**[120-day assignment] – FLE 715-4.A CCCR-2 Study Review Questions (Expanded**

**Answers)**

**Review your 30-day responses to CCCR. Expand responses with additional learning**

**and contextualization in your profession, life goals, and service.**

* List and define each of Piaget’s developmental stages.

Jean Piaget’s developmental first stage is the sensorimotor stage. This begins from birth to age 2, which deals with observations and motor activities. Infants explore and learn through their senses and motor actions. Understanding emerges from direct physical interactions with the environment. Key milestones include developing object permanence and basic cause-and-effect relationships. As a Health Educator one has to support caregivers in creating safe and stimulating environments that encourage sensory exploration and secondly highlight the importance of responsive caregiving to foster trust and emotional security. Services that can be created are programs focused on early childhood development, such as sensory play workshops or caregiver training and advocate for policies that improve access to resources like prenatal care and early learning centers, ensuring equitable support during this foundational stage.

The second stage focuses on the development of the language of the child without adult-like logical thinking. This stage is called the preoperational stage, which begins from 2 years old to 7 years old and children begin symbolic thinking, using words and images to represent objects and ideas. Thinking is egocentric, and they often struggle with logic and understanding perspectives beyond their own. Simplifying health messages using concrete examples and engaging visuals (e.g., using picture books to explain hygiene practices) and incorporating play-based learning to teach habits like healthy eating and physical activity can be a great way for a health educator to function. Developing programs that combine storytelling and interactive activities to instill foundational health behaviors. Another effective strategy can be partnering with schools and childcare centers to provide hands-on workshops emphasizing empathy and social skills, aiding the shift from egocentrism to broader understanding.

Concrete operational stage is the third stage, at this stage children from age 7 through 11 and logic is used in situations and problems that are real and observable and logical thinking about concrete objects and events develops. Children understand concepts like conservation, classification, and reversibility, but struggle with abstract ideas. Through my Health Educator’s perspective, I would use relatable scenarios and experiments (e.g., food portion demonstrations) to explain health concepts like nutrition or disease prevention. I would also encourage group activities that involve problem-solving, fostering collaboration and practical application. One life goal of mine is to design after-school programs that promote critical thinking about health and wellness.

Lastly the formal operational stage at age 12 and beyond. In this stage children make sense of the world, they have the ability to think abstractly and reason logically about hypothetical situations emerges. Adolescents can engage in deductive reasoning, consider multiple perspectives, and grapple with ethical dilemmas. Being a health educator, I empower adolescents by involving them in discussions about mental health, substance abuse, and sexual health, framed within ethical and social contexts. It is critical to also promote leadership opportunities, enabling them to apply abstract thinking to real-world challenges. Creating mentorship programs where adolescents contribute to community initiatives, blending service with personal growth and fostering a sense of agency by encouraging youth to identify and address local or global health issues, linking their passions to tangible outcomes.

* List and define each of Erikson’s Psychological stages.

Erik Erikson developed a psychological theory for human development. The following stages explained what happens within these stages of development:

* Trust vs. Mistrust (0-2 years) – at this stage the child either develops healthy trust levels or is not able to build healthy relationships with others around him/her. Infants learn whether they can trust their caregivers to meet basic needs. Responsive care fosters trust and security, while inconsistent care leads to mistrust and fear. Education can help the caregivers on the importance of responsive parenting, attachment, and routines to build trust. It is also a great initiative to get some programs supporting infant nutrition, vaccination, and maternal mental health. The focus is really to support initiatives like parenting classes and family support groups and if possible try to create outreach for underserved families, ensuring access to prenatal and early childhood resources.
* Autonomy vs. Shame & Doubt (2-4 years) – when a child reaches this stage the child learns what is right from wrong/ moral perfection. Toddlers develop independence by exploring and making choices. Successful navigation fosters autonomy, while overcontrol or criticism leads to shame and self-doubt. The role of caregivers during this stage is pivotal. Supportive and patient caregivers who encourage self-initiated actions, such as feeding themselves or choosing an outfit, help the child build autonomy and a sense of capability. On the other hand, overly controlling or critical responses can cause children to feel ashamed of their efforts and doubtful of their abilities, which may result in hesitation or fear of failure in later stages of life. Striking a balance between guidance and allowing independence is key.

