Match the Theorist to the Scenario
Trainer Directions

Directions: There are three options for doing this activity with participants. Choose one:

Option A: Write each theorist name on a piece of flip chart paper and post around the room. Copy the scenarios that follow, one for each group and cut them apart. Divide participants into groups. Hand each participant a set of scenarios. Ask each group to read the scenarios and decide who is the correct theorist. Ask them to tape the scenario under the Theorist name on the flip chart paper. Tell participants that hints can be found in Lesson 3, Fact Sheet 1. The correct answers are found below.

Option B: Break participants into groups. Hand each group a set of theorists’ names and a set of scenarios. Ask each group to match the theorists with the scenario. Tell participants that hints can be found in Lesson 3, Fact Sheet 1.

Option C: Ask participants to read the scenarios and match it to the correct theorist. Ask them to write the letter of the correct theorist in the blank next to the scenario.

a. Erik Erickson. . . . . . . Scenario 2
b. Marie Montessori. . . . Scenario 4
c. Howard Gardner. . . . Scenario 3
d. John Dewey. . . . . . . Scenario 7
e. Jean Piaget. . . . . Scenario 5
f. Lev Vygotsky. . . . Scenario 6
g. Abraham Maslow. . . Scenario 1
Theorist Scenarios

A. Erik Erickson  
B. Marie Montessori  
C. Howard Gardner  
D. John Dewey  
E. Jean Piaget  
F. Lev Vygotsky  
G. Abraham Maslow

____ 1. A little girl is enrolled in your center by her grandmother. The grandmother has told the director that she has temporary custody because the child’s mother was under investigation for child abuse. The grandmother must work and wants the child in your center. The little girl is extremely quiet and does not look at you. She doesn’t want to join the other children in play or even for meals, preferring to stay off by herself. What theorist maintains that there are certain basic needs that must be met before a child can move to the next level?

____ 2. On visiting this family child care facility, the observer sees that children are busy in this orderly, planned environment. The children often use the flannel board story folder and respectfully return them to the file. During lunch when a child spilled his milk, the FCC provider gave him a cloth and allowed him to clean it up without shaming or scolding him. Children show initiative in their activities and are developing independence without worrying that they will be scolded for mistakes. Who is the theorist who believed that by giving children choices and encouraging them to play and work independently, children are gaining a sense of initiative or a sense of I can that supports emotional and social development?

____ 3. Learning centers provide a place for children to extend their learning through a variety of activities. Children usually have preferences regarding where they enjoy playing. Which theorist believes that individuals have strengths in a preferred learning mode. By providing a variety of learning experiences teachers are more apt to find each child’s learning strength.
4. This theorist believed the following:
   • Provide children with child-sized, real tools that work which promotes a sense of competence.
   • Organize materials and equipment so that it is accessible for children to use and put away.
   • Understand two important components of the environment, the space and the people who share the space. Beauty and order are important as well as the relationships of the people who shared the physical space.
   • Use observation and reflections as a basis for planning for each child. This theorist's philosophy was “Teach little, observe much” (Mooney, 2000, p. 31).

5. A cartoon in *Family Circus* shows Dolly and her little brother sitting at a table. Their mother has given each child the same sized sandwich. She cuts Dolly’s sandwich in half and her little brother’s sandwich into four pieces, presumably as mothers do so that small children can more easily eat the sandwich. Dolly complains to her mother that the little brother has been given more than herself. Which theorist talks about how young children use a different logic than adults and older children and that there are stages in their thinking skills?

6. The teacher developed a game that consisted of ducks drawn on card stock paper, colored, cut out and laminated. These were placed on the manipulate table. When asked, one little boy named Lee had no idea which one was the biggest or littlest. The teacher decided to use real objects and chose stacking cups to help him. She told him “This one is the biggest and this one is the littlest.” After playing with these cups for a few weeks, Lee was able to identify the biggest and littlest and to arrange all of the cups by size. This theorist believed that the teacher, or other children, can provide just enough help and support so the child can say “Now, I can do it!”.

7. A discussion of peach ice cream led a teacher to ask the children what kind of ice cream they liked and later what kind their families liked. The ice cream activity led to developing charts and graphs, telling stories and going on field trips. A concluding activity included the parents joining the children for an ice cream sundae party and viewing the charts, graphs, stories and pictures displayed in the room. This educational theorist believed that children learned by doing and that the teacher’s role is to provide guidance, support and organization for this learning to happen in their everyday world.