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ECE 110L-192L

April 25, 2020

Commentary Paper

Children are distinctive in their own way; they each follow their own developmental time clock. Some children are capable of doing things far more advance for their age this can be due to many factors such as their environment and the food they eat just to name a few. The child that I chose is three-year-old Em. I will zoom in on the different stages of her development.

Cognitive

- Em answers “WH” questions. This demonstrates that she understands what is being asked and also that she has communication skills.
- Em pretended to be an Ophthalmologist. This depicts Em’s role-play skills.
- Em decided to play in the make-believe area. This displays her ability to make simple choices.
- Em asked me if I wanted to see the eye doctor, she then came back with a form for me to fill out then she brought me around the counter and told me to have a seat. This behavior demonstrates that she can follow a routine.

Language

- Em asked me if I wanted water. This demonstrates that Em uses sentences of three or more words.

- Em indicated to her teacher that she needed to use the bathroom. This shows that she can communicate her needs verbally.
- Em asked if I wanted to see the eye doctor and I replied. This depicts that Em is able to initiate a conversation.

Social-Emotional

- Em allowed her classmates to use the props in the classroom, she did not take it all for herself. Em's behavior demonstrates that she knows how to share with others.
- Em assisted her teacher with cleaning up scattered toys. This shows that she is helpful and is a team player.
- Em offered me water while I visited her doctor's office. This shows that Em is considerate and cares about the needs of other.

Physical Development

- Em used one her hand to position my face and the other hand to shine the light into my eyes. This action demonstrates that Em uses her Fine Motor Skills. She knows how to use her hands independently.
- Em stooped down to pick up and put away scattered toys on the floor.
- She also walks around in the classroom. These actions depicts that Em also uses her Gross Motor Skills. She also knows how to balance herself.

Activity of Daily Living

- Em puts on her shoes without help. This demonstrates that she is responsible of taking care of her own needs.

- Em uses the bathroom on her own. This demonstrates Em ability to take care of a personal need.

Aspects of Culture

Food

- Food in my culture is an important aspect of a child's development. Home cooked healthy meals are also imperative and is also encouraged. Families most times are involved in growing fruits and vegetables and rearing animals for food. In my household growing up I was always given breakfast every morning. My siblings and I were given food to take for our lunch. Fruits and vegetables were always a part of my diet .The juice that we were given to us was always blended fruits and vegetables made by my mother. We always eat together as a family; occasionally we would eat at fast food restaurants. My father would always plant different ground provision and fruits in our back yard. These eating habits contributed to my physical and mental growth. It increased my ability to learn and safeguard me against sicknesses.

Religion

- Religion also plays an important role in my culture. My religion, Christianity teaches me that there is a higher being, this higher being created the entire universe including all things. There are set moral beliefs and principles that I live by and because of this I do not live as I please or treat people as I please. My religion helped me to make important decisions in my life; it helps me to decide what is right and what is wrong. It helps me to have self-control and it helps with guiding me on how I treat my body, the substances

that I intake and the different activities I indulge in. It also aids in the way I treat others, I never esteem myself better than others we are all equal beings.

Education

The education setting in my culture is one where students are allowed to express themselves. Education is not only about listening but it is also active learning; students engage in active discussions with teachers. I had to work together with my classmates on different projects and then present it to the entire classroom. I also had to do public speaking on my own. When doing public speaking I had to maintain appropriate eye connect at all times and remain audible throughout my presentation. Taking part in these activities taught me how to be a team player and also aid in building my confidence.

Celebrations

Birthdays, Anniversaries, Christmas Dinner and Family Reunions just to name a few are of much importance to my culture. These events are celebrated yearly, this is also the time when families and friends get connected and spent quality time with each other. My family sees it as a norm to celebrate birthdays, wedding anniversaries and family reunions. These special days are filled with gifts or a kind gestures, home cooked meals, laughter, games and conversations. Celebrating these special days yearly gave me a sense of belonging and taught me what was and still is important to my family. It also helped to enhance my social skills and helped with me establishing relationships not only with my family members but also with the people I work with and even come in connect with on a daily basis.

Transportation

Transportation in my culture is both good and bad this depends mainly on the area in which you reside. For some residents, transportation is easily accessed while for others it maybe a major issue. The area where I reside was in close proximity to the places that I needed to be at a daily basis. I was able to walk to church and I could also walk to my Infant School and my High School. This was beneficial to me since I was not tired by my daily commute and also I was being my active. This helped to develop my Gross Motor Skills.

