CHAPTER 1 ASSIGNMENTS:

NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DESCRIBE YOUR FAMILY**

**Directions:** Picture your family describe how each of the following has affected your family:

1) Who makes up your family? Describe the various members of your family.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) What occupations do your parents have? How do these occupations affect your family life? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) What kinds of activities do various family members individually, and collectively, do for play and leisure? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4) Explain how health issues might affect your family life? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5) How do the various ages, spacing between children, and birth order of children of your affect your family life? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6) What role does education play in your family? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7) In what ways is parental love expressed in your family? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8) Summarize how your family is unique.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Thinking About Children***

Directions: Complete the following sentences with the first thoughts that enter your mind. There are no right and wrong answers.

1. Studying about children can help me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What I like most about children is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. What I like least about children is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. As a child, I was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Children need parents to care for them because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. So far, most of my knowledge about children has come from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. All children are alike in that they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. All children are different in that they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. The hardest thing for a child to learn is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

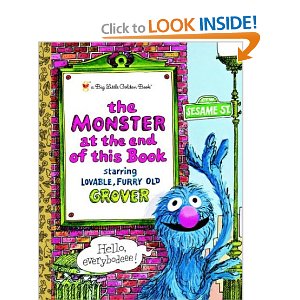
10. One thing I learned as a child that I have never forgotten is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. One thing I do not understand about children is why they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. To me, a newborn baby is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13. When I am with children, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14. My favorite activity as a child was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[](http://www.amazon.com/gp/reader/037582913X/ref=sib_dp_pt#reader-link)Activity #1: Read “There’s a Monster at the End of this Book”. Read it you tube style so whole class can see and hear.

<http://www.youtube.com/watch?v=_JVK0-4HQTY&feature=related>

What multiple intelligences are being illustrated in this activity? Fill out your response sheet

Activity #2: http://www.teacherspayteachers.com/Product/Monster-Eye-Patterning:

Activity #3: As a class sing and perform the song “There’s a Monster in My Closet” sung to “If You’re Happy and You Know It” from [www.perpetualpreschool.com](http://www.perpetualpreschool.com).

There's A Monster In My Closet  
And It's Green! (Rawwwr Rawwwr)  
There's A Monster In My Closet  
And It's Green! (Rawwwr Rawwwr)  
There's A Monster In My Closet  
And It's Very Very Green  
There's A Monster In My Closet  
And It's Green! (Rawwwr Rawwwr)

There's A Monster In My Closet  
And It Smells! (Pew Pew!)  
There's A Monster In My Closet  
And It Smells! (Pew Pew!)  
There's A Monster In My Closet  
And It Really Really Smells!   
There's A Monster In My Closet  
And It Smells! (Pew Pew!)

There's A Monster In My Closet  
And It Snorts! (Snort Snort!)  
There's A Monster In My Closet  
And It Snorts! (Snort Snort!)  
There's A Monster In My Closet  
And It Really Really Snorts!   
There's A Monster In My Closet  
And It Snorts! (Snort Snort!)

There's A Monster In My Closet  
And It Cries! (Boo Hoo!)

There's A Monster In My Closet  
And It Jumps! (Jump Jump!)

What multiple intelligence(s) are being illustrated in this activity? Fill out your response sheet.

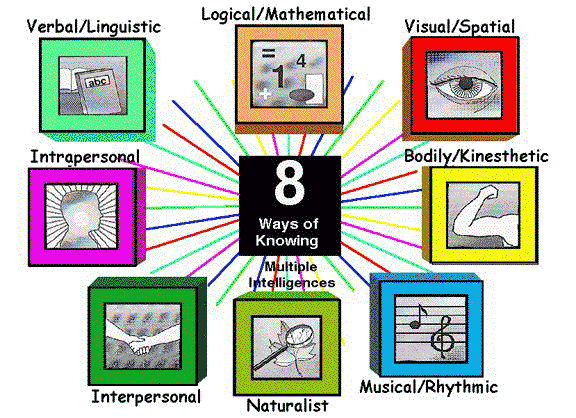
Activity #4: Monster Guts (perpetual preschool): Give each GROUP OFstudents a ziploc baggie with two different colored spoonfuls of Jello inside. Have students “squish” together to make monster guts. Have students describe their feelings about the “monster guts” and share with their partner and then the whole group. Students may eat their Jello while answering their response sheet. What multiple intelligence(s) are being illustrated in this activity?

