



# May Cunningham Reyes

September 27th, 2022



# **My Virtual Child Scrapbook**

**Genesis Reyes**

**CADW1003 Child and Youth Development**

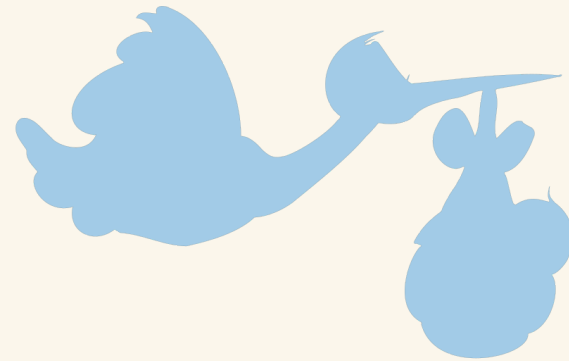
**Nicole Powell**

**December 2022**

# ✧ MAY WAS BORN ✧

**It's a girl**

**Born on September 27th, 2022 at 4:25 pm  
6 pounds and 1 ounce**



Around 4:15 a.m. My water broke and after 10 hours of labour, May was born. I am so proud I could use natural childbirth breathing and relaxation techniques.

Donald was beside us the whole time and he had the opportunity to cut the umbilical cord.

Finally, I got to hold May in the delivery room, I was amazed and in tears that May was finally here to join our lives. ♥





# Milestones

- September 27th, 2022 – May was born
- 10 months – May begins almost standing up on her own
- 12 months – May's first clear word "Dog"
- 2 and 6 months – May was toilet trained
- 3 years and 6 months – May Became a Big Sister
- 5 years – May starts School
- 7 years – May's First pet "Mister whiskers"
- 12 years – May officially an adolescent
- 13 years – May got her first cellphone
- 14 years old – May's First date
- 16 years – May's First part-time job
- 16 years old – May's First car
- 17 years – May's First Tattoo
- 17 years – May graduates from high school
- 18 years – May got into the University of Toronto and moved from home



# MAY'S FIRST 2 YEARS



Since May born was born, our little apartment  
is our happy place.

# Important moments

## 3 Months

May was showing interest in her surroundings, and also laughs a lot when Donald and my mom play peek-a-boo with her

## 8 Months

May was very attached to me and usually cried when we were out for dinner or at church. Her motor skills were behind so I downloaded an excellent app to improve May's physical activity.

## 15 Months

May was already walking, and we had to rearrange the apartment to make it safe for her. May also knew a few words and loves playing with her toys during bath time.

## 18 Months

May started going to daycare and she became more aware of herself. She didn't like to play with blocks and puzzles, but she was very interested in her new potty chair and training pants.



# MAY'S PRE-SCHOOL YEARS

2 - 1 YEARS





# Physical Development

When May was two years and six months, one of my good friends (Megan), who is a well-known Early Childhood Development Specialist in the community evaluated May. We found out her motor skills were below average, especially climbing, throwing and catching. Megan recommended a few games that included more physical activities adequate for May's age.

After a few weeks, we noticed May was getting better at catching the ball and she had a better balance.

*"Preschool children become much more proficient at coordinating the motions of their arms and legs. This is particularly apparent when youngsters try to throw or catch a ball"*

**Robert Kail, Theresa Zolner. Revel Children: Chronological, Approach, 6e Canada Version. Chapter 8.2 (Motor development)**





# Cognitive Development

May was always very independent; she always slept in her room, however right after she turned three years old, she started having nightmares and saying that there was a monster under her bed or in the closet.

She usually woke up in the middle of the night crying and yelling at us. It happened at least twice a week, so Donald and I decided to buy May a cute princess lamp. When this happened, we used to look under the bed with her and read children's books so she could go back to bed.

*"preoperational thinking is that preschool children believe an object's appearance tells what the object is really like. For instance, many a 3-year-old has watched with quiet fascination as an older brother or sister puts on a ghoulish costume only to erupt in frightened tears when the makeup or mask goes on. For preschoolers, the scary face is reality, not just "my sibling in a mask"*

**Robert Kail, Theresa Zolner. Revel Children: Chronological, Approach, 6e  
Canada Version. Chapter 9.1 (Cognitive process, Piaget's account)**





# Social and emotional development

One awkward moment for us (as parents) was when Donald and I picked May up from school and she told us that Britney (her classmate) kissed her. May wanted to know if "girls can kiss girls", this was a very hard question to answer. Donald explained that it all depends on your feelings, sometimes girls find other girls more attractive than boys. After a while, we found out Britney's adoptive parents are of the same sex, and this will probably explain her actions.

