

AGES 5 & 6

Five- and six-year-old children have started to attend kindergarten and first grade. They are often excited about going to school and their new responsibilities. Children who come to the center after school will have different needs. Many children may seem tired and will need a snack because they have not eaten since lunch time. Children in this age group need a caring adult to talk to. While the children eat their snack, you can talk to them about their day.

Set limits and let children know what is expected of them. Do this with a soft voice. Be patient and kind. Provide clear and consistent discipline. Each child needs to feel special and cared about in your home. They like to be helpful, especially to adults.

SOCIAL AND EMOTIONAL DEVELOPMENT <ul style="list-style-type: none">• Many children have a best friend and an enemy.• They tend to prefer playmates of the same sex.• They play well in groups but may need some time to play alone.• They do not like criticism or failure. It is best to have each child compete against himself or herself, not other children.• Children often tell on each other. This is done for two reasons: to help them understand the rules and to get an adult's attention.• They think of themselves more than others until about age seven or eight.• They can be helpful with small chores.• They have a strong need for love and attention from their parents and providers.• To them, "good" and "bad" are what parents, you, and teachers approve or disapprove of. They are starting to develop a moral sense (such as understanding honesty).• They may become upset when their behavior or school work is criticized or ignored.• They are beginning to care about the feelings and needs of others.• They begin to develop a sense of humor and may enjoy nonsense rhymes, songs, and riddles.	PHYSICAL DEVELOPMENT <ul style="list-style-type: none">• Growth is slow but steady.• They have gained control of their major muscles.• They enjoy testing muscle strength and skills. They like to skip, run, tumble, and dance to music.• Most children have a good sense of balance. They can stand on one foot and walk on a balance beam.• They can catch small balls.• They can learn to tie their shoelaces.• They can manage buttons and zippers.• They use utensils and tools correctly (with supervision).• They enjoy performing physical tricks.• They can copy designs and shapes (including letters and numbers).• They can print their names.
	INTELLECTUAL DEVELOPMENT <ul style="list-style-type: none">• Their ability to speak and express themselves develops rapidly. This is important for success in school.• During play, they practice using the words and language they learn in school.• They talk to each other about themselves and their families.• They can tell left from right.• Most have a lively imagination. When they talk together, their stories seem very real.• Their attention span is longer. They can follow more involved stories.• They start to understand time and days of the week.• They like silly rhymes, riddles, and jokes.

IDEAS FOR TUTORS:

- Encourage children to dance or skip to music. Dance and sing with them.
- Have games where children can play together. If necessary, change the rules of the game so everyone gets a chance to win.
- Play sorting games.
- Provide materials for painting, drawing, pasting, and molding clay.
- Encourage children to talk about their feelings while working on a project or playing together.
- Count things with the children. Have them identify numbers and letters on household objects.
- Read stories aloud (including humorous stories) to the children.
- Encourage the children to dramatize stories.
- Make time for running, hopping, skipping, jumping rope, and climbing. Do these activities with the children.

AGES 7 & 8

Seven and eight-year-old children are in a stage of development often called middle childhood. They attend school and they enjoy mastering lots of new physical skills. They learn rapidly in school. The opinions of their classmates matter more than ever before, and they begin to feel the effects of peer pressure. Review the rules and limits with the children. Let them help set the limits and rules. Change them when necessary. Let them help plan some activities. They can help solve their own problems.

Seven and eight-year-old children need adults who care about them and will talk and play with them. You can help them prepare to be healthy teens and adults. Remember that two children of the same age may be at different stages of development. Every child is an individual with different strengths and weaknesses.

<p>SOCIAL AND EMOTIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • They begin to see things from another child's point of view, but still very self-centered. • This age finds criticism or failure difficult to handle. • Seven and eight year olds seek a sense of security in groups, organized play, and clubs. • Children need guidance, rules, and limits. • They need help in solving problems. • They still have trouble understanding the feelings and needs of other people. • Many children need help to express their feelings in appropriate ways when they are upset or worried. • They need more love, attention, and approval from parents and you than criticism. • Children may become upset when behavior or school-work is ignored • Girls want to play more with girls; boys with boys. • They may have a best friend and an enemy. • Being with friends becomes increasingly important. • They are interested in rules and rituals • When you suggest something, they may say, "That's dumb," or, "I don't want to do it." • They often say, "That's not fair!" They don't accept rules that they didn't help make. 	<p>PHYSICAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Large muscles in arms and legs are more developed than small muscles. • Children can bounce a ball and run, but it is difficult to do both at the same time. • There may be quite a difference in the size and abilities of children. This will affect the way they get along with others, how they feel about themselves, and what they do. • Seven to nine-year-old children are learning to use their small muscle skills (printing with a pencil) and their large muscle skills (catching a fly ball). • Even though children are tired, they may not want to rest. You will need to plan time for them to rest. • They are skilled at using scissors and small tools
	<p>INTELLECTUAL DEVELOPMENT</p> <ul style="list-style-type: none"> • With an increased ability to remember and pay attention, their ability to speak and express ideas can grow rapidly. • Seven and eight year olds enjoy planning and building • Their speaking and listening vocabularies double. • Reading may become a major interest. • They have an increased problem-solving ability. • Children are interested in magic and tricks. • They have a longer attention span. • They often enjoy creating elaborate collections. • Things tend to be black or white, right or wrong, great or disgusting, fun or boring to them. There is very little middle ground.

