

Three Ages Project

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Purpose of the Project

The purpose of the three ages project is to give students the opportunity to explore the differences in child development between three age groups.

Participants

- Early Childhood (3-6)
 - Brianna (age 5)
 - Relationship: my cousin
- Middle Childhood (7-12)
 - Tess (age 12)
 - Relationship: also my cousin and older sister to Brianna
- Adolescence (13-19)
 - Alex (age 17)
 - Relationship: my younger brother



Cognitive Development

— The change in a child's learning and reasoning as they grow. —

Brianna: Cognitive Development



Piaget believed that children are “...little scientists’ who actively explore their environment and learn from those experiences” (Levine and Munch, 2016, p. 40).

Q: When you need help understanding something, do you ask for help or try to figure it out on your own?

A: I like to figure it out on my own.

Analysis: This response shows a sense of independence within Brianna and a desire to learn new things as Piaget suggested.

Tess: Cognitive Development

Q: What is your favorite subject in school?

A: Math because I am good at it.

Q: What is your preferred learning style?

A: Visual aids.

Analysis: Tess's exceptional abilities in math show that she has learned reversibility and is able to think logically. Likewise, her knowledge of what learning style works best for her shows that she is intelligent about how to succeed in school.



Alex: Cognitive Development

Q: What is your preferred learning style?

A: Visual aids so that I can see the steps.

Q: What is your favorite subject?

A: I like math and science the best.

Analysis: Alex likes math and science based classes because he enjoys using hypothetico-deductive reasoning and logic.



Physical Development

— How a child changes biologically. —

Brianna: Physical Development

Q: How tall are you compared to your friends?

A: I am taller than my friends.

Q: How do you play?

A: I play at the park with my friends.

Analysis: Brianna's height is normal for her age because girls at this age develop sooner than boys. Her level of physical activity also matches that of other children her age.



Tess: Physical Development

Q: How tall are you compared to your peers?

A: I'm taller than most of my friends, including boys.

Q: How often do you exercise and how much sleep do you get?

A: I spend time outside everyday and sleep nine hours each night.

Analysis: Girls around this age hit a growth spurt and are usually taller than boys. The amounts of sleep and exercise Tess gets is good for her health and allows her to grow and function properly.



Alex: Physical Development

Q: How many hours of sleep do you get?

A: Six hours during the week but I overcompensate on the weekends.

Q: Does this lack of sleep affect your grades?

A: I don't think that it does. I don't feel tired in the mornings once I'm up.

Analysis: Sleep is very important for adolescents because their bodies are going through some major changes. Unfortunately, this same behavior is common in most adolescents.



Social-emotional Development

— How people change in their social connections with others and how their understanding of emotions evolve. —

Brianna: Social-emotional Development

Q: How do you make new friends?

A: I play with people that I don't know yet.

Q: Do you play well with others?

A: Yes, because I always share my toys.



Analysis: By playing with others, Brianna is creating friendships and developing important social skills like sharing.

Tess: Social-emotional Development

Q: Is making friends easy or hard?

A: It is pretty easy because I am good at being friendly.

Q: Do you compare yourself to your friends?

A: Sometimes because we all try to motivate each other.

Analysis: Like her sister, Tess is good at making friends. She also takes part in social comparison but in her situation it is helpful because it results in academic success.



Alex: Social-emotional Development

Q: How do you make new friends?

A: I like to find something in common.

Q: Who are you more willing to befriend?

A: People who are like me.

Analysis: Alex has reached identity achievement. He has figured out who he is and what he likes through trial and error and surrounds himself with people who share similar interests.



Conclusions

Recommendations: I would tell all of the participants to allow themselves to be kids for as long as possible. Don't worry about the future just yet!

What I've learned: While children at differing levels of development vary from one another, you can still find similarities that connect them all.

ex). All three were socially similar because they were all good at making friends

Connections:

- Piaget's theory of cognitive development
- Marcia's identity development

References

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