

Module 3: School Age Youth Development Appropriate Practices Worksheet

The following activity is a ‘personal reflection’ activity.

Directions

1. Read the practice statements and think about when you have used this practice.
2. Write down the details of the situation.
3. If you haven’t used this practice, make an effort to try it in the next week and write it down on this worksheet.

Appropriate Practice	When I have used this practice
School age youth can choose whether or not to participate in activities.	
Staff use methods of helping school age youth realize the impact of their behavior on others by helping them identify feelings.	
Wide variations in skill levels are expected and accepted. Activities that challenge more than one skill level are routine.	
School age youth have opportunities to write, produce, and present programs that are expressions of their creativity.	
School age youth have opportunities to provide input into the acquisition of new materials and equipment.	
School age youth are asked open ended questions and are encouraged to solve their own problems.	

Module 3: School Age Youth Development

The Nine Temperaments Handout

The temperament of a school age youth describes the way that he/she approaches and reacts to the world. It is their personal "style." Temperament influences the behavior of the school age youth and the way they interact with others.

When we understand temperament, we can begin to anticipate what situations may be easy or more difficult for the school age youth. We can nurture their strengths and help them learn to cope with challenges.

How we care for each school age youth can be altered based on their temperament—for example, some school age youth just need “the look” to stop an off-limits behavior, while other school age youth may need more help from us to shift to another, more appropriate behavior

The Nine Temperaments

1. Activity Level
This is the amount of movement and bodily activity
2. Biological Rhythm
The regularity or irregularity of bodily functions like eating, sleeping, bowel movements, etc.
3. Approach/Withdrawal
This is how the child responds to a new situation or other stimulus
4. Adaptability
This is how quickly or slowly the child adapts to a change in routine or overcomes an initial negative response
5. Quality of Mood
The amount of pleasant, cheerful, and openly friendly behavior as opposed to fussing, crying, and openly showing unfriendliness a child demonstrates
6. Intensity of Reaction
The energy level of mood expression, positive or negative
7. Sensitivity Threshold
This is how sensitive the child is to potentially irritation stimuli
8. Distractibility
This is how easily the child can be distracted from an activity like feeding or playing by some unexpected stimulus – the ringing of a telephone or someone entering the room
9. Persistence/Attention Span
This is how long a child will concentrate/stay with a difficult activity without giving up

Module 3: School Age Youth Development

Development Matrix Handout

Ages	The Five Foundations of Childhood				
	Write in the appropriate box what each development task looks like at each age.				
	Empowerment	Play	Community Building	Maturity	Self Direction
5/6 Years Old					
7/8 Years Old					
9/10 Years Old					
11/12 Years Old					
13//14 Years Old					

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Ages and Stages of School Age Youth Handout

List of sequential characteristics based upon the research of child/human psychologists including Piaget, Erickson, Kolberg and Havinghurst.

5-6 year olds

- Short attention span
- Learning takes place best through concrete experiences
- Has difficulty differentiating between truth and fantasy
- Not particularly creative
- Needs a lot of adult direction and intervention
- Interested in birth and death; just beginning to understand the life cycle
- Curious
- Sense of humor is developing; loves to tell stories and jokes; makes up jokes
- Is easily fatigued
- Development of large muscles
- Development of fine motor skills
- Development of hand-eye perception and coordination
- Physically active
- Has a slow reaction time
- May need direct supervision to find quiet activities
- Likes to play make-believe
- Dancing is naturally rhythmic
- Likes to imitate and mimic others
- Likes to make and do art projects
- Learning how to play simple board games with adult supervision
- Enjoys collecting many different things
- Enjoys having picture books read to them
- Needs lots of play opportunities
- Exposure to sports activities should be adapted to their level
- Is learning to listen and learn in structured situations
- Egocentric
- Has a strong sense of ownership
- Making decisions is difficult
- Takes pride in being independent and doing things for themselves
- Enjoys playing with others and is learning to cooperate
- Wants to be chosen first or for specific jobs
- Eager to please adults
- Learning to use words to settle disagreements
- Family/parental attention and approval is important