Language

The two main languages in my culture are English and Jamaican Creole. The language a child or person will use is based on their household and their different affiliations.

Families that are higher on the social strata may include a foreign language in their child's dialect at an early age. Whilst, a middle class or a lower class family may only be able to introduce a different language to their child's dialect when they enter into secondary education. Communication was always encouraged in my environment.

Language started off at home, both English and Jamaican Creole. I was taught to communicate my needs and how I was feeling verbally. My parents, my siblings and myself were often engaged in different conversations. I was given the opportunity to learn a different language in High School it was not introduced at an early stage in my life. Since my parents taught me to express my needs and feelings verbally it helped me to speak up for my self and articulate my views freely.

Comparison of Development

Cognitive Development

Both Em and E took part in make-believe play. Em pretended to be an Ophthalmologist and E pretended to be a Train Conductor. Em and E uses their thinking skills to answer questions. Em answered the question asked about the story and E answered the question about running in the cafeteria. While in make-believe play Em used props to assume the role whilst E simply acted in the role without the use of props. This is due to the age difference between both children. Em and E's brain development are on a different developmental level that forces the older child to move towards a more concrete level of thinking.

Language Development

Em and E both communicated verbally and they both speak using complete sentences. Both Em and E asked to use the bathroom verbally using a complete sentence. However, E includes more words in his sentences. This shows that E has a wider vocabulary this may be because of the level of his brain development and also his environment.

Social-Emotional Development

Em and E are both interactive with their peers. Em plays with her classmates in make-believe play and E talks to his schoolmates. Both children shared. E shared his lunchables and Em shared the props in pretend play. E is better able to express how he is feeling both verbally and non-verbally. This was demonstrated when he told Miss A how he felt that she was there and he sealed it with a hug. Em plays along side her classmates with little interactions, whilst E interacts more with his peers.

Physical Motor Development

Em and E use their hands independently. Em used her hands to position my face and shine light into my eyes. E used his hands to open his snack and to reach for his lunch box. Em and E walks comfortably around without assistance. Both children walked to the bathroom. E runs at a fast pace whilst Em mostly walks. E takes bigger steps whilst Em takes smaller steps.

Activity of Daily Living

Em and E can use the bathroom independently. Em and E can both dispose of their garbage without help. Em requires a naptime throughout the day whilst that is not a requirement for E.

Setting Comparison

Both Em and J were observed in a classroom setting with teachers and classmates. Em and J had fewer distractions and they were following a schedule. Em and J's setting was more structured and the space was more confined and E was observed in a cafeteria setting with more people around. E was in a less confined setting. Em and E were observed in the afternoon whilst J was observed in the morning. Since Em and J were in a more confined setting there was less distractions and less noise. They were less active and calmer since they were on a schedule. E was surrounded by a lot of people that could have caused him to be more hyperactive since there was a lot going on in his environment. Since E was in an open space he took the opportunity to run. Being in a

confined setting and a free setting is good for children. A confined setting helps a child to follow routines and instructions it also helps to bring about structure in a child's life. Being in a free setting or environment helps a child to be expressive and learn how to make decisions. It also promotes Gross Motor Skills since they will be moving around more freely, running, hopping, climbing or skipping. These movements are vital to a child's physical development.

My experience as an observer was an enjoyable one. I was given a sneak peek into the different developmental periods of an Infant Toddler, a Preschool Age child and a School Age child. I discovered a lot considering the observation time was twenty minutes or less. I saw things through their eyes and their way of thinking. Based on my observation I have learnt that young children are eager to try new things, they enjoy make-believe play and are adamant on doing things for themselves. A new insight that I have gathered is that when preschoolers are being curious it does not mean that they are being inquisitive, it shows concern. A new insight that I have gathered is that a School Age child wants to be independent as best as possible, they also want to do as they please and will try to defy rules and regulations. While observing Em what stood out for me the most was the way she acted in a role she is not fully capable of doing in real life. What struck me the most is the fact that J made a comparison between a shadow and a computer. What struck me the most is that E was able to express his feeling to Miss A. He showed that he was happy to see her and he sealed it with a hug. This experience will help me to identify different understandings behind a child's behavior. It will also prepare me for what to expect from a child and also what is expected from me an educator in all sphere of life.