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Ages & Stages of the School-Age Child

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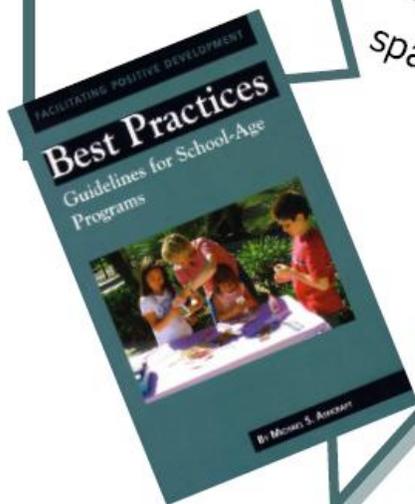
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Developmental Characteristics of 5 - 7 year olds.

Physical Development

- Annual growth of 2-3 inches in height, 3-6 pounds in weight.
- Growth is rapid but becoming slow and steady.
- They are losing teeth. Most seven year olds have their 6 year molars.
- They show development of permanent teeth.
- They are developing good use of large muscles.
- They are beginning to develop good use of smaller muscles.
- They enjoy testing muscle strength and skills.
- They are developing hand-eye coordination, not be ready for some close work without eye strain.
- They are skilled at using scissors and small tools.
- They have good sense of balance.
- They can learn to tie shoelaces.
- They enjoy copying designs, shapes, letters and numbers.
- They may have gawky awkward appearance from long arms and legs.
- They have a short attention span, only about 20 minutes.

Cognitive Development

- They may reverse printed letters (b/d).
- They enjoy planning and building.
- They double their speaking and listening vocabularies.
- They may show a stronger interest in reading
- Their problem-solving abilities are increasing.
- They have longer attention span than preschoolers.
- They enjoy creating elaborate collections.
- They show ability to learn difference between left and right.
- They can begin to understand time and the days of the week.
- They show strong desire to perform well, do things right.
- They begin to see things from other children's point of view, but still very self-centered.
- They find criticism or failure difficult to handle.
- They view things as black and white, right or wrong, wonderful or terrible, with very little middle ground.
- They seek a sense of security in groups, organized play, and clubs.
- They generally enjoy caring for and playing with younger children.
- They may become upset when behavior or schoolwork is ignored.

Social and Emotional Development

- Early school-agers are now ready for a steady pace of growing and learning, one in which real life tasks and activities overtake pretend and fantasy. Equipped with a longer attention span, they are also is ready to delve into projects, solve problems, and resolve arguments!
- Being with friends becomes increasingly important.
- They show interest in rules and rituals.
- They want to play more with similar friends—girls with girls, boys with boys.
- They may have a "best" friend and "enemy."

Age 5 – Kindergarten

- A period of slower physical growth than preschool.
- Children are learning to listen and learn in more structured situations.
- Activity with a purpose needs to be balanced with periods of rest and quiet activity,
- They enjoy playing with other children, but are often not good at cooperating with others in group activities.
- They still tend to be fairly self-centered.
- A sense of property is to developing and fighting over things may result.
- They are learning to handle interpersonal problems with words instead of actions, but often revert to hitting or other physical means of getting what they want.
- Language is being used more fluently and is a means to express their needs. Children at this age love to tell stories and jokes which sometimes become quite long and involved.
- Adult assistance is often needed to interpret what they have seen on TV or in movies or have heard from older children and adults.
- Kindergartners take great pride in the things they can do for themselves.
- They are eager to please the adults that they love.
- Tattling can be a real problem with this age and it is difficult for them to distinguish what is appropriate to tell the teacher about and what is considered tattling.

Age 6 – First Grade

- This is the beginning of a period of transition from “little kid” and they are trying hard to disassociate themselves from younger children.
- They tend to be less stable, decisive and cooperative than five year olds.
- They have a greater need for physical activity that allows their whole body to be involved.
- They like to make things and do art projects, but may not have well-developed control of small muscles to do things like cutting and drawing.
- Competition is often very keen, with everyone wanting to be first in line or to be chosen for special jobs.
- They love to participate in group activities, but haven’t developed a great deal of group loyalty and will join into groups with great enthusiasm only to leave when they can’t have their own way.
- Their sense of humor is developing with jokes and riddles becoming lots of fun.
- Learning takes place most effectively through concrete experiences and participation for most children.
- Birth and death are becoming interesting and they can begin to understand the concept of the life cycle.
- First graders like having responsibility and want to identify with and imitate adults.
- Making decisions is difficult for many children at this age. Having clear cut rules and routines will help to eliminate some of these decisions.

Age 7 – Second Grade

- They are less active than 6 year olds, but are still full of energy.
- Children are more likely to decide on their own balance active play with quiet time.
- They still tend to tire early so that by the end of the day they may be worn out.
- Caution is beginning to develop and they are less likely to take chances than 6 year olds.
- Learning is most effective for many children through developing and constructing projects, especially in groups.
- As coordination is developing, they like to use their hands and are becoming more skilled at using tools.
- They can use language more effectively now and are more likely to use their words than their fists. They will also express their feelings very directly to caregivers if they feel that they are being treated unfairly or if they don’t like something.
- Their attention span has increased and they are more interested in stories and in reading to themselves.
- How things work is a major area of curiosity.

- They are learning to stand up for their own rights and those of others, especially where property is concerned.
- Children are becoming increasingly sensitive to what others think of them and to adult approval. This often leads to inner conflict between what the other kids want them to do and what the teacher wants.
- They are beginning to want independence but still depend on adults for many things. If there is too much adult control, they will rebel against it, but they still turn to adults often to be assured that they are right.
- Issues of right and wrong, fair and unfair are becoming a larger concern and can create a great deal of conflict between children.

Characteristic Behavior

In general, 5-7 year olds:

- Are sensitive to feelings and attitudes of both children and adults. Especially dependent on adults for approval and for physical and emotional needs, respond well to praise.
- Play together readily in small groups, learning to get along, enjoy friends but will often play alone, able to make group decisions, role assignments, fair play.
- Are full of energy but easily tired, restless and fidgety, often dreamy and absorbed, boisterous and enjoy horsing around.
- Want to be first, less cooperative and more competitive, hate losing and may bend the rules, tend to exaggerate.
- Are sensitive and easily embarrassed.
- Learn best in concrete terms and when they can be active while learning, eager to learn.
- Have more thoughts on how body is used, less likely to hurt themselves, awareness of sexual interest.
- Are not good at activities using small muscles, but willing to try.
- Enjoy songs, rhythms, fairy tales, myths, nature stories, comics, television, movies, and make believe.
- Fear lots of things like sounds, the supernatural, monsters, etc.
- Are easily upset by changes in routine
- Are concerned about right and wrong and fairness, but may be prone to steal small things.
- Have a rudimentary understanding of time and monetary values.
- Tend to persist in first response to people and events.
- Desire repetition of favorite activities and experiences.
- Are at ease away from home.
- Have tension in sibling relationships.
- Are able to assume responsibility.

Special Needs and Likes

- Right combination of independence, encouraging support, warmth, and ample praise.
- Wise supervision with minimal interference.
- Ample opportunity for activities of many kinds, and chances for active participation.
- Help in developing acceptable manners and habits.
- Chances for active participation in learning with concrete objects.
- Warm encouraging, friendly relationships with adults.
- Acceptance at own level of development.
- Adult help in adjusting to the rougher ways of the playground without becoming too crude or rough.
- Ample opportunities for resting.
- Periods of nurturing and attention to individual needs.
- Short projects that allow for immediate feedback.
- To work and play in small groups and shift from one group to another.
- To play with other children with little concern about the rules of the game.
- To engage in direct and concrete experiences.
- Opportunities to use a wide variety of open-ended materials such as blocks, sand, wood, clay, etc.

