

This is a student example please look at it so that you can get an idea ! but do not copy

Week 3 Prompt

- **1 Learning Objective: Cognitive Development in Early Childhood**

Topic: Vygotsky's Zone of Proximal Development and Scaffolding

Vygotsky thought that children should be taught in the Zone of Proximal Development (ZPD). This zone is when the children can almost perform a task on their own but are not quite there yet. With a teachers help, they can complete the task. At the same time, the teacher will learn to not help them as much so the child can eventually complete the task on their own. I found this interesting because it is the opposite of Piaget's take on teacher-directed instruction. Piaget believes the teachers need to have more of a passive role and that it can lead to a child not really understanding the task. Raising our children, I can see my husband and I using both types of instruction with our children depending on the task.

4.2 Learning Objective: Psychosocial Development in Early Childhood

Topic: Parenting Styles

Parenting styles differ between every parent. These styles can lead to the type of relationship and parent and child may have in the future. There were two types of parenting styles that were used when I was growing up with my mother. She used the permissive style and the uninvolved style of parenting. The Permissive Style of parenting is when the kids run the show, they make few demands and rarely use punishment. The Uninvolved Style of parenting is that the parents are indifferent, uninvolved, and sometimes referred to as neglectful. I was an only child raised by my single mother. She was in and out as a parent due to her substance abuse addiction. When she was using, those were the times that I was never watched, usually at a friend's house, or left with paying for a utility bill because she did not pay it. She would also be gone for long periods of time where I would need to feed myself and make sure my schooling was taken care of. Those are some examples of the uninvolved style. She would show the permissive style when she was sober, but I still had a lot of freedom to come and go as I pleased with not many rules. The two parenting styles that we have used are the authoritative style and the authoritarian style. My husband

uses the Authoritative Style which parents give reasonable demands and consistent limits. I tend to use more of the Authoritarian Style, which the parent places high value on conformity and obedience. When our two teenagers were children, my husband would listen to their needs more and explain more about what was happening when they asked. I tended to not explain myself and constantly said “because I said so” more.

5.1 Learning Objective: Physical Development in Middle and Late Childhood

Topic: Sports

As children get older, they need to start having a form of physical activity to do. One way to provide that is through sports activities. Sports are important for children for a couple of reasons. Higher levels of satisfaction with family and overall quality of life, improved physical and emotional development and better academic performance. Our children decided to do a sport throughout the years and have stayed with long distance running. We have seen our children develop friendships that should be long lasting, teamwork and comradery. Sports have been an important aspect of our children’s lives and it is something that we do not want to take away. It has always been their choice to continue and not ours.

5.2 Learning Objective: Cognitive Development in Middle and Late Childhood

Topic: Cultural Differences in the Classroom

When children are in the classrooms, they can learn about different cultures by being around different cultures in schools. It helps them learn that other children are raised differently and that not everyone will respond like them. Different cultures can speak different languages, not speak unless spoken too, not look directly in someone’s eyes when being spoken to, social distancing and personal space. Diversity in the classroom can be helpful to children because then it becomes something they are used to and that it tends to be normal. When going to school with only one culture, the child can become “put in a box” and not really tend to have an open mind when someone is different culturally.

6.1 Learning Objective: Physical Development in Adolescence

Topic: Adolescent Brain

The adolescent brain goes through dramatic changes during the adolescent years. It starts to mature by becoming more interconnected and specialized. There is an increase in white matter of the brain which allows the adolescent to make

significant improvements in their thinking and processing skills. The limbic system is linked to the hormonal changes that occur at puberty. The limbic system regulates emotion and reward. This causes a little problem because the prefrontal cortex does not completely develop until the mid-20's. The prefrontal cortex involves the control of impulses, organization, planning and good decision making. During this time, teens often take more risks than adults because they weigh the risks and rewards differently than adults do. The possible rewards outweigh the risks. This I found remarkably interesting because it explains a lot of the choices I decided to make when I was a teenager. Now I can actually understand what I was or wasn't thinking of.

6.2 Learning Objective: Psychosocial Development in Adolescence

Topic: Parents and Teens: Autonomy and Attachment

This topic I really wanted to read about because this is the current section that I am facing with my children. Both are teenagers and we are coming into a balance on their autonomy. This topic discusses that a healthy balance between attachment and autonomy needs to be established between both parents and children. What is making it hard though at the moment because they are a little behind of their autonomy on going out and being with their friends since they are stuck at home during this pandemic. This is the time to learn on how to do things on their own so they are prepared for the future.

- **The Marshmallow Test**

First, I have to say this test was adorable to watch. I did end up watching a couple of different ones and watching the children perform this test was fantastic. Teaching a child about "delayed-gratification" at an early age I believe is positive. Teaching children that waiting on something after putting in the hard work is a reward. An example would be schooling. Putting in all the hard work for the length of time in school, does not really tend to reward until you are done with it and have a good paying job depending on your degree.

- **Imaginary Companions**

Imaginary companions I think can be important to a child. It can be a stuffed animal or even an imaginary friend. To me, it can be something that the child has attached itself

to who can listen to the child if needed. It can help the child come to an understanding if something is happening in the child's life or can help entertain.