Activity #5: Recycled Monsters: As groups of students must use the box of junk and hot glue or some kind of cement glue to create a monster. The monster must be able to stand on its own for display. After completing your monsters, create a set of wild words to describe your monster and then write an acrostic poem about your monster and place it beside it. Share monsters and poems with class.

What multiple intelligence(s) are being illustrated in this activity? Fill out your response sheet.

Activity #6: Write a journal entry on composition paper answering the following question: “What did you think of all these monster activities?” What multiple intelligence(s) is being illustrated in this activity?

Discuss: Have students trade response papers and share responses to the activities completed in class illustrating the multiple intelligences.

Multiple Intelligences…Student Response Sheet

Complete the following after performing the activity.

Activity 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What multiple intelligence(s) were represented in this activity?

Justify your response:

Activity 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What multiple intelligence(s) were represented in this activity?

Justify your response:

Activity 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What multiple intelligence(s) were represented in this activity?

Justify your response:

Activity 4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What multiple intelligence(s) were represented in this activity?

Justify your response:

Activity 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What multiple intelligence(s) were represented in this activity?

Justify your response:

Activity #6: Write a journal entry on composition paper answering the following question: “What did you think of all these monster activities?” What multiple intelligence(s) is being illustrated in this activity? How did this help your understanding of multiple intelligences?

Activity #7: Have students trade response papers and share responses to the activities completed in class illustrating the multiple intelligences   
Read by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Read by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EARLY CHILDHOOD SCENARIOS

In groups of four or five. Tell them that you are going to read to them several situations or scenarios and you would like them to discuss how they think the person highlighted in the scenario would be as an adult. Have them write down their conclusions for each scenario to be discussed with the entire class. Allow them 2-4 minutes for each report.

1. Vincent is the eighth child in a family of ten children. His biological

father fathered him and two of the girls in his family. The rest of the children have been fathered by various other men. His mother is raising all then children on her own. The family lives on the “other side of town” or in the ghettos. They have a three room house with no indoor plumbing and only two beds. Most of the children sleep on the floor. Vincent is knows to be a bully who throws rocks at cars, and at children’s heads. He also beat up his girl cousin with a baseball bat. He has aimed loaded guns at people. His mother beats and whips him regularly, trying to get him to stop his negative behavior.

1. Tonya is an only child. Her parents got a divorce when she was very young. Her mother, who Tonya lives with, has to work outside of the home to support the family. Her mother often beats her and emotionally abuse her. Her mother often tells Tonya that she is not good.
2. Jeff lives in a traditional family with a younger brother and his parents.

His family is very religious. His parents are very supportive and loving. They strive to provide a nurturing atmosphere in their home. Occasionally Jeff’s parents argue. For the most part, Jeff’s family fits the profile of a typical, traditional family.

1. Charlie’s mom was 15 and unmarried when he was born. Because she was so young and unprepared for the responsibilities of raising a child, Charlie spent most of his early childhood in foster homes with many different substitute parents. Charlie is now 12 years old and his mother has given him to social services to find a home for him.

Complete the chart

**Childhood Past and Present**

|  |  |  |
| --- | --- | --- |
|  | Past | Present |
| Health |  |  |
| Education |  |  |
| Love |  |  |
| Work |  |  |
| Play |  |  |
| Dress |  |  |

Parenting Code of Ethics

**DUE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Background:** Ethics is defined as “the system or code of morals of a particular philosopher, religion, group, or profession”. This definition suggests that a personal code of ethics can by supported by a professional code of ethics. A code of ethics is a set of statements that helps us deal with the temptations inherent in our occupations. It helps us act in terms of what is right rather than what is expedient.” (*Beginnings and Beyond*, Anne Miles Gordon & Kathryn Williams Browne, Thompson, 2004, 6th Edition, p. 204.)

Four sections of the Code outline the major areas of the parenting relationship:

1. Ethical Responsibilities to My Children;
2. Ethical Responsibilities to My Family;
3. Ethical Responsibilities to My Parenting Partner; and
4. Ethical Responsibilities to My Community.

**Assignment:** Using the provided information and the NAEYC Code of Ethics found on the NAEYC web site, <http://www.naeyc.org/resources/position_statements>, write your own personal parenting code of ethics. Your code must be written in first person. For example, “I will treat each child respectfully.” Be sure to include statements for each of the four areas listed above. You must use the four sub-titles that are listed above. You should have 3-5 statements under each sub-title.