- Multi-ethnic activities that strengthen their sense of self, foster pride in their cultural heritage and strengthen their appreciation of diversity.
- Science activities that encourage exploration, discovery and understanding cause and effect.
- Team games which encourage group participation and sportsmanship.
- Drama activities such as play writing or puppet shows that allow them to become actively involved, allowing them to become aware of story lines and plots.
- Nutrition and health activities that help them understand how the body functions and how nutrition affects physical health.
- Cooking activities that help them understand how food gets from the farm to their kitchen tables, and to learn measuring, science, and cooking techniques.
- Art activities that use a variety of media.
- Make believe, dramatic play activities and acting.
- Repetition of enjoyable experiences and routines are important.
- To explore and examine by taking things apart and putting them together again.
- To collect and sort things (shells, baseball cards, rocks).
- To tell and hear stories.
- To produce finished projects.
- To talk about gross things such as amputations, eating bugs, snot, etc.
- To play with toys like: arts and crafts materials, musical instruments, sports equipment, camping equipment, construction sets, electric trains, bicycles, models, board games, and skateboard.

Caregivers Can

- Provide opportunities for active play. Throwing at targets, running, jumping rope, tumbling, and aerobics may be of interest.
- Provide opportunities to develop an understanding of rules by playing simple table games: cards, dominoes, tic-tac-toe.
- Provide opportunities for your child to do noncompetitive team activities such as working a jigsaw puzzle or planting a garden.
- Encourage your child's sense of accomplishment by providing opportunities to build models, cook, make crafts, practice music, or work with wood.
- Encourage collections by allowing your child to make special storage boxes or books.
- Encourage reading and writing by encouraging your child to produce stories with scripts, create music for plays and puppet shows, produce a newspaper, record events, go on field trips, or conduct experiments.
- Help your child explore the world by taking field trips to museums, work places, and other neighborhoods.

When to be Concerned - Excessive:

- Tantrums at the drop of a hat.
- Not caring about how people feel.
- Extreme difficulty leaving the caregiver or child care worker.
- Inappropriate attention-getting tactics (such as dawdling, tantrums, lavish displays of affection).
- Fright toward strangers.
- Persistent "accidents".
- Avoidance or disruption of other children's play.
- Lying.
- Persistently scared of new situations.
- Finickiness with food.
- Over-dependence.
- Cruelty to animals.
- Using denial as a defense.
- Theft.
- Depression.
- Low self-esteem.

Developmental Characteristics of 8-10 year olds.

Physical Development

- Their growth is slow and steady; arms are lengthening, hands are growing. Girls are growing faster.
- Poor posture may develop.
- Some children reach a growth plateau preceding their preadolescent growth spurt.
- Eyes are ready for both near and far vision. Nearsightedness may develop.
- Permanent teeth are continuing to appear. Teeth may need straightening.
- Lungs, digestive and circulatory systems are almost mature. Heart is especially subject to strain.
- Their attention span is getting longer. Manipulative skills with small muscles are improving.
- Eye hand coordination is good. Eyes are almost adult size. Ready for close work with less strain.
- Girls: are generally as much as 2 years ahead of boys in physical maturity, and may begin to menstruate.
- Boys and girls: have increased body strength, and hand dexterity,
- They show improved coordination and reaction time.
- They may begin to grow rapidly at the end of this age period.

Cognitive Development

- They show interest in reading fictional stories, magazines, and how-to project books.
- They may develop special interest in collection or hobbies.
- They fantasize and daydream about the future.
- They enjoy planning and organizing tasks.
- They become more product and goal oriented.
- They have great ideas and intentions, but difficulty following through.
- They enjoy games with more complex rules.

Social and Emotional Development

- Friendships and accomplishments are important to older children. Secret codes, made-up languages, and passwords are used to strengthen the bonds of friendship. Be prepared to use all your “patience” skills as your child may tend to think that he or she does not need adult care or supervision.
- They begin to see adults can make mistakes and are not always right.
- They often like rituals, rules, secret codes, and made-up languages.
- They enjoy being a member of a club.
- They have increased interest in competitive sports.
- They have better control of anger.
- They may belittle or defy adult authority.
- They show interest in opposite sex by teasing, joking, showing off.
- They prefer spending more time with friends than with parents.
- They may sometimes be verbally cruel to classmates with harsh “put downs” and snide remarks.
- They tend to see things as right or wrong, with no room for difference of opinion

Age 8 – Third Grade

- These children are caught between being little children and older children. They resent being treated like a “little kid,” but still need to be reminded of responsibilities and acknowledged for good behavior.
- Physical change often makes them look much more grown-up than seven year olds.

- They have lots of enthusiasm and are usually ready to tackle anything.
- Family is still very important and they want parental attention and approval.
- Curiosity about how things work expands to how they are made.
- Enthusiasm and desire to be mature leads them to often attempt more than they are able to do.
- Visually, near-sightedness often develops at about this age.
- Rules become a very big concern and they can be quite bossy.
- Particularly enjoy table games, construction toys & involved games using action figures or dolls.
- Children love to have “best friends” but often argue and fight with them. They may also enjoy having a particular “enemy” against whom they may gang up with friends.
- Boys and girls usually separate in their activities and interests but may tease each other in groups.
- Sportsmanship begins to develop and they can learn about winning and losing gracefully.
- Role playing or open-ended stories can help to develop understanding of others’ feelings or motives.
- They will start group games on their own which often end in squabbles which require adult intervention.
- They can tell time fairly consistently and relate it to daily events.
- They are beginning to show a capacity for self-evaluation and can laugh at themselves, but often set high standards for themselves.

Age 9 - Fourth Grade

- They are closer to 10 & 11 year olds in development but look a lot like 8 year olds.
- Some girls are approaching or have reached puberty.
- Attention span has greatly increased, particularly with activities of their own choosing.
- They’ve often developed manual skills and enjoy crafts and shop work.
- They have original ideas & are able to carry them out, often making plans & going ahead without adults.
- Many children enjoy rough-and-tumble play.
- Fourth graders seem to talk a great deal.
- They are becoming more critical of their own performance and will work hard to develop or perfect a skill.
- They enjoy competitive games and team sports but winning is very important and they may turn on the child who “made” their team lose.
- Fourth grade can be a very crucial year when many children become turned off to school because of academic failure.
- Having friends is very important. Conformity to their chosen group becomes a key issue and peer pressure is quite strong. Some firm and loyal friendships are beginning to develop.
- They are beginning to develop their own point of view which is sometimes different than parents’ or caregivers’ ideas.
- They will enter into making plans for special events or field trips and often have good suggestions.
- They may be quite shy in public performances.
- They are often willing to take on responsibilities around the center for fixing things or helping with younger children.
- They will accept criticism or punishment if they think it’s justified and protest loudly if they think it’s not.
- They are beginning to be reasonable. You can talk things over with them and use logical reasoning.

Age 10 – Fifth Grade

- They are at a balanced point, at peace with themselves and the world.
- They take pride in their ability to fit into their world, at home, school and with friends.
- Moments of anger or depression may be intense but often quickly forgotten.
- Girls have usually become quite interested in clothes but boys may still be somewhat slovenly.
- Sexual development is more rapid, with girls being more advanced than boys and may be developing secondary sex characteristics such as breast development and menstrual periods.
- Usually get along well with peers but may not treat younger siblings well.

- Show less interest in evaluating themselves and seem more willing to accept themselves as they are.
- Beginning to look ahead at adulthood and may look forward to growing up, marrying, and having children. May also be looking more realistically at possible careers.
- Usually a period in which children like their families and enjoy doing things with them.
- Boys tend to move in large, loosely organized groups with a few closer friends within the group which may change from time to time. Girls tend to move in smaller groups and are more likely to have “intense” friendships with serious periods of being “mad” at each other and getting back together.
- One of the most enthusiastic ages for being involved in organized activities such as Scouting or Little League.
- On the whole, Fifth Graders like school and are willing to work on assignments responsibly.
- They usually like their teachers and accept authority without much question as long as it is fair and firm, but not too strict.
- Girls are beginning to show the adolescent love for animals, particularly horses, which will continue for the next few years whereas boys are interested in bikes and skateboards which will change to cars and motorcycles as they get older.

