

CHARACTERISTICS OF DEVELOPMENT STAGES FOR GRADES K-4

PHYSICAL	SOCIAL	EMOTIONAL	INTELLECTUAL
<ul style="list-style-type: none"> • Mastering physical skills • Have better control of large muscle skills and small motor skills • High energy and needs lots of activity • Developing physical flexibility • Slow, steady growth 	<ul style="list-style-type: none"> • Eager to please • Learning how to be friends and may have several “best” friends at a time • Enjoy small groups • Opinions of peers are becoming more important • Often care more about being successful in front of peers than parents • Beginning to better observe other people • Beginning to experience empathy for others, but still learning about and wrapped up in self • Are family oriented • Dependence on another adult besides parent becomes a new experience • Emphasize fairness 	<ul style="list-style-type: none"> • See fairness as “the golden rule” • Cooperative games are especially enjoyable • Competition with others is inappropriate • Seek parental or adult approval but are becoming emotionally steadier and freer from parents • Tend to behave in ways to avoid punishment • Easily hurt and insulted • Feel their ideas count • Like to play games • Rules and rituals become paramount, but not ready to accept losing 	<ul style="list-style-type: none"> • Organized, logical thought • Creative • Beginning to reason • Generalize their own experience, very concrete • Like to see it, hear it, taste it, feel it, smell it • More interested in process than the final product, will continue working on a project rather than complete it • Base their thinking in reality and accuracy • Are learning to sort things into categories and series • Are beginning to develop a sense of cause-effect • Handle well only one mental operation at a time • Can distinguish between reality and fantasy-but still afraid of scary figures • Enjoy activities that are real and tangible. • You must demonstrate an activity-not just verbally describe how to do it

PRACTICES AND ACTIVITIES FOR DESIRED YOUTH DEVELOPMENT OUTCOMES FOR GRADES K-4

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| <ul style="list-style-type: none"> • Wide variety of activities and choices – offered under a set routine • Frequent individual interactions with adults • Games with simple rules • Quiet areas as well as noisy areas • Outside experiences • Imaginative play opportunities • Some clear responsibilities like clean-up • Projects that apply school day lessons to family and community | <ul style="list-style-type: none"> • Opportunities to read aloud, silently, and to talk about books and ideas • Matching, ordering and sorting activities • Opportunities to apply arithmetic problems in real-world ways • Small experiments with everyday products • Community walks and talks • Opportunities to work with a variety of materials and objects for projects • A sense of physical and emotional safety | <ul style="list-style-type: none"> • Physical activities that do not emphasize competition, such as jump rope, karate, yoga, etc. • Music, dance and drama opportunities • Opportunities to try experiences from diverse cultures • Multiple supportive relationships • Challenging and engaging learning experiences that build skills • Meaningful participation at all levels |
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CHARACTERISTICS OF DEVELOPMENT STAGES FOR GRADES 4-8

PHYSICAL	SOCIAL	EMOTIONAL	INTELLECTUAL
<ul style="list-style-type: none"> • Experience steady increases in large muscle development, strength, balance and coordination • Growth is slow for most • Are quite active with boundless energy • Activities should encourage physical involvement • Are maturing at differing rates between sexes • Are increasing in manual dexterity, small muscle coordination • Growth spurts may occur at varying times, especially between boys and girls 	<ul style="list-style-type: none"> • Generally see adults as authority and follow rules out of respect • Believe punishment should be a direct consequence of misbehavior • Want to know how they have improved and what they should do to be better next time • Don't like comparisons with others • Feel loyal to group, club and gang • Enjoy code language and passwords • Identify with same-sex group • May prefer to be with members of the same sex • Prefer working in groups in cooperative activities • Expand and use reasoning skills to solve problems, negotiate and compromise with peers • Individual evaluation by an adult is preferable to group competition where only one can be the best 	<ul style="list-style-type: none"> • View right behavior as "obeying rules set by those in authority" • Accept parent/family beliefs • Admire and imitate older boys and girls • Success should be emphasized • Failures should be minimized • Are developing decision-making and leadership skills • Are making some movement toward taking responsibility for own actions • Emphasize the similarities between self and friends • Are beginning to question parental authority • Look to adults for guidance and approval • Find comparisons with success of others difficult and eroding of self-confidence • Still don't handle competition well • Strong need to feel accepted and worthwhile 	<ul style="list-style-type: none"> • Vary greatly in academic abilities, interests and reasoning skills • Concrete thinkers-like to see, feel, smell, hear or taste • Have increased attention spans • Have many interests which change rapidly • Are beginning to think logically and symbolically • Still prefer concrete ideas • Are learning to use good judgment • Judge ideas in absolutes = right/wrong; great/gross; fun/boring • Want to use their skills to explore and investigate the world • Have interest in collections and hobbies • May express feeling through creative writing • Like to share thoughts and reactions

