
- Provide a place to observe young children starting with siblings, relatives or friends. If not available, contact a local day-care center or Head Start center to set up student observations. Explain the project and get appropriate permissions. If possible, use a CD on child development from the library or make a 30-minute video of an infant, toddler and preschooler.
- Prepare discussion of child development.

**SCANS FOUNDATION SKILLS**

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Decision Making, Reasoning
- Personal Qualities: Responsibility, Sociability, Self-Management