Characteristic Behavior

In general, 8-10 year olds:

- Are very active, eager, more enthusiastic than cautious. Have high accident rates. Individual differences and distinct abilities now apparent.
- Are capable of prolonged interest, and often make plans and follow through on their own.
- Are decisive, responsible, dependable, reasonable, and have a strong sense of right and wrong. Are trying to develop standards of acceptable behavior.
- Are often careless, noisy, argumentative, and arrogant, but also alert, friendly and interested in people.
- Are more dependent on their mother, and are sensitive to criticism.
- Have a new awareness of individual differences, and have the capacity of self-evaluation.
- Dislike playing alone. Clusters of friends are beginning to form, mostly of the same sex and of short duration and changing membership. Their allegiance is with other kids and not adults during conflict. Feel that close friends are important. Shun friends of the opposite sex.
- Develop interest in group games and activities, organized or spontaneous.
- Are perfectionists, want to do well and easily lose interest if discouraged or pressured. Have a growing desire for better performance and skills. Begin interest in competition related to their standing in the group.
- Know rules of games and enforce them.
- Are sensitive about being told what to do.
- Spend a lot of time in talk critical of adults, although still dependent on adult approval. React strongly to things they feel are unfair. Are beginning to be reasonable. Can make good decisions.
- Interested less in fairy tales and fantasy, more in community and country and in other peoples and countries, and enjoys travel.
- Have growing awareness of others and their desires, and are more perceptive of the responses of others.
- Tell the truth or avoid talking rather than tell a lie.
- Have considerable interest in sex information and bodily functions. Tells sex and bodily function jokes.
- Have secrets.
- Have less fear and worrying.
- Is fond of team games, comics, television, movies, adventure stories, and collections.

Special Needs and Likes

- Praise and encouragement.
- Definite responsibility, and reminders of responsibilities.

- Wise guidance and channeling of interests and enthusiasms, rather than domination or unreasonable standards.
- A best friend.
- Friends, membership and experience in belonging to peer groups (same age and sex).
- Adult-supervised groups and planned activities.
- Exercise of both large and small muscle groups.
- Active rough and tumble play, in sports and clinics. To exercise and improve physical fitness.
- Games with clear and specific rules. Competitive team games (relays, dodgeball, kickball).
- Training in skills, but without pressure.
- Participation in clubs and hobbies.
- Participation in student government or other forms of self-government.
- Working on social studies projects and public service projects that broaden their understanding of the world.
- Books of many kinds, depending on their reading level and interests.
- Performing arts.
- Instructional activities in dance or instrumental music.
- Activities that involve manual dexterity and fine muscle coordination such as carpentry, macrame, jewelry making, ceramics and other fine arts.
- Reasonable explanations without talking down.
- Frank answers to questions about coming physiological changes.
- To swap or trade articles.
- To know about the distant past.
- To improve their skills and competencies.
- To be involved in activities with friends (often more important who they are with than what they are doing).
- To identify with their own sex and age group.
- They like toys such as: arts and crafts materials, musical instruments, sports equipment, camping equipment, construction sets, electric trains, bicycles, models, board games, and skates.

Caregivers Can

- Provide opportunities for older school-agers to help out with real skills. Cooking, sewing, and designing dramatic play props are useful ways to use their skills.
- Provide time and space for an older child to be alone. Time to read, daydream, or do school work uninterrupted will be appreciated.
- Encourage children to participate in an organized clubs that encourage skill.
- Encourage older children to help with a younger child but avoid burdening older children with too many adult responsibilities.
- Allow time for play and relaxation.
- Provide opportunities for older children to play games of strategy. Checkers, chess, and monopoly are favorites.
- Provide plenty of food. Older children have larger appetites than younger children and will need to eat more.

When to be Concerned - Excessive:

- Running away.
- Lack of friends.
- Persistent fears
- Immaturity or pseudomaturity.
- Language and speech problems
- Toileting problems.
- Failure in school.
- Persistent fears, withdrawal, low self-esteem.

Developmental Characteristics of 10-14 Year Olds - Early Adolescence

Introduction

Young adolescents are experiencing dramatic physical, cognitive, social and emotional changes that pervade their lives and often perplex them and the people who care about them.

Growth in physical, intellectual, emotional and social development occurs in a somewhat characteristic sequence for most young adolescents, but not necessarily at the same time or at the same rate. For example, youth who develop physically at a fast rate do not necessarily develop early emotional growth.

Individual young adolescents change at different rates, according to highly individualized internal clocks. For example, a 13 year old who looks like a young woman or man is as normal as peers who are just beginning to mature physically.

Physical Development

Many 10-14 year olds experience a plateau in growth followed by a large growth spurt, or sporadic growth spurts, accompanied by the onset of puberty and hormonal changes, leaving many young adolescents feeling awkward and uncoordinated. Their reproductive systems mature, making it possible to conceive and bear children. Typically, adolescents who enter puberty at an early age will also go through the events of puberty more rapidly than those who enter puberty at a later age. The normal variation in early adolescent physical development results in a six- to eight-year span in physical development between a slowly developing boy and a rapidly developing girl of the same age. Girls are more likely interested in boys than the reverse, but both sexes are showing a rapidly increasing interest in relationships with the opposite sex. Emerging feelings of sexual identity and sexual desire further confuse many youngsters at this age.

Boys mature as much as two years later than the girls. Girls are usually taller and heavier than boys. For girls, growth spurts usually begin at age 10 ½ and peak about 12. For boys, the spurts usually begin at 11 ½ and peak about 14. For girls, the marker event of puberty is the beginning of the menstrual cycle. For boys, the marker events are genital growth and the first ejaculation. Girls experience breast development and an addition of body fat. Boys' voices deepen and their shoulders broaden. Both boys and girls develop body hair and body odor (Dorman, 1985).

They undergo rapid muscular growth, and uneven growth of different parts of the body. They are developing and changing at a pace second only to that of infancy. Their activity level seems to increase noticeably and they have trouble sitting still or being quiet. They are as likely to experience periods of high energy and activity, as they are to loll about in a state of dreamy lethargy. They have an enormous, but often-capricious appetite.

This stage of high growth and change alters the expectations that others hold for adolescents. When adolescents begin to show signs of physical growth, adults tend to expect more mature social and emotional behavior as well as more rebellion and anger, which our society associates with adolescence. Note: research shows that the social problems, emotional problems, storm, stress and rebellion society associates with adolescence have been over-emphasized and are misleading (Douban and Adelson, 1966; Lipsitz, 1977). The myth of rebellious adolescence is harmful to adolescents. It fosters low expectations of irresponsibility, disrespectfulness, and apathy – the proverbial self-fulfilling

“Our youth today love luxury. They have bad manners, contempt for authority, disrespect for older people. Children nowadays are tyrants. They contradict their parents, gobble their food, and tyrannize their teachers.”

Socrates

prophecy. Young adolescents are especially vulnerable to adult expectations and they live up (or down) to what the important adults in their lives expect of them. Adjusting to dramatic body changes and altered (and sometimes contradictory) expectations from others makes young adolescents especially vulnerable to bouts of low self-esteem, moodiness and intense emotionalism.

Social and Emotional Development

This is the time when youth take steps - tentatively at first - away from full control and influence of the family. The support and approval of trusted adult role models outside the family are essential. The peer group becomes one of the most influential factors in shaping the development of these youth. The peer group determines what's "in" and what's "out". It is through peer groups that young adolescents begin to learn how to develop and maintain close, mutually supportive relationships with people their own age. This social skill is not characteristic in younger children, but is an essential skill for a normal full-functioning adult.

