

## **CHARACTERISTICS OF DEVELOPMENT STAGES FOR GRADES K-4**

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

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

- 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

- 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

- 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

## **CHARACTERISTICS OF DEVELOPMENT STAGES FOR GRADES 4-8**

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

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

- Wide variety of options
- Connections to real-world experiences
- Opportunities to interact in large and 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

- 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

- 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

## **CHARACTERISTICS OF DEVELOPMENT STAGES FOR GRADES 8-12**

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

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

- 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
- Opportunities to express feelings through projects and activities
- One-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
- 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