

## OBSERVATION PROJECT WORKSHEET

### I. Experiences/Observations

-3 year old boy experiencing dinner time at grandma's

-he was continually very outspoken

-he didn't want to eat because he wanted to pretend to be Zoro

-he resisted sitting down a number of times with outbursts of whining and defiance, but eventually he did sit down; he uses a lot of facial expressions when he whines

-he wanted to serve his own food to himself; he was a bit clumsy, and was a bit unsteady serving himself gravy...he also insisted on serving everyone else; he also wanted to put his jelly on his bread himself. . .again he was a bit awkward; he insisted on putting an enormous amount on saying that he would eat it all

-"Zoro" gave us all magical gloves so that our hands wouldn't burn (the appearance of these magical gloves occurred right after his grandmother told him to be careful because the gravy dish was hot)

-he continually talked about wanting to be Zoro, and stopped eating after a few minutes

-he was told by his grandmother, "you can't play until we've finished eating," this didn't make him too happy, but he did sit down

-when his grandmother reminded him that he said he would eat all of his roll with jelly he said "tricked you" with a smile

-he would eat more when someone prompted him by saying, "you can't have anymore". . .(a bit of reverse psychology), but this didn't last long

### II. Analysis/Interpretations

#### 1. Physical Development

His physical characteristics follow Eiehler & Snowman's descriptions pretty closely.

He is extremely active, and enjoys activity for its own sake. His desire to not sit still even to eat demonstrates this characteristic. Also, as Zoro, he was a very active character, running all about.

His large-muscle control was better developed than his small-muscle control and his eye-hand coordination. When he was serving himself food he was a bit unsteady. It also seemed easier for him to use a utensil to scoop up a lot of food, rather than a small controlled amount.

#### 2. Cognitive Development

According to Piaget, he should fall in the preoperational stage of cognitive development. However, he wasn't asked to solve conservation problems or mentally reverse actions so its hard to draw definite conclusions. He did demonstrate egocentrism. He just couldn't understand why we wanted to eat when we could be playing Zero with him instead.

### 3. Psychosocial Development

Like Biehler & Snowman identify for most preschool kids, he is quite flexible socially. He is willing to play with anyone. In fact, anyone who will play with him becomes his friend.

He seemed to prefer cooperative play. He wanted others to play with him, and pretend to be a part of his Zero play acting. Which leads into the fact that his play pattern was mainly dramatic play, (when kids use imaginary situations as the basis of their playing).

He quarreled easily, which is another characteristic of this age group.

These outbursts were short and frequent.

### 4. Moral Development

I would presume that he is at level one, punishment-obedience orientation of Kohlberg's stages of moral development. First of all, he is only three years old so it would be expecting a lot for him to have climbed up the ladder of moral development. Secondly, my evidence for this conclusion is that although he didn't want to stay sitting while others finished eating, he did so after his grandmother told him to.

## OBSERVATION PROJECT WORKSHEET

### I. Experiences/Observations

- He was a seventh grade boy who was in a 20-minute school period called "Pathways". This is a period where students listen to announcements, and supposedly can bring up other problems.
- from the second I walked in the classroom he began talking to me saying, "Who are you? Are you a sub?" When I told him who I am and that I was here for field work he said, "cool"
- he then went over to two other boys in the classroom and told them he just got two new pairs of shoes
- "so," they said, and proceeded to ignore him
- he asked me which shoes I liked better, when I told him which ones he put those shoes on
- when the teacher was talking to the class he continually interrupted with relevant and irrelevant questions/comments
- he asked to be the monitor to bring the attendance results to the office; when he was told he couldn't go for two minutes he became irritated
- he whined and pleaded to go early, but the teacher didn't give in
- he left two minutes later with the attendance slip in hand

(I again saw him later on in the day. Although he didn't have a full class with the teacher, he continually stopped by between classes and told her what so and so said to him, or about him, and other similar "news").