The self-confidence of a 10 year old gives way to more self-doubt and caregivers may hear, "Everything I do is wrong," or "You're always picking on me." Many children are preoccupied with how they look and appear to others. They seem to believe that they are under close scrutiny by an "imaginary audience". Young adolescents' preoccupation with conformity to others in their peer groups is often troubling to adults, but nevertheless developmentally appropriate. Because young adolescents believe that the imaginary audience scrutinizes their appearance and actions, it is excruciatingly painful to be "different". As they develop either faster or slower than their peers, their insecurities and uncertainties drive them to look and act like their peers.

The values of the peer culture are increasingly incorporated into the value system preciously instilled by the family. The peer culture exists within the greater community and cultural contexts. Close examination of adolescent peer groups often reveals that the peer group represents not a counterculture, but a less polished, more blatant version of the adult culture in which it exists.

In their enthusiasm, they often forget about their manners, and are loud, rude and physical. Because of their constant activity and carelessness, they are often being disciplined and may develop a belligerent attitude. They often forget that others may get hurt as they push and shove each other in fun. As they approach puberty, they are often moody and unpredictable as their hormones and bodies change. They are more sensitive to emotions such as fear, frustration and rejections as they become aware of the world around them, but these feelings may be more evident in the home than in the SAC program. They are searching for a self-identity that is often developed through conflict with others, teachers, peers and parents, with critical accusations that seem to be meant only to get a response – either positive or negative.

Choice of friends is increasingly based upon common interest and temperament and tends to last longer. Friendships are laboratories for learning appropriate behavior. Young adolescents learn social skills, such as how far to take a practical joke and how to ask a boyfriend or girlfriend "out". The feedback youth give to each other may or may not be either sensitive or subtle.

Still there are times when youth need adult-imposed protection from the peer group. Adults who feel powerless over the peer culture abandon many young adolescents to the peer group. Youth workers can have a positive influence over the peer culture through the expectations they hold, the relationships they build, and the environment and opportunities they provide for positive peer relationships.

In addition to positive peer relationships, young adolescents need strong positive relationships with adults. The majority of adolescents report that their parents are the strongest influence in their lives, and while peer influence increases during early adolescence, they do not replace ties with parents (Benson, 1984; Crockett, 1984). Most adolescents report good relationships with their parents, which they feel are understanding, reasonable, fair and reliable. Though young adolescents look to their peer group for friendship and advice about dress, music, and hair style, they look to their families for affection, identification, social and moral values, and help in solving big problems or making important decisions

(Douvan and Adelson, 1966; Kandel and Lesser, 1972; Richardson et al., 1984). As part of the extended family, youth workers in school-age care programs share the opportunity to have a positive influence.

Young adolescents frequently seek the company of adults other than their parents. These adults (school-age caregivers) serve as crucial role models and advisors. Adult role models, high expectations from caregivers, and specifically “Other adult relationships – Child receives support from nonparent adults” are “Developmental Assets” that predict positive development in young adolescents (Leffert, et al., 1997). As these impressionable youth begin to explore what it means to be an adult, they need living, breathing, models of what they can become. Problems in youth-adult relationships are often an issue of the youthful desire for personal autonomy. School-age caregivers must not misinterpret these demands for more autonomy as a cry for complete independence, but recognize this appropriate desire and provide opportunities to explore and develop autonomy, a sense of personal power and a positive view of their personal future – more Developmental Assets (Leffert, et al., 1997). This autonomy can be nurtured through safe environments, empowering relationships and challenging experiences.

Intellectual/Cognitive Development

Young adolescents are beginning to move from the concrete thinking of younger children into the abstract realm which Piaget called “formal operations”. They gradually gain the ability to reflect and imagine the possibilities of “what might be” in a situation rather than holding to preconceived notions of “what is” based solely on the specifics of their own previous experience. They have an increasing ability to understand metaphors, abstract mathematical concepts, and ideas like justice and love. As they begin to experience new ideas and move out into a world of new people, expanded possibilities, and increasing demands and expectations, they need the opportunities to develop the skills and competencies which will enable them to move most productively into the “real” adult world. To help them understand what's happening to their minds, their bodies and their emerging sexuality, they also need access to information and facts conveyed in a variety of ways.

Since changes in thinking ability occur slowly, it is common for youth to think abstractly and reflectively in one area, but think concretely in another situation. For example they might be capable of mature thought about social justice, but be unable to comprehend the risks involved in sexual experimentation. Young adolescents begin to question formerly accepted rules and beliefs, a developmental trait that can be frustrating to caregivers. Although frustrating, this shows an ability to use their new cognitive abilities, and therefore an opportunity for adults to facilitate the true internalization of positive values, for only through these new cognitive abilities can young adolescents find personal meaning and relevancy in the rules and beliefs of society. Young adolescents who are finding meaning and relevancy in rules can often be very authoritarian, and unable to see the “gray areas” in justice and fairness. Adult role models have the opportunity to teach youth how to temper justice with mercy.

With the onset of formal operations, young adolescents gain a sense of their personal future, a future in terms of years, not days, as do younger children. Adults can help them explore possible views of their future, which incorporate their unique interests, aspirations and circumstances. They can visualize their future vocational, social and cultural roles.

Summary of the Changes

- Muscular growth spurts and hormonal changes
- Changes in societal expectations
- Increased need for relationships with non-parent adults
- Increased attention on the “imaginary audience” and conformity
- Emergence of the peer culture

- Emergence of true friendships
- Increased desire for autonomy
- Emergence of “formal operations” abstract & reflective thinking
- More distant sense of personal future

Characteristic Behavior Traits: What to Expect

- Wide range of individual differences in maturity level.
- Are gaining more strength and proficiency in gross motor activities (especially boys).
- Are going through a period of pronounced individual differences (maturing at rapid and increasingly different rates).
- If girls, may be taller than boys and show superiority over boys in fine motor activity.
- Awkwardness, restlessness, and laziness are common as a result of rapid and uneven growth.
- Are self-conscious about physical changes.
- Are very self-conscious about how they look.
- Have a strong self-concept, but show a good deal of self-doubt.
- Peer group identification. Gangs continue, though loyalty to gang stronger in boys than in girls.
- Conformity.
- One or two close friends.
- Separation from parents.
- Opinion of own group valued more highly than adult opinion.
- Are sensitive to the fairness of adults
- Desire to be Cooperative with adults.
- Teasing and antagonism between boys' and girls' groups.
- Are becoming interested in the opposite sex.
- Are capable of pursuing a project spanning a long period of time.
- Tend to be organized, competitive, and adventurous, sometimes putting themselves at risk.
- Interest in team games, animals, TV, music and comics.
- Marked interest differences between boys and girls
- Often over critical, changeable, rebellious, uncooperative.
- Interested in earning rewards, money.
- Resists doing chores.
- Experiences events more intensely and personally.
- Needs encouragement and opportunity to pursue a special interest

When to be Concerned:

- Young adolescents in crisis are often written off as “going through a stage” and fail to receive essential intervention, support and professional attention when needed.
- Excessive depression, antisocial behavior, use of alcohol/drugs, reversal of value system, no friends, no personal interests, promiscuous sexual behavior, persistence of conforming or passive behavior, sudden total personality change, excessive preoccupation with body, and suicidal attempts or threats are all reasons to be concerned.
- The inability to relate to peers and fit into a peer group. Although peer pressure has a societal connotation of being a negative influence, involvement with friends is necessary of young adolescents are to develop social competencies.
- Children who are excessively aggressive and do an unusually great amount of “acting out” tend not to outgrow these tendencies.

- Some serious problems appear for the first time in adolescence such as: eating disorders, sexual promiscuity, substance abuse and severe depression.
- It is important to distinguish between behavior that is annoying such as loud music, and messy rooms – and behavior that is truly harmful such as substance abuse, suicide attempts, depression, or harmful risk-taking.