*"According to early social learning theorists like Albert Bandura (1977, 1986), children learn gender roles in much the same way that they learn other social behaviours: through reinforcement and observational learning. Parents and others shape appropriate gender roles in children, and children learn what their culture considers appropriate gendered behaviour by watching how adults and peers interact and respond to each other."*

**Robert Kail, Theresa Zolner. Revel Children: Chronological, Approach, 6e Canada Version. Chapter 10.1 (Gender Identity, Social Influences on Gender Identity)**





# MAY'S MIDDLE CHILDHOOD YEARS

7 - 12 YEARS



# Physical Development

When May was 8 years old she started having some troubles at school. She was not showing a lot of energy during the morning, and in the afternoon she was irritated. Also, May was eating a lot without gaining any weight. Therefore we took her to the pediatrician, and May was diagnosed with an early eating disorder.

A few months before May started showing these symptoms, I switched my schedule at my job, and most of the time I was running late in the morning, so I was just getting some takeout from McDonald's. The doctor explained the importance of breakfast and a balanced diet at May's age, therefore, Donald and I started doing meal preparation during the weekend, so we didn't have to rush in the mornings.

*"During the school years, many children skip breakfast because they are too rushed in the morning. In addition, fewer children are eating meals with their families, instead eating unhealthy foods when away from the family group (Gottesman, 2003). Parents need to organize family mornings so that their children have enough time for breakfast, which also means getting up early enough to accommodate food preparation and eating."*

**Robert Kail, Theresa Zolner. Revel Children: Chronological, Approach, 6e Canada Version. Chapter 11.1 (Growth of the Body)**





# Cognitive Development

One of my greatest memories as May's Mom was when she was awarded as the best Math student of the year at her school. She was in grade 3 and she had the opportunity to represent the school at the provincial Intelligence conference. I remember she was so happy and excited to travel to another city with her classmates and other students from the school. May was also surprised when she learned that other students were awarded for different talents like playing music and sports.

*"The theory of multiple intelligences has important implications for education. Gardner (1993, 1995) believed that schools should foster all intelligences, not just the traditional linguistic and logical-mathematical intelligences. Teachers should capitalize on the strongest intelligences of individual children. Some students may best understand unfamiliar cultures, for example, by studying their dance, while other students may understand these cultures by studying their music."*

**Robert Kail, Theresa Zolner. Revel Children: Chronological, Approach, 6e Canada Version. Chapter 12.2 (Gardner's Theory of Multiples Intelligences)**





# Social and emotional development

May was always quiet and introverted, she always had trouble making new friends at school or at church. Most of the time, she complained that her classmates asked why her skin was dark and why her hair was curly.

When May was in grade 4, she became friends with Daniela, a new girl in the neighbourhood, who just moved from Honduras. She spoke English very well and had curly hair like May. Both of them became best friends instantly, and they loved sitting together on the bus and in classes.

I remember May's first sleepover was at her house, and she was always a happy girl when she was with Daniela.

*"Friendships are more common between children from the same race or ethnic group than between children from different groups. Friendships among children of different groups and ages are more common in schools where classes are smaller (Hallinan & Teixeira, 1987)."*

**Robert Kail, Theresa Zolner. Revel Children: Chronological, Approach, 6e Canada Version. Chapter 13.2 (Friendship)**



# MAY'S ADOLESCENCE YEARS

12 - 18 YEARS





# Physical Development

May and I became very close when she was an adolescent, unlike other teens, she used to trust me and ask me for advice when she was having a hard time.

She was always attracted to boys, but she never had a serious relationship as she was more concentrated on her classes. However, when May turned 16 years old, she confessed she was in love for the first time with her boyfriend Luke. A day after, I took her to her favourite restaurant, and I used that time to explain the best contraceptives as well I told her the consequences of having sex without protection. She surprised me when she told me she already knew all of that because she had signed up for an online course that teaches all about sexuality in teens.