**Requirements:**

**Title**: “Parenting Code of Ethics for (Your First and Last Name and all members of your group).”

**NO date** or class information on your paper.

**Must** be typed or written nicely

**Key points/phrases** should be bulleted. You may use double spacing.

**Font sizes**: Make sure it can be read from the back of the room

**Appropriate border** is required or you can use pre-printed scrapbook paper.

**Spell check** and then proof read for contextual errors.

**NOTE:** This document should be of suitable for framing & hanging in any home.

**Grading Criteria:** Your Parenting Code of Ethics is worth 60 points ½ credit will be given to assignments turned in one day late.

Code of Ethical Conduct

**Preamble**

NAEYC recognizes that many daily decisions required of those who work with young children are of a moral and ethical nature. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The primary focus is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschools, child care centers, family child care homes, kindergartens, and primary classrooms. Many of the provisions also apply to specialists who do not work directly with children, including program administrators, parent and vocational educators, college professors, and child care licensing specialists.

**Core Values**

Standards of ethical behavior in early childhood care and education are based on commitment to core values that are deeply rooted in the history of our field. We have committed ourselves to

* Appreciating childhood as a unique and valuable stage of the human life cycle
* Basing our work with children on knowledge of child development
* Appreciating and supporting the close ties between the child and family
* Recognizing that children are best understood and supported in the context of family, culture, community, and society
* Respecting the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
* Helping children and adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regard

**Section I: Ethical responsibilities to children**

Childhood is a unique and valuable stage in the life cycle. Our paramount responsibility is to provide safe, healthy, nurturing, and responsive settings for children. We are committed to support children's development, respect individual differences, help children learn to live and work cooperatively, and promote health, self-awareness, competence, self-worth, and resiliency.

**Section II: Ethical responsibilities to families**

Families are of primary importance in children's development. (The term family may include others, besides parents, who are responsibly involved with the child.) Because the family and the early childhood practitioner have a common interest in the child's welfare, we acknowledge a primary responsibility to bring about collaboration between the home and school in ways that enhance the child's development.

**Section III. Ethical responsibilities to colleagues**

In a caring, cooperative work place, human dignity is respected, professional satisfaction is promoted, and positive relationships are modeled. Based upon our core values, our primary responsibility in this arena is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children are inherent in our responsibilities to adults.

**Section IV. Ethical responsibilities to community & society**

Early childhood programs operate within a context of an immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet its needs, to cooperate with agencies and professions that share responsibility for children, and to develop needed programs that are not currently available. Because the larger society has a measure of responsibility for the welfare and protection of children, and because of our specialized expertise in child development, we acknowledge an obligation to serve as a voice for children everywhere.

**Statement of Commitment**

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the NAEYC Code of Ethical Conduct.

To the best of my ability I will...

* Ensure that programs for young children are based on current knowledge of child development and early childhood education.
* Respect and support families in their task of nurturing children.
* Respect colleagues in early childhood education and support them in maintaining the NAEYC Code of Ethical Conduct.
* Serve as an advocate for children, their families, and their teachers in community and society.
* Maintain high standards of professional conduct.
* Recognize how personal values, opinions, and biases can affect professional judgment.
* Be open to new ideas and be willing to learn from the suggestions of others.
* Continue to learn, grow, and contribute as a professional.
* Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

Parenting Code of Ethics Example

Ethical Responsibilities to My Children

* I will treat each child……
* I will provide……..
* I will be a …..
* I will always….

Ethical Responsibilities to My Family

* I will always….
* I will consistently communicate….
* I will always strive to….
* I will provide….