Eight Developmental Needs of Young Adolescents

- Support: from family, non-parent adults, neighbors, school.
- Experiences: Physical Activities, Creative Activities, Extra-curricular Programs, and Religious Programs.
- Competence and Achievement: Social, Physical, and Intellectual.
- Empowerment: Self-Definition, Given Useful Roles, Sense of Purpose, Service to Others, Self-Esteem, Significance, Personal Power.
- Positive Values: Caring, Respect, Responsibility, Trustworthiness, Integrity, Social Justice, Fairness, and Honor.
- Positive Social Interactions with Peers and Adults: interpersonal competence, cultural competence, peaceful conflict resolution, decision-making skills.
- Structure, Clear Limits and Expectations for Growth: Consistent School, Family, and Neighborhood Boundaries, Adult Role Models.
- Commitment to Lifelong Learning: Reading for Pleasure, Chronic Exploration, Engaged in School, School Pride.

Other Needs & Likes of Early Adolescents

Young adolescents' desires and interests are expanding, and so are their capabilities. They are eager to make commitments to people, ideals, communities, and projects. Because their interests are changing so rapidly, their commitments will be short-term, but intense. The MOST IMPORTANT principle to keep in mind when intentionally programming for older children/younger adolescents is empowerment. They need to share in the design and implementation of the program. They need to develop personal power and practice planning and decision-making skills – Developmental Assets (Leffert, et al. 1997).

- Opportunities for greater independence.
- Responsibility without pressure.
- Kind, unobtrusive, adult guidance that does not threaten the adolescent's feeling of freedom.
- Warm affection and sense of humor in adults.
- A sense of belonging.
- Assurance of security.
- Both dependence and independence.
- To identify themselves with special clothing or hats.
- To feel that they are growing and becoming more responsible and different from younger children.
- Acceptance by and conformity with others of own age.
- No, nagging, condemnation, talking down.
- To form theatrical or performing arts companies.
- To do graphics and calligraphy.
- To set up and operate a photography lab.

- To set up a junior business, store, carnival or other enterprise.
- To type or work with computers.
- To learn and practice first aid.
- Adequate understanding of sexual relationships and attitudes.
- Opportunities to make decisions and to earn and save money.
- Activities that center on personal hygiene.
- To participate in the active operation of the center (planning activities, snack help, repairing equipment, decorations.)
- To create music or dance productions.
- Activities in journalism and printing.
- Opportunities for community service.
- Opportunities for constructive recreation. Some cause, or issue to work for.
- To collect stickers, trading cards, comics, almost anything.
- Almost anything to do with Science.
- Activities that are skillful, bold, and daring.
- To join organized clubs.
- To be read to by an adult, with strong preference for mystery and adventure stories.
- To discuss thoughts and ideas, including topics such as sexual awareness, drug and child abuse and other issues.
- To be "in charge".

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True or False?

1. Adolescents who are early physical developers will be more socially and emotionally mature than late physical developers.
2. Human beings will grow more rapidly during the adolescent growth spurt than at any other time in their lives except infancy.
3. It is abnormal for a 10-year-old girl to have begun to menstruate.
4. In general, adolescents who enter puberty at an early age will also go through the events of puberty more rapidly than late developers.
5. Adolescence is characteristically a stormy period marked by rebellion.
6. The proportion of adolescents who show signs of serious disturbance and inability to function normally is much greater than the percentage of adults who show these signs.
7. One sign of serious disturbance in young people is the inability to relate to peers and to fit into a peer group.
8. Peer pressure is a pervasive, all-powerful, destructive force to which adolescents are subject.
9. One sign of serious disturbance in young adolescents is a preoccupation with conformity to others in their peer group and the desire not to be too “different”.
10. Young adolescents look to their parents more than their peers for affection, acceptance, values and guidance.
11. Young adolescents do not like or seek the company of adults.
12. When young adolescents request increasing levels of autonomy in areas like dress, curfew, and selection of friends, they are really asking for complete independence from adults.
13. The ability to think about possibilities outside one’s immediate environment is a new thinking skill that gradually emerges during early adolescence.
14. Young adolescents who are capable of mature thought about social justice, religion, or higher mathematics also ought to be able to easily comprehend the risks involved in sexual intercourse without contraception or in drug experimentation.
15. Young adolescents are not mature enough to make commitments to people, ideas, or projects.
16. Young adolescents’ questioning of formerly accepted rules and beliefs is a sign that they are using their new cognitive abilities.
17. Young adolescents are often very authoritarian because they are not yet able to see the “gray areas” between right and wrong.
18. With the onset of formal operations, young adolescents are able for the first time to relate their present interests and aspirations to vocational, social, and cultural roles they will fulfill in the future.

True or False?

Key

1. Adolescents who are early physical developers will be more socially and emotionally mature than physical developers.
False: Growth in physical, intellectual, emotional and social development occurs in a somewhat characteristic sequence for most young adolescents, but not necessarily at the same time or at the same rate (Dorman, 1985).
2. Human beings will grow more rapidly during the adolescent growth spurt than at any other time in their lives except infancy.
True. (Dorman, 1985)
3. It is abnormal for a 10-year-old girl to have begun to menstruate.
False: Some normally developing girls may begin breast development at 8 years of age and menstruation at 10 years of age (Tanner and Whitehouse 1975).
4. In general, adolescents who enter puberty at an early age will also go through the events of puberty more rapidly than late developers.
True. (Kerewsky and Lefstein, 1982)
5. Adolescence is characteristically a stormy period marked by rebellion.
False: The social and emotional problems associated with adolescence have been overemphasized and are misleading (Douvan and Adelson, 1966; Lipitz, 1977).
6. The proportion of adolescents who show signs of serious disturbance and inability to function normally is much greater than the percentage of adults who show these signs.
False: Approximately the same proportion of adolescents as adults (1 in 5) show signs of serious disturbance (Offer, 1969; Offer, 1981).
7. One sign of serious disturbance in young people is the inability to relate to peers and to fit into a peer group.
True: (Kerewsky and Felstein, 1982).
8. Peer pressure is a pervasive, all-powerful, destructive force to which adolescents are subject.
False: It is through peer groups that young adolescents begin to learn how to develop and maintain close, mutually supportive relationships with people their own age.
9. One sign of serious disturbance in young adolescents is a preoccupation with conformity to others in their peer group and the desire not to be too "different".
False: Young adolescents' preoccupation with conformity to others in their peer groups is often troubling to adults, but nevertheless developmentally appropriate. Because young adolescents believe that the imaginary audience scrutinizes their appearance and actions, it is excruciatingly painful to be "different".
10. Young adolescents look to their parents more than their peers for affection, acceptance, values and guidance.
True: Though young adolescents look to their peer group for friendship and advice about dress, music, and hair style, they look to their families for affection, identification, social and moral values,

and help in solving big problems or making important decisions (Douvan and Adelson, 1966; Kandel and Lesser, 1972; Richardson et al., 1984).

11. Young adolescents do not like or seek the company of adults.

False: Young adolescents frequently seek the company of adults other than their parents. "Other adult relationships – Child receives support from nonparent adults" are "Developmental Assets" that predict positive development in young adolescents (Leffert, et al., 1997).

12. When young adolescents request increasing levels of autonomy in areas like dress, curfew, and selection of friends, they are really asking for complete independence from adults.

False: School-age caregivers must not misinterpret these demands for more autonomy as a cry for complete independence, but recognize this appropriate desire and provide opportunities to explore and develop autonomy, a sense of personal power and a positive view of their personal future – more Developmental Assets (Leffert, et al., 1997).

13. The ability to think about possibilities outside one's immediate environment is a new thinking skill that gradually emerges during early adolescence.

