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## EXERCISE 6 (This exercise is related to Units 8 and 13)

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To observe a toddler (between 1 and 3 years of age) for 10 minutes, while she is playing, to find out about her cognitive abilities.

### Objectives

- 1) To find out about the cognitive abilities of the toddler.

In Units 8 and 13 you have read about cognitive development. You know that the abilities of discrimination, generalization, problem-solving, concept-formation, symbolizing, recalling events, imitation, goal-directed behaviour, experimentation and doing things with an intention begin to develop during infancy and toddlerhood. These abilities are reflected in the child's day-to-day activities such as playing, eating and talking. This exercise provides you an opportunity to observe the toddler at play and will help you identify her/his cognitive abilities.

- 2) To develop your skills of observation and analysis.

### Before the Exercise

- 1) Identify a child in the age range of 1 to 3 years in your family or neighbourhood.
- 2) Recall the information in Units 8 and 13 about cognitive development. Read the examples in the text because these will help you to understand how the child's play reflects her cognitive abilities.
- 3) Recall the points to be kept in mind while observing. This is the second observation that you will be making. If you feel that you should make some changes in your method of observation or style of recording, now is the time to do so.

### Time needed for the Exercise

Reading the complete exercise	20 minutes
Observing the toddler	10 minutes
Recording the observation and analysis	45 minutes
Writing the conclusion	20 minutes

Total time 1 hour 35 minutes

### Observing the Toddler's Play

Make your observations at a time when the toddler is active and playing. When you are at home, spend some time talking to the toddler and playing with her. Depending upon the situation, you may give the child something to play with or start some activity. However, after some time let the toddler play by herself and make your observations. It is possible that the child may be playing with other children. In such a case you can begin recording the toddler's play activity immediately.

While you are recording the observations, do not interfere with the toddler's play to make her do something, but if she approaches you and seeks your attention then respond to her.

The following is an example which will show you what to record and how to analyse the observations.

Observation	Analysis
<p><i>Aditya is sitting on the floor with many objects around him. He picks up a stick and bangs it on the floor many times. He examines it and bangs it again saying, "Drum, drum". Sometimes he bangs the stick with force to make a loud noise; sometimes he only touches the tip to the floor to make a soft noise</i></p>	<p><i>Curiosity and symbolizing</i></p> <p><i>Experimenting</i></p>

Use the following table to record your observation and analysis.

Observation	Analysis

X

X

Observation

Analysis

✂

✂

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Observation.

Analysis







# FEEDBACK ON EXERCISE 6

1) Did you find this exercise

Very interesting  Interesting  Not interesting

Give reasons for your answer.

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2) Were you able to record the data

Easily  With difficulty  Could just manage

If you found it difficult, what were the reasons?

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3) Did you find the exercise

Useful  Partly useful  Not useful

If you did not find it useful, why was it so?

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4) Were you able to analyse your observations according to the guidelines given?

Yes  No

5) Were the instructions and guidelines given to you for recording the observation

Clear  Unclear

6) Do you want to say anything else about the exercise?

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