

Age 6

Physically

- Is very active, easily fatigued.
- Has difficulty sitting still.
- Still has limited eye-hand coordination.
- Handles and attempts to use tools and materials.
- Lacks development of small muscles.

Intellectually

- Is full of curiosity and wants to learn many new skills.
- Is interested primarily in self.
- Lives in the present.
- Has difficulty making decisions.
- Learns through active participation.
- Carries on long conversations.
- Has little concept of time.
- Enjoys listening to stories.

Emotionally

- Craves praise.
- Is easily discouraged, cries, and has tantrums.
- Wants to feel secure.
- Is greatly stirred up by excitement.
- Displays sense of humor.
- Is self-centered, domineering, stubborn and aggressive.
- Enjoys father.
- Is usually better behaved away from home.
- Usually likes his/her teacher.

Socially

- Wants to play with other children and likes some group play.
- Likes variety in play.
- Likes responsibility and is eager to earn adult approval.
- Likes to imitate and dramatize.
- Wants and needs to be first, loved best, praised most and to win.
- Does a good deal of tattling and is very domineering and bossy.



Ages and Stages of Growth and Development



Age 7

Physically

- Is in period of slow, steady growth.
- Has more control of large muscles than small.
- Has improved eye-hand coordination, not ready for close, fine work.

Intellectually

- Is inquisitive and curious.
- Has a short attention span and may forget easily.
- Enjoys talking, developing ability to express self.
- Likes to demonstrate ability to make choices.
- Has increased ability to generalize, organize, and reason.
- Is interested in magic, puzzles, baseball card collecting and exchanging.
- Enjoys fairy tales, comics, and stories about other children.

Emotionally

- Is confused by sudden changes.
- Is easily over-stimulated.
- Sets unrealistic goals then feels frustrated, and may be moody.
- Pretends not to hear when too much guidance is given.
- Is concerned about treatment received from others.
- Is concerned about being good and is easier to discipline.
- Is sensitive to praise.
- Sees the teacher as really paramount in school.
- Complains and sulks.

Socially

- Wants group involvement.
- Is competitive and likes to be first.
- Likes to imitate adults and peers.
- May be careless of others' property but protective of own.
- Is eager to please.
- Likes playing dress-up (girls), paper dolls, and jump rope.
- Does not respond promptly.
- Plays in pairs or in groups.
- Shows race and group consciousness.

Ages and Stages of Growth and Development

Age 8

Physically

- Is growing and arms are lengthening.
- Is sometimes awkward because of uneven growth.
- Is restless and fidgety.
- Has improved muscle coordination.
- Is expansive, speedy, and energetic, but tires easily.
- Shows interest in developing eye-hand coordination.

Intellectually

- Is more independent in reading and has increasing attention span.
- Is becoming aware of detail.
- Learns best through activity and likes variety in each day.
- Likes to work on projects and construct things.
- Enjoys jokes and riddles.
- Is money-mad.
- Understands time and money concepts.

Emotionally

- Acts careless and is noisy when angry or tired.
- Has more enthusiasm than wisdom.
- Is self-critical and sensitive to criticism.
- Wants to be good, but needs much praise and encouragement.
- Wants prestige.
- Makes fewer complaints about teacher.
- Has feelings that are easily hurt by careless remarks.
- Is critical of brothers and sisters.
- Likes to giggle.

Socially

- Likes to talk, to argue and to be with people.
- Desires approval of peers and adults.
- Prefers to work, play with those of his/her own sex, and choose his/her own friends.
- Tends to have a best friend and wants to look like others.
- Likes team games.
- Dislikes being told what to do.
- Is alert, friendly and interested in people but sometimes careless, noisy and argumentative.

Age 9

Physically

- Has eyes now ready for close, detailed work.
- Has good eye-hand coordination.
- Uses large and small muscles.
- Tends to assume awkward body postures.

Intellectually

- Desires to build a body of knowledge.
- Notices life sequences.
- Studies people.
- Objects to the interruption of favorite activities.
- Prefers individual instruction
- Finds pleasure in using own skills.
- Has increasing self-motivation.
- Likes secret codes and languages.
- Has a strong sense of right and wrong.
- Is more interested in talking and listening than in working.
- Enjoys written work.

Emotionally

- Becomes irritable and exhausted from working/playing too hard.
- Strives to improve skills and embarrasses easily.
- Makes extreme emotional shifts from humor to hostility.
- Worries about health, schoolwork and failure.
- Has increased independence and resents interruptions.
- Is a great worrier and is easily discouraged.
- Cries only when emotions are overtaxed.
- Thinks his own things are best.
- Is annoyed by small details of living, such as being neat.

Socially

- Likes most activities at school and identifies self as part of a group.
- Periodically practices good manners and is anxious to please.
- Stresses fair play within competition and is a loyal and devoted friend.
- Is rowdy one moment and polite the next.
- Is competitive in work and in play and is afraid of failure.
- Makes fewer demands on parents.
- Does not stay long with one activity.

Ages and Stages of Growth and Development

Age 10– 13

Physically

- Grow more rapidly than at any time since infancy
- May feel awkward and experience a lack of coordination
- Puberty begins
- Appetites tend to be big
- Hormonal changes can cause moodiness

Cognitively

- Developing abstract thinking skills
- Beginning to think about future life roles and are better able to postpone gratification
- Can plan ahead and organize tasks with little to no resistance from adults
- Beginning to develop opinions about social issues

Emotionally and Socially

- very self-conscious about their bodies and how they look
- Feel a strong desire to conform to their peer group and often assert their emerging individuality by being critical of others
- Tend to be competitive and daring
- Form close one-to-one relationships

Human Relationship

- Friendships are very important. Many have a best friend at this age and develop small and very tight friendship circles
- Work hard to conform to others
- Want time to hang out with friends and enjoy time for discussion
- Need for loving supportive adults is often masked because of peer conforming
- May look to adults for help with problems with friendships or in defining who they are

Indoor and Outdoor Environment

- Like to have space that is away from younger children
- Respect their need to have more privacy
- Make sure the space is flexible and can change as their interests change
- Expand the 'classroom' out into the community

Activities

- Need to focus on their blossoming self-awareness
- Need time for reflection and discussion
- Want to spend time on how they look and on activities that are 'in' with their peers
- Want to become great at something
- Like to earn money and decide how to spend it
- Very interested in having more connection to the community. Often enjoy new experiences through community service.
- Sense of self will come from developing lots of real life skills