True: They gradually gain the ability to reflect and imagine the possibilities of "what might be" in a situation rather than holding to preconceived notions of "what is" based solely on the specifics of their own previous experience

14. Young adolescents who are capable of mature thought about social justice, religion, or higher mathematics also ought to be able to easily comprehend the risks involved in sexual intercourse without contraception or in drug experimentation.

False: Since changes in thinking ability occur slowly, it is common for youth to think abstractly and reflectively in one area, but think concretely in another situation. For example they might be capable of mature thought about social justice, but be unable to comprehend the risks involved in sexual experimentation.

15. Young adolescents are not mature enough to make commitments to people, ideas, or projects. False: Young adolescents' desires and interests are expanding, and so are their capabilities. They are eager to make commitments to people, ideals, communities, and projects.

16. Young adolescents' questioning of formerly accepted rules and beliefs is a sign that they are using their new cognitive abilities.

True: Young adolescents begin to question formerly accepted rules and beliefs, a developmental trait that can be frustrating to caregivers. Although frustrating, this shows an ability to use their new cognitive abilities, and therefore an opportunity for adults to facilitate the true internalization of positive values, for only through these new cognitive abilities can young adolescents find personal meaning and relevancy in the rules and beliefs of society.

17. Young adolescents are often very authoritarian because they are not yet able to see the "gray areas" between right and wrong.

False: Young adolescents who are finding meaning and relevancy in rules can often be very authoritarian, and unable to see the "gray areas" in justice and fairness. Adult role models have the opportunity to teach youth how to temper justice with mercy.

18. With the onset of formal operations, young adolescents are able for the first time to relate their present interests and aspirations to vocational, social, and cultural roles they will fulfill in the future.

True: With the onset of formal operations, young adolescents gain a sense of their personal future, a future in terms of years, not days, as do younger children. Adults can help them explore possible views of their future, which incorporate their unique interests, aspirations and circumstances. They can visualize their future vocational, social and cultural roles.

5-9 Year Olds

Cognitive	<p>Piaget: stage concrete. With its characteristic irreversibility of thought, provides a unique dynamic in play. When children are playing together, and another child comes in later and expresses a desire to play, the latecomer child is frequently snubbed. "You can't play with us, we're already playing," is a regular comment heard in play settings. This is usually a cognitive dilemma, not a deliberate act of cruelty (Kostelnik, et.al., 1988). Children are not able to think through how to start the play again with a new person in the picture.</p> <p>The beginning of this stage is characterized by creativity, joint fantasy, and shared imagination. Skills and capacities of curiosity, ability to dream, boldness and richness of relationships are generated from the dynamics of this stage. The rich creativity of this stage is a two-edged sword. They can really be afraid of the monsters in the closet or the turtleheads under the bed.</p>
Characteristics	<p>For this age grouping- You will see: literal behavior, tendency toward coping behavior, learn best by exploring the cause and effects manipulative, likes to do things again and again, likes routine.</p> <p>As they grow: Their desire to explore will be complimented by their language development and the ability to ask exploring-inquisitive questions, ability to match symbols appropriately, ability to understand how things work, and the purpose or relationships of things.</p> <p>As they grow: Their exploring and learn takes a turn toward developing "finished" products, they want to work until they are done. Their work tends to slow down, they fuss more over their perception of perfection in their work. They take their learning of cause and effect to a new level of wanting to take things apart to figure out how they work.</p> <p>As they grow: They will work and socialize at the same time, they like working on group tasks, they become interested in establishing rules and use logic to rationalize their thinking. They work hard and tend to focus intently on the process to product completion.</p> <p>As they grow: They expand their perception of the world and become more global, able to think through cause and effect to make better decisions, use of descriptive language emerges, able to read to learn.</p>
What this means for Planning	<ul style="list-style-type: none"> ▪ Need to be allowed time to dabble and explore doing things their own way ▪ Keep favorites play stations out for a week or two at a time ▪ Keep challenges on a personal level rather than to compete with others ▪ Reinforce positive play group behavior through teaching to listen to each other's ideas for play ▪ Be observant and keep track of who is playing with whom, identify areas children engage in, reinforce growth in thinking. ▪ Monitor child's ability to practice effective boundaries within the choices they make <p>As they grow:</p> <ul style="list-style-type: none"> ▪ Reinforce language development by playing word games ▪ They will like to try a lot of things and only finish a few (to them more is better than one complete) ▪ Reinforce their exploration of how things work by provide direct teaching

	<p>experiences in art, science, etc. This will ignite their thinking.</p> <ul style="list-style-type: none"> ▪ Follow up and support direct teach opportunities in art, science--by developing centers with the same supplies and allow the children time to explore the items more thoroughly ▪ Reinforce children developing their ideas together, when you see it happen "I noticed..." ▪ Reinforce events and experiences through reflective story telling, this means the group will remember together ▪ Reinforce the skills needed to work, play, and create both individually and together <p>As they grow:</p> <ul style="list-style-type: none"> ▪ Support their desire to complete projects by providing options and storage solutions ▪ Allow children to work on self started projects by allowing time in the daily schedule for this type of exploration ▪ If a child will need to stop for the day, give them ample warning and state options for continuing the project at another time ▪ Ask children to pick up after themselves, if one is finished early and others continue to work--before leaving --those finished must ask the others what they still want out, and clean up the rest ▪ Have a take it apart center with tools, and items to take apart ▪ Have a guest speaker who "fixes" things to come demonstrate and teach about their work ▪ Opportunities to play board games, may need guidance to learn the strategy techniques of games ▪ Teach how to play games for the "fun" not just to win <p>As they grow:</p> <ul style="list-style-type: none"> ▪ Because they work hard, they may need reminders to take breaks (to stretch, get a drink, or to gain perspective) ▪ They will want opportunities to develop their own clubs and to be in clubs ▪ Create opportunities for them to define the "rules", teach to flexibility, acceptance, and tolerance ▪ Create opportunities for them to organize the supplies needed and their work/play space <p>As they grow:</p> <ul style="list-style-type: none"> ▪ Centers can include "how to" books ▪ Allow contributions to program newsletters ▪ Allow more opportunities to think about, discuss, and respond to global issues ▪ Allow and teach children to explore leadership and community service opportunities ▪ Reinforce their community thinking skills by allowing them opportunities to plan activities, survey others, and implement plans
Social Development	Social Development has many components. It can be defined in a child's ability able to participate in two-way relationships. Children are moving beyond parallel play and interactions to developing friendship skills.
Characteristics	As they grow: The SAC environment is new to the five year old child (having moved from either a home setting, child care center setting, or families child care setting). It is critical that the SAC environment be accepting, warm, and welcoming. The adult caregiver needs to be very sensitive and observant of each child to determine how they are handling this life changing transition. In the early

