

CHARACTERISTICS OF 6-8 YEAR-OLDS

Characteristics	What it means for parents/providers
PHYSICAL	PHYSICAL
<ul style="list-style-type: none"> • Have better control of large muscles than small muscles • Are mastering their physical skills • Period of slow, steady growth • Enjoy testing muscle strength, skills, and coordination 	<ul style="list-style-type: none"> • Provide opportunities for active play, allowing them to use their bodies • Aid them in practicing their known skills and advancing them • Keep fine motor skill activities short because the children tire quickly with these activities
SOCIAL	SOCIAL
<ul style="list-style-type: none"> • Still focused on self • Able to have empathy • Have many best friends at the same time • Are becoming increasingly more aware of peer opinions • Better observer of people around them • Highly interested in other families and how they function 	<ul style="list-style-type: none"> • Provide activities that help them to understand other people's points of view • Use role-play activities • Allow them to experience the outside world and how everything works • Noncompetitive team activities may be enjoyable
EMOTIONAL	EMOTIONAL
<ul style="list-style-type: none"> • Egocentric • Have a strong desire to perform well • Do not deal well with failure or criticism • Rules and rituals are very important in their interactions • The family is oftentimes the main source of stability • Act in order to avoid punishment • Seek a sense of security • Fairness is viewed as being kind to others so that they are kind to you 	<ul style="list-style-type: none"> • Give positive encouragement • Avoid harsh criticism • Provide opportunities in which everyone is viewed as a winner • Be open to discuss fears • Exhibit adult approval often • Get children involved in clubs or other groups to give them a sense of belonging and security
INTELLECTUAL	INTELLECTUAL
<ul style="list-style-type: none"> • Are developing a sense of cause and effect • Generalize from their own experiences • More interested in the process than in the product of their activity • Learning to sort and categorize • Think concretely • Can handle only one operation at a time • Are very curious, always trying to make sense out of the world 	<ul style="list-style-type: none"> • Plan activities that focus on the process more than the product • Give them opportunities to use their senses to make things more concrete • Continue reading to them • Allow them to explore their world through various activities • Engage them in science activities to help them understand processes and predict results • Encourage them to continue reading and writing

Developed by the Jefferson County Delinquency Prevention Council
 Adapted from *Youth Development Foundations for 4-H Camp Staff: Understanding Children, USDA/Army School-Age and Teen Project and The NNCA: Developmentally Appropriate Programming for School-Age Children*

For more information contact:
 Delinquency Prevention Council
 874 Collins Rd.
 Jefferson, WI 53549
 920-675-4630

Every child develops at his/her own pace. Use this as a guide. Talk with a health care professional if you have concerns.

CHARACTERISTICS OF 9-11 YEAR-OLDS

Characteristics	What it means for parents/providers
PHYSICAL	PHYSICAL
<ul style="list-style-type: none"> • Have boundless energy • Increase in strength, balance, and coordination • Improving in their small motor coordination • Girls are maturing at a faster rate than boys 	<ul style="list-style-type: none"> • Provide them with active learning experiences • Avoid competition between boys and girls • Vary activities to accommodate for differences • Allow them to improve their fine motor skills by using tools and utensils
SOCIAL	SOCIAL
<ul style="list-style-type: none"> • Prefer same sex groups • Focus on rules and fairness • Feel loyalty to a group or club • Need guidance from adults in order to stay on task • Use reasoning skills to solve problems and interact with peers • Prefer to work cooperatively, not independently 	<ul style="list-style-type: none"> • Encourage them to help make rules for activities • Let children form their own groups • Plan activities to be done in same sex groups • Work with these children and also encourage older youth to help out
EMOTIONAL	EMOTIONAL
<ul style="list-style-type: none"> • Admire and copy older youth behavior • Starting to question parental authority • Do not like being compared to others- it hurts their self-confidence • Express emotions by using words, rather than always using actions • Emphasize similarities between self and peers • Still look to adults for approval 	<ul style="list-style-type: none"> • Aid them in identifying their successes as an individual • Avoid comparing children's successes • Do not play favorites • Give one-on-one corrections in a private setting
INTELLECTUAL	INTELLECTUAL
<ul style="list-style-type: none"> • Interests differ greatly between children • Have an increased attention span but interests change rapidly • View things in absolutes, there is not much middle ground • Beginning to use good judgment • Like having collections and other hobbies • Eager to try new things • Beginning to think symbolically 	<ul style="list-style-type: none"> • Accommodate for the wide range of abilities by varying activities • Provide brief learning experiences in different areas • Help children form groups according to hobbies • Encourage goal setting • Have opportunities for them to learn "real-life" skills

Developed by the Jefferson County Delinquency Prevention Council
 Adapted from *Youth Development Foundations for 4-H Camp Staff: Understanding Children, USDA/Army School-Age and Teen Project* and *The NNCC: Developmentally Appropriate Programming for School-Age Children*

For more information contact:
 Delinquency Prevention Council
 874 Collins Rd.
 Jefferson, WI 53549
 920-675-4630

Every child develops at his/her own pace. Use this as a guide. Talk with a health care professional if you have concerns.