Ethical Responsibilities to My Parenting Partner

* I will provide a ….
* I will work ….
* I will always …
* I will create a warm…

Ethical Responsibilities to My Community

* I will report …
* I will respect …
* I will continue …
* I will share …

|  |
| --- |
| Grading Rubric for Parenting Code of Ethics  Group Members Names \_\_\_\_\_\_\_\_\_­­­­­­­­­­­­­­­­\_\_\_\_\_­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_ |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **5** | **4** | **3** | **2** |
| **Title** | Name is in title: both first and last | First name only is in the title | The paper is titled without name | No title |
| **4 sections** | The paper has the four sections as assigned with 4 items under each section | The paper has the four sections as assigned with 3 items under each section | The paper has the four sections as assigned with less than 3 items under each section | The paper does not have the 4 assigned sections |
| **Border/Scrapbook Paper** | Appropriate border/paper is used | Construction Paper used but very creative | Construction Paper used with little effort | No border or on plain paper |
| **Mechanics** | No grammatical, spelling and/or punctuation errors. Evidence of proof reading and reading for context errors. | Almost no grammatical, spelling and/or punctuation errors. Evidence of proof reading. | A few grammatical, spelling, and/or punctuation errors. Some evidence of proof reading. | Many grammatical, spelling, and/or punctuation errors. Little evidence of proof reading. |
| **Format Submission & Graphics** | Complies with all the format submission & graphics requirements stated on assignment. | Complies with most of the format submission & graphics requirements stated on assignment. | Complies with several of the format submission & graphics requirements stated on assignment. | Does not comply with the format submission & graphics requirements stated on assignment. |
| Total Counts | \_\_\_\_\_\_/15 | \_\_\_\_\_\_/15 | \_\_\_\_\_\_/15 | \_\_\_\_\_\_/15 |
|  |  |  |  |  |
| Total Points |  |  | **Final Score:** | \_\_\_\_\_\_/60 |

Child Development:

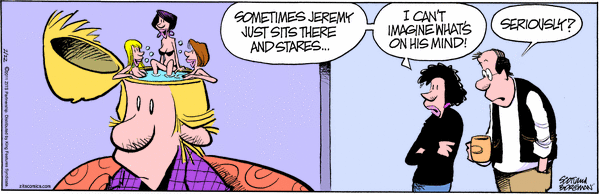
Family Lifecycle Cartoon Assignment

Now that you have correctly identified your family’s stage in the lifecycle, I want you to think about typical family issues that occur at this stage. You will create a cartoon to demonstrate some of the daily issues faced by a family in the same stage as yours. It may be humorous, serious, dramatic, or playful. There are many challenges facing our families today, so you will have plenty of material to choose from. Please explain your comic and label the family lifecycle stage. You may use the attached actual family comic strips as your inspiration.

**Examples:**

[](http://kotaku.com/assets/resources/2008/01/familycircus.jpg) **Family lifecycle stage:** The Thirties

**Issue:** Technology is an integral part of our daily family lives. Something that the younger generations take for granted. Parents often see technology as a way to baby sit their children while they get family chores done. It is important at a young age to be a proactive part of your children’s technological experiences. Integrate technology into family time.

[](http://www.arcamax.com/newspics/16/1621/162110.gif)

**Family lifecycle stage:** Middle Age

Issue: Families today suffer from a generation gap. Things HAVE changed since our parents were teens. The issues that we teens face today are different than they had to deal with. Yes, we do think about girls and having fun. But, that is not all we think of. We also think about sports, school, and friends. Parents, ask us what is on our minds. Get to know who we are, not just who you think we are.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Worksheet - Observing and Participating**

A. Observe a child that is between the ages of *one to three* years at a playground, preschool, or neighbor's home for ten to fifteen minutes. Use this form to plan your observation. Include in your description what the child does, says, interacts with, and anything else that occurs. Use action words in your description (objective observation).

Observation location\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Approximate age of child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objective observation:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Subjective observation/interpretation:

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. Observe a child that is between the ages of *four and six* years at a playground, preschool, or neighbor's home for ten to fifteen minutes. *If your first child was a girl, then this must be a boy. Furthermore, this child must not be in the same family as the first child.* Use this form to plan your observation. Include in your description what the child does, says, interacts with, and anything else that occurs. Use action words in your description (objective observation).

Observation location\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approximate age of child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objective observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Subjective observation/interpretation:   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hour­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***CONTRIBUTORS TO CHILD DEVELOPMENT KNOWLEDGE***

| **Name** | **When/Where Born/Lived**  **When did your theorist live and where did he reside and complete his/her research?** | **Type(s) of Development**  **What type of research is this theorist best known for? [Social, emotional, moral, intellectual, or physical development of children. It may also be a combination of these.** | **Theory** | **Do you agree with or like this theory? Why or why not?** | **Using children you know or have observed, provide an example of this theory.** |
| --- | --- | --- | --- | --- | --- |
| **Urie Bronfenbrenner** |  |  |  |  |  |
| **Albert Bandura** |  |  |  |  |  |
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