	<p>stage children interested in what is fair, at the end of this stage they are able to have more intimate-mutual relationship. Another characteristic of this stage is that children understand relationships enough to begin to develop triangles. If one staff member says no, the child will have no trouble asking another staff person-- for permission. The child may put off one person to spend time with another. The child defines fairness is defined in terms of getting their own way</p> <p>They will test boundaries and authority, they might display temper tantrums,</p> <p>As they grow: They tend to be very sensitive, the newness of longer days, and school can be tiresome and trying for a six-year-old. Days spent listening and following directions need to be balanced with a program with routine that allows for choice, belonging, and significance. Friendships move from a concern about their own needs into a more give-and-take relationship</p> <p>As they grow: Friendship skills grow toward an honest mutual collaboration. They tend to try to accomplish more than they can do, love to laugh, like opportunities to work in groups, mistakes are easily minimized. Children begin this stage with a tendency toward impulsive behavior and decisions</p> <p>As they grow: As they get older, they are more objective, and less self-centered. This happens when the child gains awareness that they are independent and can exercise control over their environment Still however, friendship is possessive: a best friend with Lisa cannot also be best friends with Stacey. All children want friends, but they differ in the amount they need and the style they need. The new-found freedom that Kegan describes leads to a need to be successful, to learn new skills, to accomplish small things along the way. This leads to a industry, a sense that I can do it, that risks are worth it. If a child is moving through this stage in a healthy developmental pathway, an inner locus of control will appear.</p>
<p>What this means for Planning:</p>	<p>As they grow:</p> <ul style="list-style-type: none"> ▪ Develop opportunities for children to choose a friend or two to share activities and provide concrete, practical experience. ▪ Guide a child's awareness to the choices available ▪ Observe and identify children's positive choices, favorite games, friends, etc ▪ Establish flexible-teachable boundaries for behavior ▪ Talk, discuss, and raise awareness of friendship skills ▪ Play games that allow children to practice friendship skill ▪ Redirect children away from misbehavior <p>As they grow:</p> <ul style="list-style-type: none"> ▪ Avoid criticism ▪ Allow opportunities for movement and choice ▪ Establish an environment and schedule that has enough routine to be centering, and enough opportunity to be flexible ▪ Be observant, identify children's energy highs and lows ▪ Guide and support a child's ability to feel centered ▪ Give children a sense of belonging and significance ▪ Encourage children to try new things ▪ Invite children to play games with you ▪ Spend time getting to know (what they like, don't like, etc) the children <p>As they grow:</p> <ul style="list-style-type: none"> ▪ Introduce them to clubs ▪ Allow more time to finish projects ▪ Ask them to create art for the program ▪ Allow them to develop plays, dances, songs

	<ul style="list-style-type: none"> ▪ Introduce story telling as a means to remember past experiences together ▪ Public praise, private helps and guidance ▪ Guide the child to develop boundaries for their own behavior and decisions.
Emotional Development	<p>The emotional center of the human brains can be called the lens of the human brain. When we are stressed or feel threatened our ability to take in information is diminished. At each stage of development, or movement to the next stage, are marked by emotional un-stability, aggression is a normal human response to this unstable feeling. It is the responsibility of caregivers to teach children out of aggressive behavior, by teaching them appropriate behaviors. Children's view of self evolves as they pass through phases of awareness. How children define themselves through the developmental process is affected by their emotions, by the feedback they receive from family, significant others, which includes caregivers. The key to ingredient for guiding the healthy emotional development is adults who can control their own emotions.</p> <p>Emotions effect our ability to make and maintain friendships and our view of self. Even popular children are frequently rebuffed. But a consistent message over time of rejection and alienation facilitates dropping out of school, delinquency, suicide, and mental health problems (Kostelnik, 1988). All children want friends, but they differ in the amount they need and the style they need.</p>
Characteristics	<p>As they grow: children able to participate in two-way relationships, interested in what is fair, at the end of this stage they are able to have more intimate-mutual relationship. Another characteristic of this stage is that children understand relationships enough to begin to develop triangles. "Mom won't let me do this, so I'll go ask my dad. Children begin this stage with a tendency toward impulsive behavior.</p> <p>As they grow: The child may put off one person to spend time with another. The child gains awareness that they are independent and can exercise control over their environment. This new found freedom leads to a need to be successful, to learn new skills, to accomplish small things along the way.</p> <p>As they grow: Responsiveness to others emerges. There is a certain tit-for-tat-ness, a you take a turn and then I'll take a turn mentality. Friendships move from a concern about their own needs into a more give-and-take relationship.</p> <p>As they grow: Friends at this age share joint activities and provide concrete, practical experience. As they get older, they are more objective, and less self-centered. Still however, friendship is possessive: a best friend with Lisa cannot also be best friends with Stacey. As they process to a healthy sense of self, they are more like to develop confidence an I can do it attitude, a realization that risks are worth it. If a child is moving through this stage in a healthy developmental pathway, an inner locus of control will appear.</p>
What this means for Planning	<p>Decrease stress and reduce threat whenever possible.</p> <p>Teach children to the next stage</p> <p>Crease awareness of surroundings and</p> <p>Teach how to take signs from what is happening in the room</p> <p>Teach awareness, and not to assume</p> <p>Provide opportunities for children practice skills of delayed gratification</p> <p>Provide opportunities for children to make choices</p>

	<p>Allow children to practice emotional control through games Remember to laugh with children, to make life fun and interesting</p> <p>As the grow: Children may lose their sense of humor, everything can easily turn to a crisis, guide optimistic attitude by reminding that laughter can be the best solution Teach children to create options for themselves Demonstrate alternative solutions Teach children to brainstorm and share ideas</p>
Physical	Physical development includes visual, hearing, fine motor skills, large motor skills, growth in size, heightened awareness
Characteristics	<p>As they grow: Like to work on task close at hand, active, on the move, reversal of letters, three finger grip, job and hop, developing balance on one foot.</p> <p>As they grow: Activity increases, always in a hurry, more vocal, louder, likes to run, play outdoors more aware of other activities happening in the room--not just the one they are choosing, wear out need opportunities for rest</p> <p>As they grow: Attention to details, neater work skills, likes to find quiet small places to play, smaller groups to play, creative play is first choice, movement, music, laughter, is easily hurt</p>
What this means for planning:	<p>As they grow:</p> <ul style="list-style-type: none"> ▪ Provide opportunities for movement either through crawling, climbing, dance, hop, skip and outdoor play ▪ Help the kids set small challenges for themselves ▪ Foster their curiosity and interests in people, places and things ▪ Teach them how to play games together ▪ Remind them to get drinks, food, and rest ▪ Help them connect life to their creative play by adding props like real phones, menus <p>As they grow:</p> <ul style="list-style-type: none"> ▪ Give ample opportunity for large motor play ▪ Building, creating imagining are critical opportunities at this stage ▪ Provide simple things like empty boxes, sheets, let the kids make and create their own space ▪ Guide cooperative play, ease tensions ▪ Provide boundaries for noise level, movement ▪ Remember that tired kids can appear hyper and inattentive--a little rest goes a long way <p>As they grow:</p> <ul style="list-style-type: none"> ▪ Likes work stations that are organized like an office ▪ Provide opportunities for movement ▪ Remind them to get drinks, food, rest ▪ Provide self-selection of activities, board games, art, crafts ▪ Opportunity for active, movement ▪ Opportunity to de-stress ▪ Teach how to make decision

10-14 Year Olds

Cognitive	<p>Piaget describes this stage as early formal, an ability to think abstractly. With early formal operations comes true moral thinking, able to think beyond themselves more, able to understand the perspective of another, pleasantness guides behavior and attitudes.</p>
Characteristics	<p>As they grow: they like to read, talk, explain. Children at this stage are more able to problem solve in their relationships and in life situations, they like to focus on the task at hand</p> <p>As they grow: They excel in verbal skills and memorization skills, they tend to see themselves as growing to the adult world and will sometimes imitate the adults around them, laughter and humor are appreciated, can tend to exclusion and cruel behavior, they enjoy a good argument, like to problem solve</p> <p>As they grow: peer interaction and slang language become more important, as does time with a caring adult, they like to sit and chat and ask questions of adults, like word games, humor expands to add understanding of puns and sarcasm, very interest in current events and social issues, while their thinking highly opinionated there is a sincere desire to problem solve</p> <p>As they grow: they struggle in their sense of self--during this heightened stage of cognitive awareness, they tend to withdraw, talk less, and can even seem rude</p>
What this means for planning.	<p>As the grow:</p> <ul style="list-style-type: none"> ▪ Have how to make and build type books for choice time, have adequate supplies for creations designed for and by older kids ▪ Create opportunities for older children to mentor/tutor younger children ▪ Create opportunity for the older children to challenge themselves and their thinking skills, try a mind teasers puzzles ▪ Set the stage for cooperative-team building experiences <p>As they grow:</p> <ul style="list-style-type: none"> ▪ Allow time for peer interaction ▪ Create opportunities for them to learn to be a community ▪ Set boundaries for exclusive behavior ▪ Reinforce their new found abstract skills by challenging with mind bender games, of clue of the day activities, ▪ Provide opportunities for leadership skills older teaching younger; art, gym, science, lead a club like chess <p>As they grow:</p> <ul style="list-style-type: none"> ▪ Provide opportunities for social responsive behavior, write letters to organizations, collect food, etc. The more real the activity the more meaning it will have for the youth ▪ Meaning is the key word at this stage they hunger for more active participation in making the world a better place ▪ Help them research solutions and learn about the history or back ground to a problem ▪ Integrate learning across subject ▪ Help them think outside the "box" ▪ Riddle books, and story telling are favorites for this age ▪ Set boundaries for their use of sarcasm <p>As they grow:</p>

