

CHILD EXPLAINS THE WORLD INTERVIEWS

Section I. MORALITY AND JUSTICE

Dilemmas and Stories

Read each story to the child and ask them to give you an answer to any questions that have been asked AND to EXPLAIN their justification for their answers. FEEL FREE to ask follow-ups and push them a bit to make sure you understand their reasoning.

1) Kohlberg dilemma (Focus on law/Justice):

A) *There was once a lady who was very, very lonely. Her children had all grown up and moved away from her house. One day a small puppy came into her yard and she played with it for hours. The puppy kept coming back, day after day to visit the lady. The lady decided to keep the puppy because he was so happy to see her each day. A week later, a man showed up at her door saying that the lady had HIS puppy and wanted him back. The lady was very upset and said "No, I found him and I'm going to keep him. You cannot see him again."*

Should she have kept the puppy or given him back to the owner?

B) *In a far away country, a woman was very, very sick. There was some medicine that would make her all better, but the woman's husband didn't have enough money to buy the medicine. The man tried to borrow all the money he could, but he didn't have enough. He asked the doctor if he could have the medicine now and he'd pay the rest of the money later, but the doctor said "No". The husband was so upset that he broke into the store to steal the medicine for his wife.*

Should he have done that? WHY?

2) Piagetian dilemma (Outcome based morality):

One day, Sam noticed that his father's juice cup was empty and decided to help his father by filling it for him. But, when he was filling up the cup, he spilled the cup and makes a large stain on the tablecloth. A different boy, Mike, was playing with his father's juice cup and made a large stain on the tablecloth.

WHICH BOY WAS NAUGHTIER? SAM OR MIKE? WHY?

3) "Real- World" dilemma (more ecological than other dilemmas):

There is going to be a running race held at the elementary school next week. All children who go to the school are going to be allowed to run in the race. The fastest runners in the school will get a big ribbon and a trophy. There will only be one race and all the children will run in it together. There will be big kids and small kids running at the same time.

Should the littler kids be allowed to start before the older kids? WHY?

4) Johnston dilemmas (Care vs. Justice):

Listen to a story about a porcupine and a family of moles that lived nearby. It was growing cold as winter was approaching, and a porcupine was looking for a home. He found a most desirable cave, but saw that a family of moles occupied it. "Would you mind if I shared your home for the winter?" the porcupine asked the moles.

The generous moles consented and the porcupines moved in. But the cave was small and every time the moles moved around, the porcupine's sharp quills scratched them. The moles endured this discomfort as long as they could. Then, at last, they gathered courage to approach their visitor "Pray leave," they said, "and let us have our cave to ourselves again."

"Oh no!" said the porcupine. "This place suits me very well."

What do you think is the right thing to do here?

5) "Fable-istic" story.

On the bank of a deep and wide river a fox came across a deadly snake. When the fox saw the snake, he cried out and tried to run away. The snake called out, "Please don't run away Mr. Fox, I need your help so desperately.. please come back."

The fox, which had hidden himself in the tall grass said, "I fear that I do not trust you Mr. Snake. If I get too close you will bite me and your poison will kill me. What could you want from me?"

The snake called back out, " My child is very sick. I have the medicine that will make her all better, but the bridge washed out and I cannot take the medicine to her. She is across the river and I cannot get there. Could you please carry me on your back across the river?"

The fox who was quite clever said, " How do I know that you will not bite me as we cross the river, or before that?"

The snake said, "My daughter will die if I do not get the medicine to her. I promise that I will not bite you. And if I bit you as we were crossing..I would drown as well."

The fox said, "Okay, I believe you." The fox crawled from his hiding spot and the snake crawled on his back. The fox began crossing the river with the snake on his back.

When they were halfway across, the snake bit the fox.

"You broke your promise to me! You promised that you would not bite me, and now I will die. What I cannot understand is that you will drown with me, and your poor daughter will never get her medicine. She will die too. WHY did you do this? I meant you no harm and I wanted to help you and your daughter. WHY?" the fox asked.

The snake replied, " I cannot help what I did..I am a snake."

****There is no set lesson for this story.. the idea is to see what the child comes up with on these two questions:**

(1) Should the fox have TRIED to help in the first place?

(2) Why would the snake do this?

