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Child psychology

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Introduction

Development of a child encompasses a sequence of physical and emotional changes as well as change in language and thoughts from to the early adulthood. Such changes are influenced by environmental factors as well as learning capacity of a child. In each level of development, child experience and goes through some activities at different ages. Each level of child development is also related certain types of learning. The focus of this paper is to address at least two activities in each level of development and the type of learning related with it as learned in the course material.

Infant/toddler (birth → 2 years old)

Activity 1: **Development of milestone activities.** This involves things that child does at specific ages like skills of taking first step where a child smiles and waves. This activity relates with course material (Child Psychology) in that this is the time are engaged in playing, learning, speaking, moving by crawling, jumping, walking and behaving.

Activity 2: **Cognitive activities and development of bond of love.** At the age of one year it is common to find babies learning to focus on their vision as they learn things surrounding them and this involves cognitive activities. This activity is related to Child Psychology because it involves cognitive development where brain of a child continue to develop. The child experiences a learning process, thinking, and reasoning. They also learn language as are engaged in listening and mastering names of people. Sensibly, they love and trust their parents they hold, cuddle and paly with them and tend to cry while are left alone. Child make sound as they try to call their parents “Ma-ma” (CDC, 2020). The type of learning associated with toddlers at this age is language development as they are involved in learning their first language probably from their parents.

Early childhood/preschool (2 years → 5 years)

Activity 1: **Interaction with family**. At the age of 5 years children are considered as pre-scholar and begin to open up and become more independent. This activity is related to child psychology because it borrows ideas of Piaget's 4 stages of development specifically preoperational stage where children develops language, memory and imagination. Most of the time they focuses on adults and their peers outside family. They have a desire to explore and know anything surrounding them. Their personalities are shaped through interaction as well as the way of thinking.

Activity 2: involvement in physical activities. Children at this age have entered early childhood and are engaged in physical activities like riding a tricycle and can sing, and play with others. According to CDC(2020) most activities are that, toddlers can sorts objects based on color and shape, and imitate adults and playmates actions .Besides, they can note and differentiate boys from girls. This level of child development is related to Piaget's 4 stages of development as it is based on child being independent since they learn things with minimal influence from others.

- Middle childhood/elementary school (6 years → 11 years)

Activity 1: Manipulation of symbols. Children represents world's event and ideas logically and more flexible way guided by rules of thinking from adult. Some children operate unconsciously but can systemically solve problems. Some children follows rules unconsciously because they are in concrete operational stage

Activity 2. Building of health social relationships. Once a child attains the age of 6 years, this become their time physical, cognitive and social development besides emotional and language development. The children develops foundational skills that helps them in building health social relationships. Many of them learn certain roles in preparation for both adolescence and adulthood. As argued by Early and Middle Childhood | Healthy People (2020) the way child develops during

early and middle childhood stage influences their cognitive, language, social as well as their physical development. It also exposes child to school success, self-discipline, eating habits and health literacy. The Vygotsky's type of Social Learning is associated with this level of child development as it offers framework of social interaction that influence cognitive development.

Late childhood/adolescence/middle & high school (12 years → 17 years)

Activity 1: Children think abstract concepts. The individuals at 12 years develops an ability and skills such that can have logical thoughts and reason deductively. Besides, they can make systematic plans (Cherry, 2020). This type of activity is related to the course material in that it explores the ideas of Piaget's formal operational stage whereby teenagers at 12 years are able to think logically and use deductive reasoning when handling abstract concepts (Cherry, 2020).

Activity 2. Unique personalities develop and change of thinking and interaction. At this age we have more girls who might be mature, however, the boys continue to mature with increase in body size weight and shape. Teens develop personalities as they engage in relationships and prepare for not only independence but also responsibility. It is common to have many of them starting to work once they leave home after school. This level of development can be related to Robert Sternberg's Triarchic Theory type of learning since at the age of 12 years teenagers might have developed creative intelligence that can help them to address new problems in future.

References

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