**Piaget’s Preschool/Kindergarten Activity - Extra Credit Worth: 20 points (NOTE!  There is an individual write-up with this assignment!)**

**This project is designed to give you the opportunity to explore Jean Piaget’s concepts of cognitive development with respect to the level of the preoperational stage of development. Please do the following:**

* In groups (no more than 5 per group please), interview a child between the ages of 2-7 using the Piaget Worksheet below.  You may use a sibling, other family member, neighbor, a friend’s sibling, someone you know from church, etc., but you must have permission to interview the child and the parent should be informed as to what you are doing!

* Be sure to look at the interview requirements ahead of time so you have all of your materials needed for this project.

* In order to have the child be more open to the interview, bring them something fun to start with: a bag of stickers, a healthy snack, a safe toy, some crayons and a pad of paper, etc.   This will make them feel more comfortable and safe and open to being a part of the project.

* Try to get the child to be alone with the parent in a room nearby, but not hovering over the child – you will get better responses.

* DO NOT interpret the results with the parent or the child – do not imply that their child may be developmentally delayed or doing something wrong – if they ask how their child did, say that they did a great job.  You are just observing the principles of preoperational thought; you are not a psychologist!

* DO NOT laugh or give indication that what the child does or says is right or wrong – this may change how they answer future questions.

* When the interview is over, thank the child and perhaps give them a small treat or another sticker – this makes them feel like they did something right!

* Once you have completed the interview and noted your observations, then you will need to **type** a **one page reaction pape**r (1 paper per PERSON - this one is to be done individually, not as a group paper - thanks!).  Be sure to follow the formatting criteria that we use for all papers!  In your paper, **describe** what took place in your interview and **whether or not the child is still in the pre-operational stage of development (hint: if they are still in this stage then they will not grasp conservation and will give seemingly illogical answers**.)  According to Piaget’s ideas, **why do you think** the child responded the way they did?  Be specific in your analysis, using the language of Cognitive Development.

**Below is the worksheet with which you will use to record your observations (this should be included with your analysis/typed paper).**

**Child’s Name (first only) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Age: \_\_\_\_\_\_\_\_\_**

**Concepts:                                              Observations/Notes/Comments:**

**Stranger Anxiety/Separation Anxiety**: How did your student

react around unfamiliar people?

**Directions/Concepts:                                                               Observations/Notes/Comments:**

**Object Permanence:** Show the child 2 stuffed animals.

Hide one of them under an object like a towel or blanket.

Ask, “Where did it go?” and note their response.

**Egocentrism:** Stand a book or folder on a table.

Place one animal on the left side of the book or

folder and ask, “Can you see the animal?” Note their response.

Then, place the other animal on the right side of the book or

folder and ask, “Can you see that animal?” Note their response.

Then ask, “Can they see each other?” Note their response.

**Egocentrism:** Ask and note responses.

**A.** “How many brothers or sisters do you have?”

**B.** “What are their names?”

**C.** “Does, (insert the name of

one of their siblings) have a brother or sister?”

**Animism:** Ask and note responses.

**A.** Why does the sun get so hot?

**B.** Why is the sky blue?

**Conservation:** Use 10 pennies and put them in

       two rows.  In one row, make the pennies touch

       one another, and in the other row, spread them out.

      Ask, “Does one row have more objects?  Why?” Note

      the response.

**Conservation/Volume:** Get three glasses – two that are small (e.g., juice

      glasses) and one that is taller (e.g. water glass). Fill both of

      the small glasses with the same amount of water and get

      the child to agree that they are equal.  Then, pour the water

      from one glass into the taller glass. Ask, “Do the glasses each have

      the same amount of water?” Note the response.  Then, pour

      the water from the tall glass back into the small glass and ask,

     “Do the glasses each have the same amount of water?” Note their response.

      It is kind of fun to do this one a couple of times – but don’t laugh!

**Centration:** Using the glasses from above, with the same

amount of water in a small glass and in a tall glass, ask the child,

**“**If you were really thirsty, which glass of water would you want?”

Note their response.

**Irreversibility:** Ask and note response:

**A.** If you have 1 cookie and your mom gives you 2 more,

how many cookies will you have?

**B.** If you have 3 cookies and you give your dad 1 cookie,

how many will you have left?

**Theory of Mind: Read the following story to the child and then note their response:**

“Every day Sally puts her beloved toy rabbit Stuffy on her pillow before going to preschool. One day, after Sally leaves for school, her father notices that Stuffy is quite dirty and puts him in the washing machine. He intends to then put Stuffy in the dryer, but forgets. When Sally returns from school that day, she wants to tell her friend Stuffy about her day. Where would she expect to find Stuffy?”