Section II. COGNITION AND MEMORY

For this section, you will be conducting a number of the Piagetian cognitive-developmental tasks as well as some coming from mainstream Cognitive Psych.

TASKS

1) Object permanence (needed: some small object (like a watch), a handkerchief, a small box w/ cover).

- On a tray, show the child the watch, the handkerchief, and the box.
- Put the watch on the middle of the tray and cover it with the handkerchief. Ask the child “Where is the __watch__?”
- Child responds. Then show child where the hidden object is.
- Put objects back on tray again, and remove tray from table (hide your activities). Once the child cannot see objects, place the watch in the box and cover it. Place the tray back on the table and ask “Now, where is the watch ?”
- Let child respond. If they answer “Under the handkerchief.” Show them that it is NOT there and ask them again ... “Where is the watch? ”. Let them answer again.

**If the child doesn't have object permanence they will not be able to extend their logic and guess that the watch is now in the box.

BECAUSE this task shouldn't be beyond the child's capacity to do..this task doesn't require any scaffolding.

2) Conservation problems (needed: play-doh, beakers, poker chips/blocks, string

Conduct the Conservation of: (1) Mass; (2) Liquid; (3) Number (use poker chips); (4) length (use string).

** See book (and class notes for more info on conservation tasks). **If you need supplies, please let me know.**

3) Seriation: For this task take your set of 10 strips of paper (all different lengths) and ask the child to arrange them so that they all go from the smallest to the longest.

**after they arrange them.. just paper clip them in that order until you can write down their order.

4) Abstract thought/reasoning (Ask the following questions)

- a) “What does this mean? --- You can lead a horse to water, but you cannot make him drink”
- b) “Can you tell me everything that happens at a birthday party?”
- c) “What would happen if everyone in the world went blind?”
- d) “**Listen carefully ...**“All cows are purple. There is a cow in my bathtub. What color is the cow in my bathtub?”

5) Memory Capacity

Digit Span

This task actually contains two subtests, Digits forward and Digits backward. This info is lifted right out of the WISC (Wechsler Intelligence Scale for Children).

DIGITS FORWARD:

Directions: "I am going to say some numbers. Listen carefully and when I am through say them right after me."

*NOTES: Digits should be read at a speed of about 1 per second. For each series of numbers, there are 2 examples..go through BOTH of them for each level. I have listed here all the series up to 9, but you might stop before that. For consistency's sake, give all the series THROUGH 6 digits, and then only go on IF they get one at each level correct.

Series	Trial 1	Trial 2
(3)	3-8-6	6-1-2
(4)	3-4-1-7	6-1-5-8
(5)	8-4-2-3-9	5-2-1-8-6
(6)	3-8-9-1-7-4	7-9-6-4-8-3
** Note: Stop here if child missed BOTH of the previous trials at level 6		
(7)	5-1-7-4-2-3-8	9-8-5-2-1-6-3

DIGITS BACKWARD:

Directions: "Now I am going to say some more numbers, but this time when I stop I want you to say them backwards. For example, if I say 9-2-7 what would you say?" < PAUSE AND WAIT FOR CHILD TO TRY >

**IF child gets it right.... proceed with test

**IF child gets it wrong... give them the answer: "Remember that you have to say them backwards..so if I said 9 - 2- 7, saying that backwards would be 7 - 2 - 9. Why don't we try another one... If I say 5-3-6...what would you say?"

**IF child gets it wrong again..make a note of it but proceed anyways

Series	Trial 1	Trial 2
(2)	2-5	6-3
(3)	5-7-4	2-5-9
(4)	7-2-9-6	8-4-3-9
(5)	4-1-3-5-7	9-7-8-5-2
(6)	1-6-5-2-9-8	3-6-7-1-9-4

SECTION III: Physical

- 1) Get the child's age, height, and weight.
- 2) Measure how high, and how far a child can jump (obviously need tape measure). Have them try each jump 3 times and take mean distance.
- 3) Have the child try to do each of the following tasks and assign them a score (0 = no ability, 1 = has some components, but poor overall, 2 = does task with some problem, 3 = can do task well).
 - a. Whistle
 - b. Snap fingers
 - c. Stand on one foot for 30 seconds
 - d. Close eyes and touch nose with index finger of each hand (3 times, L-R-L-R-L-R)