*"For youth between the ages of 15 and 24 in Canada, the average age for first sexual intercourse is 16.5 (SIECCAN, 2009). By the end of adolescence, the majority of North American boys and girls acknowledge having had intercourse at least once (Jakobsen, 1997; Miller et al., 1997; Rodgers & Rowe, 1993)"*

*"Both boys and girls reported "love" and "curiosity/experimentation" as reasons for engaging in sexual activity."*

**Robert Kail, Theresa Zolner. Revel Children: Chronological, Approach, 6e Canada Version. Chapter 14.2 (Sexual Behaviour)**





# Cognitive Development

When May was in grade 9, her class went to Wonderland, and 3 of her classmates were accused of stealing a few cell phones from other classmates' backpacks. The boys were found guilty, and the principal suspended them for one week.

That day May came home and told me; she saw Andrew, Shawn and Matt stealing the phones and that she told her teacher about it. I asked May if she thinks she took the best decision, and she said "Yes", Then she proceeded to explain that she knew it was the best decision because those boys knew the rules and that rules are made to be followed, a well she said that this is going to be a good lesson, so they don't do it in the future.

*"In the earliest stages, moral reasoning is based on external forces, such as the promise of reward or the threat of punishment."*

*"Conventional level: For most adolescents and most adults, moral decision making is based on social norms—what is expected by others."*

*Stage 3: Interpersonal norms. Adolescents and adults believe that they should act according to others' expectations. The aim is to win the approval of others by behaving like "good boys" and "good girls."*

**Robert Kail, Theresa Zolner. Revel Children: Chronological, Approach, 6e Canada Version.  
Chapter 15.2 (Kohlberg's Theory)**



# Social and emotional development

When May was 17 years old, she got in trouble at school for smoking at the gym. Donald and I explained to May the consequences of all the recreational drugs and alcohol, plus how dangerous it can be if she drives under the influence of any substance. May was very embarrassed and explained to us that the only reason she was smoking is that her friends were making fun of her for not doing it at Josh's party. She said she just wanted to be accepted by her friends.

*"Peer pressure is most powerful when the standards for appropriate behaviour are not clear-cut"*

*"This points to an interesting phenomenon that peer pressure appears to have a greater effect in early adolescence and a more declining effect as children become older (McIntosh, MacDonald, & McKeganey, 2006). This finding is particularly notable in contexts involving adolescent drug use (McIntosh, MacDonald, & McKeganey, 2006)."*

**Robert Kail, Theresa Zolner. Revel Children: Chronological, Approach, 6e Canada Version. Chapter 16.2 (Group Structure/Peer Pressure)**





# ✧ ALL GROWN UP! ✧

May, I still remember the day I found out I was pregnant, I was nervous and I didn't know if I could be a good mother. However, you taught me how to be kind, and love even the mistakes.

A few of my best memories are with you... I still remember when you turned 5 years old, you were so happy at your birthday party, and that day you smiled the entire day. I also remember the first time you had a sleepover, you called in the middle of the night crying because you missed me.

May, your dad, brother and I are so proud of you, and we know one day you will become an incredible Math teacher.

Today we are helping you to pack your clothes because you are about to start one of the most beautiful journeys in your life. Enjoy this time at university, make a lot of friends, always remember to help others, and no matter what you are facing, giving up is not on the agenda.

**We Love You May !**





# Parenting Experience

Maybe we were not the perfect parents, maybe we made multiple mistakes and I wish I can go back in time and fix all those moments when you were not happy, but always remember that we did everything because we love you, and we only want the best in your life.

I hope you found a home in your dad and me, and the friends that you needed. As your parents and friends, we are here to listen to you and (of course) give you advice when needed. I know the house is full of rules, those that you constantly tell us are so boring and without sense, but again, we are just trying to do our best.

Thank you for all your love and thank you for your nice words during the family meeting, when you said: "in the Cunningham family there is a lot of discipline and warmth" that really made me laugh because it is true. I hope we found the correct balance and that we were good parents to you.

We will always be here for you May, day and night no matter the time or the day.

With Love Mami and Dad 

*"Authoritative parenting combines a fair degree of parental control with being warm and responsive to children. Authoritative parents explain rules and encourage discussion. They tend to explain their decision and try to find compromises that enable children's requests to be allowed but in healthy ways."*

**Robert Kail, Theresa Zolner. Revel Children: Chronological, Approach, 6e Canada Version. Chapter 10.2 (Cultural Differences in Warmth and Control/Parenting Styles)**



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