**Psychology: Wilmot Field Trip**

Goal: to better understand both Piaget and Kohlberg’s theories, students will evaluate which stage various children fit according to *each* theory.

* Take brief notes on the **school and** **classroom environment** (layout of the room, visual aids, etc.) and how it might facilitate in the child’s ability to learn.
* One person is the interviewer and sits in front of the student (and does not write). Other people in your group are the recorders and sit behind the student. You may take turns being the interviewer. Be sure that recorders ultimately share their notes with the interviewer.
* Record the students’ answers; don’t judge their answers or tell them they are wrong.
* Work with students from a range of grades at Wilmot. Only work with one student at a time so that the kids don’t influence each other’s answers. **Be sure to ask and record the age and grade of each student!**

Piaget

1. Law of Conservation via rows of 8 pennies or water containers. Start out with the 2 objects being equal, and ask the student if they are the same. When the student recognizes that they are the same, then let the student watch you manipulate the objects (spread one row of coins out more *or* transfer the water in one glass to the other type of glass) and ask him or her if the volume of water and/or number of pennies is *the same or different*. ***Be sure to ask why he or she thinks they are the same/different.***If working with the rows of pennies and the student believe the rows are different, let them count the pennies in each row and ask them again.

2. Questions to check for Preoperational Thought (choose 1-2 the following questions from each category to ask, later check the chart in the Google Slides presentation for typical answers of preoperational answers: more sophisticated/accurate answers will indicate a higher stage of development)

* Egocentric (thinking that the world exists to meet one’s own needs): *Why does it get dark out? Why does the sun shine? Why is there snow? Why is grass green?*
* Animistic (thinking that inanimate objects are alive and conscious): *Why do trees have leaves? Why do stars twinkle? Why does the sun move in the sky? Where do boats go at night?*
* Artificialistic (thinking that natural things and events are made by people):  *Why is the sky blue? What is the wind? What causes thunder? What makes it rain?*
* Theory of Mind: ask: “*What do you think is inside this box?”* Let student look in box. Ask, *“What do you think someone who has never looked inside this box will* ***think*** *is inside?”*

Kohlberg

3. Moral scenario: read the following story to the child and ask if the man was wrong to steal the bread. Why or why not?

*A man lost his job and couldn’t find work. His wife and five children were hungry, but they had run out of money. After a day of trying to find work and having no luck, the man saw a store with freshly baked bread in the front window, which was open. He quickly grabbed four loaves of bread and ran home.*

You can try altering the scenario above to varying degrees to see if it will change their responses. For example, would it be okay to take just one loaf?

Wilmot Child Development Assignment – 30 points

Due:\_\_\_\_\_\_\_\_\_\_

You may complete this assignment as a small group. Submit to Google Classroom.

1. Briefly *compare* and *contrast* Piaget and Kohlberg’s theories of child development *in your own words*. How were they fundamentally similar, different? This portion of your paper should be approximately one-half to two-thirds of a page. (6 points)
2. Analyze *at least* four students’ responses to all of the tasks. Identify which stage each of these children is currently in according to each theory. Explain your rationale, using specific examples of each child’s responses to the tasks you asked them to do. Include each participant’s age/grade in your analysis. (20 points)
3. Describe the physical school and/or classroom environment (decorations, rewards charts, configuration of seating areas, hands-on learning tools, etc.). How might this environment facilitate the children’s ability to learn and/or how would it facilitate learning according to Piaget’s stages? (4 points)
4. Optional: Was there anything else you observed that might help determine or help explain any of these children’s developmental stages (anomalies in your data: characteristics about this child that could explain why they were placed in a stage different than expected, attention span for the tasks, etc.)?
5. Paper must be a minimum of two pages, double-spaced (normal margins). Deductions will be taken off if this standard isn’t met.