IDEAS FOR TUTORS:

- Children learn best by doing. Try to demonstrate instructions for activities or projects.
- Do projects, games, crafts, or activities in which children use large and small muscles together. Use craft projects that beginners can complete. Do not expect perfection from the children.
- Encourage cooperative rather than competitive games. Children like to play both cooperative and competitive games. They both help children prepare for the adult world. Help all children feel like winners.
- Encourage children's collections by allowing them to make special boxes or books in which to store their collections.
- Provide opportunities to develop an understanding of rules by playing simple table games: cards, dominoes, tic-tac-toe, etc.
- Encourage pretend play because it is still an important learning experience.
- Provide opportunities for active play. Throwing at targets, running, jumping rope, tumbling, and aerobics may be of interest.
- Encourage children to talk about their feelings while working or playing together.

AGES 9 & 10

Children of this age develop a sense of self and find it important to gain social acceptance and experience achievement. Friends become increasingly important. Secret codes, shared word meanings and made up languages, passwords and elaborate rituals are important ways to strengthen the bonds of friendship. Close friends are almost always of the same sex, although children in this age group are usually increasingly interested in peers of the opposite sex.

Be prepared to use all your "patience" skills if caring for children this age, as they tend to think that they do not need any adult care or supervision. Yet, when they are left to care for themselves, they are lonely, unhappy, and sometimes frightened.

SOCIAL AND EMOTIONAL DEVELOPMENT <ul style="list-style-type: none">• Children begin to see parents and authority figures as fallible human beings.• Rituals, rules, secret codes, and made-up languages are common.• They have an increased interest in competitive sports.• Outbursts of anger are less frequent.• They may belittle or defy adult authority.• Nine and ten year olds accept failures and mistakes more realistically.• They are becoming more inner-directed.• These children often have bursts of emotion and impatience.• Sense of humor is well defined.• They may begin to show signs of neglecting personal hygiene while interest in clothing styles and fads begins to be important.• They can show concern and are sensitive to others.• Nine and ten year olds feel more comfortable when their world is organized and schedules are kept.	PHYSICAL DEVELOPMENT <ul style="list-style-type: none">• Girls are generally as much as 2 years ahead of boys in physical maturity. Girls may have begun their growth spurt at this age.• There is increase in body strength and hand dexterity.• Improvement in coordination and reaction time.• Children are perfecting motor skills.• They begin development of special motor skills (sports, music, dancing, crafts)
	INTELLECTUAL DEVELOPMENT <ul style="list-style-type: none">• They are interested in reading fictional stories, magazines, and how-to project books.• Nine and ten year olds may develop special interest in collections or hobbies.• They may be very interested in discussing a future career.• Children often fantasize and daydream about the future.• They are capable of understanding concepts without having direct hands-on experience.• They become selective in activities and spend more time focused on an activity• Often, nine and ten year olds love trivia.• These children want to know and understand "why."• Their attention span and ability to concentrate increases to several hours.

IDEAS FOR TUTORS

- Provide opportunities for nine and ten year olds to help out with real skills. Cooking, sewing, and designing dramatic play props are useful ways to utilize their skills.
- Provide time and space for an older child to be alone. Time to read, daydream, or do school work uninterrupted will be appreciated.
- Encourage children to participate in an organized club or youth group. Many groups encourage skill development with projects or activities than can be worked on in your child care program.
- Encourage older children to help you with younger children, but don't overdo. Avoid burdening older children with too many adult responsibilities. Allow time for play and relaxation.
- Provide opportunities for children to play games of strategy, such as checkers, chess, Connect 4, Master Mind, and Uno.

AGES 11 & 12

Preadolescence gradually gives way to adolescence around the age of eleven or twelve. You will notice how girls of these ages are usually more physically and emotionally developed than boys. These children are eager to discover secrets and criticize adults, yet they can express great anger, fear, and dejection when being criticized themselves. Although it may take a little while for them to “warm-up to you,” you will find that eleven and twelve year olds can appreciate the time and effort you spend on them.

Preadolescents are blossoming into adults in many ways. It is important to keep these children engaged because they are often resentful of repetitive, childish activities. At this age, children also begin to be open to social action projects and may be able to express abstract thinking. They can also see a connection between religious teaching and personal problems.