### II. Analysis/Interpretation

#### 1. Physical Development

For his age, he seemed to be pretty average. As Biehler & Snowman point out, most boy's growth spurt is usually not complete before the eighth or ninth grade. He didn't seem to have yet had a big growth spurt. I would guess that he fits the description of late-maturing boys because of the way he physically looked and because of the way he acted. Late-maturing boys are supposedly energetic, bouncy, and given to attention-getting behavior, and are not popular. He was continually trying to get attention by interrupting his teacher, asking for everyone's opinion about how he dressed, and insisting on being the attendance monitor. His classmates reaction to him ("so" and then ignoring behavior) when he told them about his new shoes makes me believe that he may not be popular. Also, his

frequent visits back to the teacher throughout the day to report his "news" suggests that he may not have a lot of friends to talk to.

## 2. Cognitive Development

According to Piaget, he should be in the formal operational stage. Because of the situation I observed, I cannot make strong conclusive arguments to support this, although I have no reason to suspect that he wasn't in this stage. He did show signs of what David Elkind calls adolescent egocentrism: when an adolescent assumes their thoughts and actions are as central to others as to themselves. He continually wanted to tell everyone about himself.

## 3. Psychosocial Development

He showed signs of being concerned about what others thought of him. For example, he wanted to know which shoes looked better with what he was wearing.

This also showed his desire to conform to how others dress, a typical characteristic of this age group according to Biehler & Snowman.

## 4. Moral Development

He seemed to function at two different levels of Kohlberg's stages of moral development in the short time I observed him. When he waited to hand in the attendance record after being told to wait two minutes, he was acting at level one: punishment-obedience orientation. At the same time, his very desire to be the attendance monitor seemed to suggest level three: good boy-nice girl orientation. At this level you act in certain ways in order to impress others.

## OBSERVATION PROJECT WORKSHEET

### I. Experiences/Observations

-seventh grade boy in an English course

-talks loudly and before the whole class

-when I was introduced, he said loudly "Hi, I'm Jason."

-the teacher commented that it would be hard to miss Jason, (because he is so boisterous), and he laughed along with some of his other classmates

-He sat still during the rest of the announcements made by the teacher, but as soon as they were asked to begin to work, he was up from his desk, talking loudly.

-He went to a nearby table of girls and began to peer over their shoulders at what they were doing, and then started to pester them.

-When I asked him to sit back down, he did so, but this lasted only a minute.

-He spent a lot of time walking, running around, and getting other people worked up.

-He asked me, "Can you give out detention?"

-The class was working on a scavenger hunt to locate parts of the newspaper, when I asked him "Where do you think a newspaper would put its phone number for people who want to subscribe?" he did come up with the correct answer, "The front page" but, to get him to stay on task and work on the assignment was like pulling teeth. When I went over questions with him he sat still, but otherwise he seemed to enjoy running around more.

### II. Analysis/Interpretation

#### 1. Physical Development

He appeared to be in the early stage of puberty. He had a couple of the characteristics that Biehler & Snowman contribute to this stage. For example, he had slight acne. He also seemed to be a bit awkward, probably due to a growth spurt. He was somewhat tall, yet he didn't have broad shoulders or a lot of muscle tissue, which are other characteristics that Biehler & Snowman identify within this stage.

#### 2. Cognitive Development

Although I only observed him for parts of one class period, based on a bit of evidence he seemed to be in Piaget's formal operational stage. The reason I came to this tentative conclusion is that he was able to think up a hypothesis in his head to come up with a solution when I asked him a question. I said, "Where do you think a newspaper would put its phone

number for those who want to subscribe?" and he was able to think through the problem in his head, perhaps considering the idea that when people try to sell something they do so in a visible, obvious way. I, of course, can't say what went through his mind, but he did come up with an answer that seemed to indicate that previous ideas or situations that were similar helped him recognize the form of the problem and come to a solution.

### 3. Psychosocial Development

He seemed to be showing definite signs of Biebler & Snowman's identification that the peer group becomes the general source of rules and behaviors at this age. Other kids at his table showed similar behavior to his, and he definitely enjoyed it when others laughed with him, and played along with his antics. Related to this characteristic, he seemed concerned about what others thought of him. He was the clown, making others laugh.

### 4. Moral Development

In the time period I observed him, his actions fell into Kohlberg's first stage of moral development: punishment-obedience orientation. He wasn't interested in doing what he was suppose to do in order to impress his teacher, or because it would have been the most appropriate decision. He did his work only when there was the threat of someone looking over him, demanding obedience. In fact, his question about whether or not I could make him have to go to detention is a definite sign of this level. He would be willing to obey if he knew that otherwise he would be punished.