	<ul style="list-style-type: none"> ▪ Be aware that their cognitive abilities are helping them re-define their self-concept ▪ During this re-evaluation period, patience will be a key skill ▪ Remind them of your relationship, that you will listen, you care ▪ Remind them of their strengths ▪ Employ a sense of humor, teach how to relax and the importance of laughter ▪ Develop a sense of cohesiveness and community spirit "we are in this together" ▪ More room and more opportunities to work in a space with only one or two others, more quiet spaces, add opportunities for talent development
Social Development	<p>The key elements of social develop are view oneself as competent and having other verify competence verified through meaningful interaction. The dynamic self-esteem is still attentive to what others think, and in most cases is more attentive than before. Self-definition becomes more sophisticated. This stage begins with recognition that friends have rights and relationships that are independent of oneself. This stage is filled with social interaction and the need to talk about everything. At this stage children view their competence based on what others say about them. Key theorists : Kohlberg, Kegan, Erikson</p>
Characteristics	<p>As they grow: This stage is oriented toward relationships, and the beliefs of the community become the source of strength for this stage. Self-esteem becomes more stable.</p> <p>One friend, they realize, cannot fill all their needs--and even if they could, that is not necessarily even desirable. Friendship becomes a mutual sharing of intimacy, secrets, and is based on trust and acceptance of each other. At times emotions will be extreme. At this stage they are able to go with the flow, they are more flexible, interested in being fair, and what others say about them.</p> <p>As they grow: At this stage youth like to debate issues, rather be with friends than with family, tends to be less flexible and more impulsive, seeks belonging, will test boundaries</p> <p>As they grow: life view seems to smooth out, able to understand other perspectives, enthusiastic, insightful, time with friends becomes even more important, likes to check out their thinking with friends</p> <p>As they grow: At this stage social interaction with peers increases, there is a strong interest in sports, music, social issues, and personal appearance. Friendships evolve through a process of ups and downs.</p> <p>As they grow: the relationships that are develop are more unified, emotional extremes effect their view of relationships, and their abilities</p>
What this means for planning	<p>As they grow:</p> <ul style="list-style-type: none"> ▪ Provide opportunities for peer interactions and socializing ▪ Provide opportunities in art that allow the child/youth to express who they are, what they like, and what is important to them ▪ Be observant and identify social groups and social skills of each child ▪ Invite children to become involved in clubs ▪ Encourage the youth to participate and adapt activities so everyone can and will participate <p>As they grow:</p> <ul style="list-style-type: none"> ▪ Empower self initiated activities, allow for spontaneous ideas ▪ Challenge them to explore and creative various art forms ▪ Develop a strong sense of community caring and decision making

	<ul style="list-style-type: none"> ▪ Allow opportunities for practicing their voice ▪ Build in activities that help the group to support and care for each other ▪ Guide the connection of new thoughts and learning to past life experiences and knowledge ▪ Provide flexible boundaries that are established together ▪ Provide opportunities for cooperative interaction ▪ Teach to inclusion ▪ Build positive relationships, use a positive sense of humor ▪ Teach self awareness and self acceptance ▪ Guide perspective develop by helping see the small things as small <p>As they grow:</p> <ul style="list-style-type: none"> ▪ Establish leadership clubs that address social issues with in the program, the community, and the world ▪ Create opportunities for practicing citizenship (big brother/sister, peer tutoring, leading art/gym/science/music clubs) ▪ Teach the skills necessary for success of leadership and community involvement ▪ Affirm group and individual ideas, seek external feedback opportunities (letters from others that recognize the work of the group) ▪ Observe and identify skills demonstrated; share your positive observations with them individually ▪ Provide opportunities for self reflection <p>As they grow:</p> <ul style="list-style-type: none"> ▪ Discuss relationship skills ▪ Listen to their ideas encourage shared decision making ▪ Provide space for small groups and individuals to rest, vent, and hang out ▪ Continue to support community service and leadership opportunities
Emotional development	10-14 Year Olds
Characteristics	<p>This stage is oriented toward relationships, and the beliefs of the community become the source of strength for this stage. Their ability to see that perspective is can be shared.</p> <p>All of this is predicated on the ability to step outside one own need system and incorporate varying degrees of other's perspectives.</p> <p>Self-esteem becomes more stable. No longer is the young adolescent tossed to and fro by every compliment or biting quip. The dynamic self-esteem is still attentive to what others think, and in most cases is more attentive than before. But the stable self-esteem grows in its saliency. This stage begins with a recognition that friends have rights and relationships that are independent of oneself. One friend, they realize, cannot fill all my needs--and even if they could, that is not necessarily even desirable.</p> <p>Self-definition becomes more sophisticated. They are forced to take on many roles and tasks before they are emotionally mature enough to do so (Elkind, 1988).</p> <p>Friendship becomes a mutual sharing of intimacy, secrets, and is based on trust and acceptance of each other.</p>
What this means	As they grow:

for planning:	<p>Let the child/youth know they are important to you Provide opportunities for them to practice skills in a non-competitive setting. Provide opportunities for them to practice control over their environment by participating in planning and rearranging of space.</p> <p>As they grow: Let them know you trust them, give opportunities for leadership roles within the program Create ways to let them give back to their communities through service or collecting for needed Take time to play with and teach them to enjoy life and it's mishaps Teach them a crisis isn't a crisis unless you let it be a crisis</p> <p>As they grow: Find ways to empower them, because if you don't they will establish power in some way that creates some kind of control ie. defiance or helplessness, that gets others to respond to him/her. Spend time with children/youth where they direct the play or activity Create opportunities where the older youth become junior activity leaders, be sure to teach the skills to be successful, reserve these opportunities for the older children/youth Provide opportunity for discussion on societal issues with the youth are interested in</p>
Characteristics	<p>As they grow: Large motor exercise, strengthen, stretch, fine motor skills increase, able to use multiple tools, needs space to move, create, play As they grow: need for activity and down time increase, aggression, As they grow: desire more developed involvement in sports, movement continues to be important, fine motor skills increase more able to handle difficult tasks, active periods require opportunities for rest, more space is needed for older kids</p>
What this means for planning	<p>As they grow:</p> <ul style="list-style-type: none"> ▪ Guide healthy habits, growing bodies need healthy snacks, need active and rest periods ▪ Provide opportunities to develop challenge courses for themselves ▪ Encourage strengthening exercises and play ▪ Provide opportunities for detailed artwork ▪ Connect learning at school mapping, geography, math skills (fine motor) <p>As they grow:</p> <ul style="list-style-type: none"> ▪ Enjoy sports play, teach skills of throwing, kicking, catching, rules of games, language of games, strategies of games ▪ Provide challenging opportunity, strengths challenge, coordination challenges, time challenges ▪ Teach out of aggressive behavior <p>As they grow:</p> <ul style="list-style-type: none"> ▪ Increase time working of refining skills ▪ Teach new skills ▪ Facilitate development of fine motor skills by introducing skills in art, crafts, science that require development of concentrated patience