PRACTICES AND ACTIVITIES FOR DESIRED YOUTH DEVELOPMENT OUTCOMES FOR GRADES 4-8

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| <ul style="list-style-type: none"> • Wide variety of options • Connections to real-world experiences • Opportunities to interact in large <u>and</u> small groups as well as individual recognition • Experiences that explore ethics and values with respected adults • Opportunities to serve others • Physical activity • Opportunities for decision-making • Opportunities for leadership • Opportunities to apply school day lessons through performances and projects | <ul style="list-style-type: none"> • Experiences emphasizing reasoning and problem-solving in art, mathematics and science • Quiet times for homework with adult help and peer help when needed • Opportunity to work with peers • Games that provide opportunities to practice basic skills, such as chess, checkers, puzzles, word games • Wide range of reading activities with discussions of the ideas found in the books • Teach and use cooperative team processes | <ul style="list-style-type: none"> • Experiences built on a wide diversity of cultures and ethnic groups • Multiple supportive relationships • Challenging and engaging learning experiences that build skills • Meaningful participation at all levels • Build self esteem and social development • Provide concrete feedback • Opportunity to impact community • Sense of belonging to community • Opportunities for independence |
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CHARACTERISTICS OF DEVELOPMENT STAGES FOR GRADES 8-12

PHYSICAL	SOCIAL	EMOTIONAL	INTELLECTUAL
<ul style="list-style-type: none"> • Highly developed motor skills • Rapid changes in physical appearance may occur • Changes in hormones contribute to mood swings • Developing a new and unfamiliar body • Fast and sudden growth spurts • A period of ever-changing size and shape • Need to perfect physical abilities and athletic talents • Preoccupation with body image 	<ul style="list-style-type: none"> • Oriented to the present rather than the future • Preoccupied with self presentation, physical maturity and acceptance by peer group • Oriented to peer group • More concerned with and motivated by social effects • Seek opportunities for more independent judgment • Differentiates between self and environment • Feels unsure and awkward in social skills • Experimentation (drugs, language, sex) • Financial dependency • Distancing from family and making own decisions • Oriented to peers and role models • Recognize diversity 	<ul style="list-style-type: none"> • Worry about ever-changing body and awkwardness • Worry about clumsiness, illness and diet • Task of learning to interact with members of the opposite sex may preoccupy and distract • Less influenced by parents • More influenced by peers • Need and demand more privacy • Need praise and adult recognition • Admire “heroes” that demonstrate characteristics of friendship and romance • Highly developed sense of identity • Learning to cooperate with others on an adult level • Time is precious • Unsettled emotions may cause for drastic mood swings • May be or appear to be withdrawn • Increased ability to be responsible in the eyes of themselves, peers and adults 	<ul style="list-style-type: none"> • Thought becomes more abstract, incorporating the principles of formal logic • Ability to think abstractly • Ability to generate abstract propositions, multiple hypotheses and their possible outcomes • Thinking becomes less tied to concrete reality • Formal logical systems can be acquired • Can handle proportions, algebraic problems etc • Ability to think hypothetically • Integrates multiple factors in thinking about health, fitness and well-being • Capable of synthesizing a wide range of relational material • Learn by doing

PRACTICES AND ACTIVITIES FOR DESIRED YOUTH DEVELOPMENT OUTCOMES FOR GRADES 8-12

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| <ul style="list-style-type: none"> • Presentations and projects that involve appearance • Opportunities to discuss and address physical risk, including smoking, drugs, drinking, and sexual activity • Opportunities to tutor younger children • Opportunities to show competence in a public setting • Individual projects as well as teamwork in small and large group settings • Substantial choices with clear limits | <ul style="list-style-type: none"> • Opportunities to express feelings through projects and activities • Ono-on-one opportunities to talk with adults • Loud and quiet areas for activities • Discussions of diverse ideas and opinions with adults and peers • Specific help with skill areas that are causing problems • Opportunities to catch up or move ahead with academic interests | <ul style="list-style-type: none"> • Opportunities to work on school day projects and papers with library and Internet support • Problem-solving and reasoning skills practice • Opportunities to hone decision-making skills • Opportunities to impact community • Expanded involvement in community • Opportunities toward economic self-sufficiency |
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