Successfully navigating this stage leads to the development of willpower, a crucial virtue that enables individuals to set goals and take initiative. It highlights the importance of nurturing both the freedom to explore and the emotional safety to make mistakes, ensuring a child’s holistic development into a confident, goal-oriented, and contributing member of society.

* Advocate for inclusive playgrounds and community centers to support exploration and development.
* The Initiative vs. Guilt stage, which occurs between the ages of 3 and 6 years, is when children are encouraged to take initiative whether through choosing their own play activities, helping with small tasks, or expressing their creativity, they develop a sense of purpose and confidence in their ability to impact the world around them. However, if a child’s attempts at initiative are met with excessive criticism, control, or discouragement, they may develop guilt instead. Unresolved guilt can result in passivity, fear of failure, or excessive reliance on others for direction. By creating a supportive environment that nurtures exploration and allows for mistakes, caregivers can help children build the resilience and motivation needed to become confident, proactive individuals who contribute positively to their communities. This forms the foundation for leadership skills, creativity, and decision-making abilities later in life.
* The **Industry vs. Inferiority** stage, occurring between the ages of **6 and 12 years**, independence from the child comes out in this stage, the development of self-confidence and the eagerness to learn is drawn out between this age group. They begin to develop a sense of **industry**, or competence, by learning new skills, completing tasks, and receiving recognition for their efforts. However, if children consistently face failure, excessive criticism, or a lack of encouragement during this stage, they may develop **inferiority**, leading to feelings of inadequacy and self-doubt. Successfully navigating this stage leads to the development of **competence**, where children gain confidence in their abilities and feel prepared to take on more complex challenges in adolescence and adulthood. This sense of accomplishment is essential for setting and achieving personal goals later in life. Conversely, unresolved feelings of inferiority can lead to low self-esteem, reluctance to try new things, and a fear of failure. By providing a **supportive environment that values effort, progress, and resilience**, caregivers and educators help children build the skills, perseverance, and confidence needed to thrive both academically and socially, shaping them into productive and self-assured individuals.
* Ideology is a big part of this stage, the **Identity vs. Role Confusion** stage, occurring between the ages of **12 and 18 years**. At this stage they need to learn to delay the pleasure factor/ gratification because this is where hormones develop however should not be used. A central task of this stage is forming a **cohesive sense of identity**, which includes understanding one’s values, beliefs, career aspirations, relationships, and personal interests. When teenagers are given the **freedom to explore their identities in a supportive environment**, they develop a strong sense of self, confidence in their decisions, and a clear direction for their future. However, if adolescents face excessive pressure, lack guidance, or experience confusion due to inconsistent expectations, they may struggle with **role confusion**, leading to uncertainty about their identity and future. Successfully navigating this stage results in the development of **fidelity**, or the ability to stay true to oneself while forming meaningful relationships and commitments.
1. List and define each of Kohlberg’s stages of moral development.

Kohlberg’s stages of moral development outline how individuals develop their sense of right and wrong through three levels, each containing two stages. Preconventional morality is typical of young children and is driven by external consequences rather than internalized values. Birth to 2 years there is the stage called obedience and punishment orientation. Morality is defined by avoiding punishment; actions are deemed "right" if they prevent negative consequences. A child in this stage may refrain from hitting a sibling not because they understand it's wrong, but because they fear being scolded. Stage 2: Self-Interest Orientation introduces a more individualistic view, where actions are guided by personal gain. Children begin to understand reciprocity but in a simplistic way—helping others is seen as beneficial only if there is a direct reward in return. Conventional morality typically emerges in adolescence and is centered on social rules and the desire for approval. Stage 3, Interpersonal Accord and Conformity, individuals seek to maintain relationships and gain social acceptance by behaving in ways that are deemed good by others. This stage emphasizes being kind, trustworthy, and considerate to fit into societal norms. Authority and Social Order Maintenance, stage 4 focuses on obeying laws, rules, and social structures to maintain order. At this stage, morality is often seen as upholding duty, respecting authority, and contributing to societal stability. Postconventional morality is marked by abstract reasoning and personal moral principles that may go beyond societal norms. Social Contract Orientation, stage 5 acknowledges that laws and rules exist for the greater good but recognizes that they can and should be changed when they fail to serve justice. Individuals at this stage prioritize human rights and ethical principles over rigid legal structures. In stage 6, Universal Ethical Principles represents the highest level of moral reasoning, where morality is guided by deeply held, self-chosen ethical principles such as justice, equality, and respect for all human life. A person at this stage might defy unjust laws because they prioritize moral conscience over legal obedience, as seen in historical figures like Martin Luther King Jr. or Mahatma Gandhi.

