3 Ages Project Interview and Analysis

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November 5, 2019

Professor Taylor

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| Key: | People Interviewed: |
| Blue | Brady (5 years old) |
| Black | Aiden (7 years old) |
| Red | James (19 years old) |

1. Do you play any sports? What do you do when you play outside?

Asking about sports and outdoor activities can help me gain an understanding of how physically developed these children of different age groups are in. Not all children play sports, and if they do, don’t always demonstrate the extent of their motor skills, so I figured asking about what they do when they play outside would help me gather more data.

* 1. “Lots of stuff, rake leaves, swing, baseball”
	2. He’s going to play basketball, play on playhouse
	3. “Football, wrestle, run track, rock climb, ripstick, canoe, kayak, going to the beach, digging holes.”
1. Do your parents read to you? What do you like to learn about?

Studies have shown that children enjoy reading more and are more successful in life when their parents read to them. Reading is a life skill that never goes away, and helps children learn as they age.

* Mom reads to him, they last read a book about dragons, doesn’t like to read, likes to learn about math.
* Mom reads at night, on the night you were born (book read last night), likes to learn about science.
* “They used to; I like to learn about different ways to help people”
1. Who do you live with? Who do you see most often in general?

A family plays a large part in child development. I asked about who they see most in general to determine who is most present in their lives, as that’ll definitely impact them as they grow up.

* Mommy, Daddy, Cole (baby brother), Phil (dog), Brady (younger brother). Sees everyone around the house equally except dad since he works more.
* “My family: Aiden, Mommy, Cole, Phil, Daddy” sees mommy and Cole most around the house.
* “My parents, my mom, brother, dad and dog”.
1. Who do you spend time with outside of your family?

Peers, or who children spend a lot of time with outside of their family, have a significant influence on children and provide alternative ideas that the child may not see or hear at home. Peer pressure becomes a big deal in adolescence, so peers are crucial in a child’s life.

* Recess, a smaller group 6 or 7 people
* 5 friends, always friends in neighborhood to play with.
* Trent, Zach, friends, Gabe, Isiah, Jordan
1. Do you like your teachers? What are they like?

Since children spend 35 hours at school a week, at least for elementary school, teachers play an important role in their life and hearing how students feel about their teachers show how they view authority figures and give us an idea about how they feel about school in general.

* Likes teacher, brown skin, brown hair
* 2 teachers, likes them, nice, nicer than teachers from last year.
* “For the most part, except (omitted name), most of them are very easygoing, helpful, caring (except for omitted name)”.
1. What do you do on a normal day of the week or weekend?

Normative events provide a sense of stability in a child’s life, and a sense of stability allows a child to grow and thrive.

* After school Aiden plays with Legos, remote control cars
* “I play and watch shows, play on the hill right after school every day.”
* “Go to class, sleep, gym, homework, pee, poop, put clothes on”.
1. If (Aiden or Brady) took something from you, what would you do? What do you do when you need help?

This was an attempt to see problem solving, as it remains relevant throughout life and problem solving becomes easier as you get older.

* “Tell mommy”.
* “Go tell mommy”, sometimes he gets upset, if he needs help he asks mom.
* Ask in a diplomatic manner, ask for help
1. What is a typical school day like for you?

The way that children learn at school sets them up for how they learn for the rest of their life. Having a set school schedule also provides a constant in the life of a child, providing stability.

* “Unpack, lunch, math, centers, writing” sometimes schedule gets switched around.
* “Wash hands, sign names, play, write letter of the week” (letter of this week is H).
* “Wake up, shower, dress, eat, go to class, eat lunch, more class, go to gym, do homework, dinner, more homework, chill, sleep”.
1. If someone who was hungry took food from you without asking, what would you do?

This was an attempt to hear about moral reasoning, which plays a crucial role in child development and life in general. However, my cousins did not understand the depth of my question, but it shows how when facing difficult or confusing situations, most children turn to their parents for help.

* “Tell mommy, get more food.”
* “Go tell mommy.”
* “I’ll give them food if they want it.”
1. What do you want to be when you grow up? Why?

The future is far, but hopes for the future are good. It also shows us that the child has developed a sense of cognitive ability to see beyond the present.

* “I don’t know yet, a ninja.”
* A scientist, because he wants to figure out how to get super powers.
* “No idea, because I don’t know.”