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**UNIT:** Responsibilities Related to the Child

**LESSON:** Child Development Theories

**TIME:** 2-3 days

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**COMPETENCIES:**

1. Identify and define the basic concepts of growth and development. (Options 2, 3, and 4)
  2. Describe the interrelationships between physical, social, emotional, moral, and cognitive aspects of development. (Option 3)
  3. Identify and define the various theories of development (Erickson, Freud, Gessell, Kohlberg, Maslow, Piaget). (Options 4, 5, and 6)
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**OVERVIEW/SUMMARY:**

Children grow at individual rates. However, the sequence of development is generally the same for all children. Children's growth and development is studied in four areas: physical development, cognitive or mental development, social development, and emotional development. Many theorists have discovered a great deal concerning how children develop. Their theories add insight and information to the study of child development.

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**MOTIVATOR:**

Divide the class into small groups. Each group should put together a children's puzzle. Before giving the puzzles to the groups, remove one or two pieces from the puzzle. When the students have completed the puzzles, discuss how the information you will be discussing the next week is vital to understanding children. Without this knowledge the understanding of children's growth and development would be incomplete, just as the puzzle is incomplete.

Or

Show the class a simple design you have made from Legos on a large flat Lego board. Take the bottom piece off and discuss that without a foundation or base to build upon the other pieces become useless. This is the way the information you will be discussing is. Without this information, the rest of the information learned in class has no foundation or basis.

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**OPTIONS:**

**TEACHER NOTE:** Please be aware of any current psychologists and their theories and share the information with the class.

**OPTION 1**

**BOOK:** Magic Eye--A New Way of Looking At the World or King Bidgood's In the Bathtub.

**OPTION 2--Competency 1--CDA VI, 13 PROFESSIONALISM**

**STUDY GUIDE:** Using the information, discuss the growth and development of children. Have the students complete the GROWTH AND DEVELOPMENT STUDY GUIDE.

**OPTION 3--Competencies 1 and 2--CDA VI, 13 PROFESSIONALISM**

**DISCUSSION:** Show the students the parts of a toy that you have taken apart. Ask them if they know what the parts are. Allow them to brainstorm for a few minutes. Put the toy together or show them one exactly like the one taken apart. Explain how the parts fit together to make a toy. Individually, the pieces are difficult to identify, but when they are put together correctly, they form a functional toy. Relate this to how the areas of development (physical, cognitive, social, and emotional) fit together. It is difficult to discuss concepts concerning one of the areas of development without also discussing how this relates to another area of development. Show the **GROWTH AND DEVELOPMENT TRANSPARENCY**. Parents, teachers, etc., need to encourage a child's development in every area so that they can grow to be healthy, happy, and productive individuals.

**OPTION 4--Competencies 1 and 3--CDA VII, OBSERVATIONS**

**OBSERVATIONS:** Review the information "Observations" with the students. Be sure to relate that observation is the method by which the famous theorists developed their theories. It is important that the students understand that observations are an important part of this curriculum, not a play time. Have students complete the "Preschool Observation" assignment.

**OPTION 5--Competency 3--CDA VI, 13 PROFESSIONALISM**

**THEORISTS:** Have the students complete the **THEORIES STUDY GUIDE**. Split the class into seven groups. Assign each group one of the theorists listed on the **THEORIES STUDY GUIDE**. Have each group research all the information they can find concerning the assigned theorist's theories. They are to find information concerning the theories of the person and not biographical information about the theorist. Allow one class period to complete this assignment. Have each group give a short presentation on the theories. The class should complete the **THEORIES STUDY GUIDE**. You may need to interject information that is included in the teacher information. (NOTE: You may wish to quickly review the information yourself with the students, rather than have the groups do it.)

**OPTION 6--Competency 3--CDA VI, 13 PROFESSIONALISM**

**ROLE PLAYS:** Read the **THEORIES ROLE PLAYS** and have the students guess who you are reading about. To make this more fun, you may want to wear a tie, a suit coat, and some reading glasses or costume glasses with the nose and mustache attached. Dim the lights and tell the students to sit back and relax.