* Explain delay of gratification and how it can be beneficial to the individual.

Delaying gratification stemmed from a psychologist Walter Mischel, what he did was placed a cookie in front of a group of children and gave them a choice. They could eat the cookie immediately, or they could wait until he returned from a brief errand and then be rewarded with a second. Basically the children who were best able to delay gratification subsequently did better in school and had fewer behavioural problems than the children who could only resist eating the cookie for a few minutes. This theory suggests that the ability to delay gratification may be one of the most important skills to learn that will allow you to have a satisfying and successful life. (https://www.psychologytoday.com/intl/blog/happiness-in-world/201207/the-power-delaying-gratification). The famous *Marshmallow Test* by Walter Mischel demonstrated that children who resisted eating one marshmallow immediately to receive two later were more likely to exhibit better life outcomes in academics, health, and relationships. Some benefits of delay gratification consist of improving self control which strengthens decision-making abilities and impulse control, it leads to healthier outcomes, success in academics due to the discipline to be better at pursuing long-term education goals, and excelling in their careers, fosters patience and empathy for better relationships and meaningful connections and finally it is able to encourage financial stability.

Delay of gratification refers to the ability to resist the temptation of an immediate reward in favor of a more substantial or meaningful reward later. This skill, often linked to self-control and discipline, plays a significant role in personal and professional success, health, and overall well-being. There are some practical tips to foster delayed gratification, these include practicing small goals to build self control gradually, keeping the bigger picture in mind which makes the short-term sacrifices more tolerable, recognizing progress reinforces the habit of delaying gratification and using accountability partners or mentors can help individuals stay committed to their goals. Mastering delay of gratification is a cornerstone for personal growth, health, and community service. Health educators can use it to inspire better choices, individuals can apply it to achieve life goals, and service-oriented efforts can leverage it for long-term societal benefits. Teaching and practicing this skill fosters resilience, purpose, and a commitment to meaningful outcomes.

* What is behaviourism?

Behaviourism only focuses on objectively observable behaviours and discounts any independent activities of the mind. It can be classified as a learning theory and conditioning is part of the learning process. There are two types of conditioning i.e. classical conditioning and operant conditioning. (https://www.funderstanding.com/theory/behaviorism/). It emphasizes the role of external stimuli and reinforcement in learning, rather than internal thoughts or feelings. Classical conditioning which was introduced by Ivan Pavlov involves associating a neutral stimulus with a response. For example a bell ringing before feeding a dog, eventually eliciting salivation without food. Operant conditioning which was proposed by B.F. Skinner focuses on how behaviors are influenced by rewards (positive reinforcement) or punishments (negative reinforcement).

 Implementing this within one's life can be challenging such as trying to build habits, however creating an easier way to make this achievable is to break it down into smaller goals or you can use routines and environmental cues to support habit formation such as placing the running shoes by the door to encourage daily jogging. Overcoming these challenges by applying negative reinforcement to reduce obstacles, such as removing distractions to create a focused workspace. Allow yourself to get feedback so it increases your level of motivation. Immediate feedback (both positive and corrective) helps maintain focus and motivation during long-term projects. Behaviorism offers a practical, evidence-based framework for shaping behaviors, making it highly effective for health education, personal development, and community service. By leveraging principles like reinforcement, behavioral cues, and environmental design, individuals and organizations can create sustainable, positive change. Integrating behaviorism with broader approaches ensures that interventions are not only effective but also empathetic and inclusive.