<p>SOCIAL AND EMOTIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • They are enthusiastic for short periods. • They can evaluate behavior with insight. • Emotions are extreme; children either really like something or really hate it. • Friends are selected because of mutual interests. • They no longer want to be considered a child and participate less in family activities. • At this age, they may talk frequently of the opposite sex. • It may be difficult to accept praise. • There is an emphasis on "best" friend. • Eleven and twelve year olds experience an increased influence of peers. • Children have difficulty with decisions but need to be able to make some choices for themselves. • They can demand privileges, but may avoid responsibilities. • They can be critical of physical appearance (especially girls). • Some restlessness, day dreaming and wasting time. • Lack of understanding of cause and effect as well as feelings of omnipotence and invulnerability (“It can’t happen to me”) can lead to dangerous risk-taking behaviors-- smoking, drugs, drinking, etc. 	<p>PHYSICAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Increase in appetite. • Children begin to experience body changes (hips widen, breasts bud, pubic hair appears and testes develop) that indicate approaching puberty. • Growth in weight and height continues at a steady rate. Some children experience a growth spurt and enter early adolescence. • Eyes reach maturity in both size and function. • Eleven and twelve year olds are often uncomfortable with questions and observations about how much they have grown and physical changes. <p>INTELLECTUAL DEVELOPMENT</p> <ul style="list-style-type: none"> • They are capable of understanding concepts without having direct hands-on experience (abstract thinking). • Children this age think about possible occupations when selecting junior high courses. • They develop a sense of morals based on what they have learned from adults. • They become selective in activities and spend more time focused on an activity. • Eleven and twelve year olds are better at planning than carrying out the plan. • They do not distinguish between what they are thinking and what others may be thinking; assume that every other person is as concerned with their behavior and appearance as they are. • They are mostly interested in present and have limited thoughts of future. • They may show emerging ability in a particular skill or content area. • Eleven and twelve year olds show improved abilities to use speech for self-expression.
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IDEAS FOR TUTORS:

- Encourage journal-writing and creative forms of self-expression. You might also want to provide opportunities for pre-adolescents to act in or write their own plays/dialogues.
- It may take some time to gain trust from eleven and twelve year olds. You may have to “earn” respect by being consistent and interested in their lives.
- Remember to ask “strategic thinking” questions as you help with homework.
- During free time play games like checkers, chess, Connect 4, Battleship, and Master Mind.

AGES 13 & 14

Entering in to adolescence, 13 and 14 year olds can be very “special.” They can feel many adult emotions but often manifest their insecurities through complaining, withdrawal, and sarcasm. As adolescents test limits and boundaries with you, remember to assert yourself and your expectations while maintaining a non-threatening attitude. The adolescent years can be difficult due to emotional imbalance, often caused by hormonal changes.

Fostering a positive tutor-tutee with an adolescent can be both challenging and rewarding. Leadership potential is emerging and adolescents are especially proud of newly acquired skills. The world of ideas is beginning to make sense as abstractions take on reality. Adolescents can relate to God and prayer for personal problems and harsh realities.

<p>SOCIAL AND EMOTIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • They are concerned about physical attractiveness to others; the mirror is their best friend and worst enemy. • There are increased distractions from doing homework. • Adolescents often give one word answers to adult questions (minimal feedback). • Humor is highlighted by growth of sarcasm and put-downs. • Close friendships gain importance • They are loud. • They are overly concerned with peer relations/peer pressure (being “cool”). • More of their own adult personality is evident. • Adolescents search for new people to love in addition to parents. • Rules and limits are tested. • They feel unique. No one else has ever felt as they do, suffered so much, loved so deeply, or been so misunderstood. • They focus on self, alternating between high expectations and poor self-concept. • They struggle with a sense of identity • This is often the greatest experimental, risk-taking time. Drinking, drugs, smoking and sexual experimentation of the highest interest to those between 12 and 16 years. 	<p>PHYSICAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Most social/emotional/cognitive developments directly related to physical changes • There are wide differences in the rate of physical growth among individuals; girls - 95% of mature height; boys – voice change, about a year behind girls in development. • They feel awkward about their bodies. • Eating patterns change. • Adolescents worry about being normal, physically. • Skin problems emerge; hygiene a key issue
	<p>INTELLECTUAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Hormonal/physical demands of puberty may slow intellectual growth. • They are not willing to take big learning risks (adolescent insecurity). • They like to challenge answers. • Adolescents have concerns with rules/fairness and are frequently idealistic. • They learn best when actively involved with ideas connected to their personal lives. • They respond well to academic variety and change. • Adolescents are easily “bored.” • They may question parents’ political beliefs, religious beliefs, and values. • There is more consistent evidence of conscience. • Adolescents are interested in technology and how things work. • They want to try new things; but are often afraid because of fear and self-consciousness.

IDEAS FOR TUTORS:

- To gain trust from middle and high schoolers, it is important to be consistent and interested (but non-judgmental) in their lives.
- Reinforce math skills such as fractions, percents, decimals, and geometry.
- Challenge adolescents to keep track of something in their life (food eaten, hours slept) and depict it graphically.
- Make time for creative forms of self-expression, especially poetry and journal-writing.
- Ask “why” questions frequently and gently encourage more than “because” or “I don’t know” responses.
- Give adolescents space to be independent thinkers... be supportive in helping with homework but not overbearing.
- A great activity to do in your spare time is work on brain teasers and logic problems. Help your tutee(s) by showing them strategies for particular types of problems.