7-8 year olds

- Curious
- Sense of humor is developing; loves to tell stories and jokes
- Is developing an interest in skills
- Uses language to settle differences
- Learning is more effective through the development and construction of projects
- Can tell time
- Follows the rules for games
- Needs some adult directions
- Development of large muscles
- Development of fine motor skills
- Development of hand-eye perception and coordination
- Physically active
- Has a slow reaction time
- Capable of rhythmic movement
- Developing an interest in sports and competitiveness
- Is able to decide their own active play and quiet activities
- Physically changing from a “ little kid” to an “ older kid”
- May develop near sightedness
- Likes to imitate and mimic others
- Likes to make and do art projects
- Enthusiastic
- Is developing an interest in the final product
- Creates games and play using action figures and dolls
- Make-believe play is elaborate
- Plays more advanced games with or without adult supervision
- Collections become highly organized before interest moves to another area
- Play lasts longer and is more detailed and focused
- Sportsmanship is developing; learning about losing and winning
- Enjoys having chapter books read out loud
- Reads independently for enjoyment
- Enjoys playing with others and is learning to cooperate
- Wants to be chosen first or for specific jobs
- Eager to please adults
- Family/parental attention and approval is important
- Learning to stand up for their rights
- On again/off again “best” friends
- Games which children start often end up in squabbles with adult intervention
- Beginning to self-evaluate

- Sensitive to what others think
- Concerned with right vs. wrong, fair vs. unfair
- Boys and girls have separate interests and activities
- Sportsmanship is developing

9-11 year olds

- Loves to tell stories and jokes; understands jokes
- Is developing an interest in skills
- Uses language to settle differences
- Learning is more effective through the development and construction of projects
- Can tell time
- Follows the rules for games
- Questions the relevance and importance of various activities
- Is developing skills with their hands
- Is developing their own point of view
- Is developing logical reasoning skills
- Needs minimal teacher direction
- May take chances on bikes and skateboards
- Developing an interest in sports and competitiveness
- Is able to decide their own active and quiet activities
- Physically changing from a “little kid” to an “older kid”
- May develop near sightedness
- Girls start puberty
- Girls grow more rapidly than boys
- Accelerated growth
- Appetite increases
- Moody and unpredictable; mood swings and changes
- Likes to make and do art projects
- Make-believe play is elaborate
- Is able to plan/create stories and ideas on paper and verbally
- Likes to design and make things
- Desires a perfected final product
- Can solve problems with more than one solution
- Has original ideas
- Enjoys having chapter books read out loud
- Reads independently for enjoyment
- Plays advanced board games independently
- Collections become specialized
- Play relates to everyday life
- Family/parental attention and approval is important
- Sensitive to what others think
- Concerned with right vs. wrong, fair vs. unfair
- Boys and girls have separate interests and activities

- Sportsmanship is developing
- Enjoys competitive games and team sports
- Critical of their own performance
- Having friends and conforming to chosen groups is very important, peer pressure
- Firm friendships are developing
- Shy in public performances
- Becoming interested in how they look
- Looking ahead to adulthood careers, marriage and children
- Boys move in large, loosely organized groups with a few close friends
- Girls move in smaller groups with “intense” friendships and periods of being “mad” at each other

Module 3: School Age Youth Development Day in the Life of a School Age Youth Worksheet

The Essence of School Age Youth Development - the ‘whole person’ approach

Quality school age youth programs realize the importance of nurturing the ‘whole person’. Staff carefully observe and plan for the success of each school age youth, using the strengths of the school age youth to build and improve skills. The following story is typical of a quality school age youth experience.

A Day in the Life of a School Age Youth

Annie was a very quiet 8-year-old girl from a family of older, athletic brothers. She often sat alone in the book center, and very rarely wanted to participate in gym activities. One day the staff person asked Annie if she wanted to read a book on jump rope rhymes. Annie loved the book and soon was making up her own rhymes. The staff person asked Annie if she would share her rhymes during the next gym time. Annie read her rhymes while several other school age youth jumped rope. Eventually, one of the school age youth asked Annie if she would like to have a turn, and she did!

Examining What Was Happening

Directions:

1. Read the above “A Day in the Life of a School Age Youth”
2. Fill out the chart below and answer the questions

1. What developmental domains were addressed?	<i>Developmental Domains</i>
2. What Five Foundations of Childhood tasks were addressed?	<i>Developmental Tasks</i>
3. What ‘developmental needs’ were addressed?	<i>Developmental Needs</i>

Questions

1. What skills and knowledge did the staff person need in order to support Annie's development? _____

2. How are the three 'Developmental Questions' from the chart inter-related? _____

3. How do these inter-related aspects of school age development nurture the positive development within Annie? _____

4. How will you use this knowledge in your work with school age youth? _____
