

# Stages of Child Development

From "Sports for Children" by James H. Humphrey, PhD

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	Five-Year-Old Children	Six-Year-Old Children	Seven-Year-Old Children	Eight-Year-Old Children	Nine-Year-Old Children	Ten-Year-Old Children	Eleven-Year-Old Children	Twelve-Year-Old Children
<b>P H Y S I C A L D E V E L O P M E N T</b>	<ol style="list-style-type: none"> <li>1. Boy's height 42-46 inches; weight, 38-49 pounds.; girls' height, 42-46 inches; weight, 36-48 pounds.</li> <li>2. May grow 2-3 inches and gain from 3-6 lbs. During the year.</li> <li>3. Girls may be about a year ahead of boys in physiological development.</li> <li>4. Beginning to have better control of body.</li> <li>5. The large muscles are better developed than the small muscles that control the fingers and hands.</li> <li>6. Usually determined whether he or she will be right or left-handed.</li> <li>7. Eye and hand coordination is not complete.</li> <li>8. May have farsighted vision.</li> <li>9. Vigorous and noisy, but activity appears to have definite direction.</li> <li>10. Tires easily and needs plenty of rest.</li> </ol>	<ol style="list-style-type: none"> <li>1. Boy's height, 44-48 inches; weight 41-54 pounds; girls' height, 43-48 inches; weight, 40-53 pounds.</li> <li>2. Growth is gradual in weight and height.</li> <li>3. Good supply of energy.</li> <li>4. Marked activity urge absorbs the child in running, jumping, chasing and dodging games.</li> <li>5. Muscular control becoming more effective with large objects.</li> <li>6. There is a noticeable change in the eye-hand behavior.</li> <li>7. Legs lengthening rapidly.</li> <li>8. Big muscles crave activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Boys' height, 46-51 inches; weight, 45-60 pounds; girls' height, 46-50 inches; weight, 44-59 pounds.</li> <li>2. Big muscle activity predominates in interest and value.</li> <li>3. More improvement in eye-hand coordination.</li> <li>4. May grow two to three inches and gain three to five pounds weight during the year.</li> <li>5. Tires easily and shows fatigue in the afternoon.</li> <li>6. Has slow reaction time.</li> <li>7. Heart and lungs are smallest in proportion to body size.</li> <li>8. General health may be precarious, with susceptibility to disease high and resistance low.</li> <li>9. Endurance relatively low.</li> <li>10. Coordination is improving with throwing, and catching becoming more accurate.</li> <li>11. Whole-body movements are under better control.</li> <li>12. Small accessory muscles developing</li> <li>13. Displays amazing amounts of vitality.</li> </ol>	<ol style="list-style-type: none"> <li>1. Boys' height, 48-53 inches; weight, 49-70 pounds; girls' height, 48-52 inches; weight, 47-66 pounds.</li> <li>2. Interested in games requiring coordination of small muscles.</li> <li>3. Arms are lengthening and hands are growing larger.</li> <li>4. Eyes can accommodate more easily.</li> <li>5. Some develop poor posture.</li> <li>6. Accidents appear to occur more frequently at this age.</li> <li>7. Appreciates correct skill performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Boys' height, 50-55 inches; weight, 55-74 pounds; girls' height, 50-54 inches; weight, 52-74 pounds.</li> <li>2. Increasing strength in arms, hands and fingers.</li> <li>3. Endurance improving.</li> <li>4. Needs and enjoys much activity; boys like to shout, wrestle, and tussle with each other.</li> <li>5. A few girls near puberty.</li> <li>6. Girls gaining growth maturity up to two years over boys.</li> <li>7. Girls enjoy active group games, but are usually less noisy and less full of spontaneous energy than boys.</li> <li>8. Likely to slouch and assume unusual postures.</li> <li>9. Eyes are much better developed and are able to accommodate close work with less strain.</li> <li>10. May tend to over-exercise.</li> <li>11. Sex differences appear in recreational activities.</li> <li>12. Interested in own body and wants to have questions answered.</li> </ol>	<ol style="list-style-type: none"> <li>1. Boys' height, 52-57 inches; weight, 59-82 pounds; girls' height, 52-57 inches; weight 57-83 pounds.</li> <li>2. Individuality is well-defined, and insights are more mature.</li> <li>3. Stability in growth rate and stability of physiological processes.</li> <li>4. Physically active and likes to rush around and be busy.</li> <li>5. Before the onset of puberty there is usually a resting period or plateau, during which the boy or girl does not appear to gain in either height or weight.</li> <li>6. Interested in the development of more skills.</li> <li>7. Reaction time is improving.</li> <li>8. Muscular strength does not seem to keep pace with growth.</li> <li>9. Refining and elaborating skill in the use of small muscles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Boys' height, 53-58 inches; weight 64-91 pounds; girls' height, 53-59 inches; weight 64-95 pounds.</li> <li>2. Marked changes in muscle system causing awkwardness and habits sometimes distressing to the child.</li> <li>3. Shows fatigue more easily.</li> <li>4. Some girls and a few boys suddenly show rapid growth and evidence of the approach of adolescence.</li> <li>5. On the average, girls may be taller and heavier than the boys.</li> <li>6. Uneven growth of different parts of the body.</li> <li>7. Rapid growth may result in laziness of the lateral type of child and fatigue and irritability in the linear type.</li> <li>8. Willing to work hard at acquiring physical skills and performing physical feats.</li> <li>9. Boys are more active and rough in games</li> <li>10. Eye-hand coordination is well developed.</li> <li>11. Bodily growth is more rapid than heart growth, and lungs are not fully developed.</li> <li>12. Boys develop greater power in shoulder girdle muscles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Boys' height, 55-61 inches; weight 70-101 pounds; girls' height, 56-62 inches; weight 72-107 pounds.</li> <li>2. Becoming more skillful in the use of small muscles.</li> <li>3. May be relatively little body change in some cases.</li> <li>4. Ten hours of sleep is considered average.</li> <li>5. Heart rate at rest is between 80 and 90.</li> </ol>

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<b>S O C I A L D E V E L O P M E N T</b>	<ol style="list-style-type: none"> <li>Interested in neighborhood games that involve any number of children.</li> <li>Plays various games to test his skill.</li> <li>Enjoys other children and like to be with them.</li> <li>Interests are largely self-centered.</li> <li>Seems to get along best in small groups.</li> <li>Shows an interest in home activities.</li> <li>Imitates when he plays.</li> <li>Gets along well in taking turns.</li> <li>Respects the belongings of other people.</li> </ol>	<ol style="list-style-type: none"> <li>Self-centered and has need for praise.</li> <li>Likes to be first.</li> <li>Indifferent to sex distinction.</li> <li>Enjoys group play when groups tend to be small.</li> <li>Likes parties but behavior may not always be decorous.</li> <li>The majority enjoys school association and has a desire to learn.</li> <li>Boys like to fight and wrestle with peers to prove masculinity.</li> <li>Shows and interest in group approval.</li> </ol>	<ol style="list-style-type: none"> <li>Wants recognition for individual achievements.</li> <li>Sex differences are not of great importance.</li> <li>Not always a good loser.</li> <li>Conversation often centers on family.</li> <li>Learning to stand up for own rights.</li> <li>Interested in friends and is not influenced by their social or economic status.</li> <li>May have nervous habits such as nail biting, tongue sucking, scratching or pulling at ear.</li> <li>Attaining orientation in time.</li> <li>Gets greater enjoyment from group play.</li> <li>Shows greater signs of cooperative efforts.</li> </ol>	<ol style="list-style-type: none"> <li>Girls are careful of their clothes, but boys are not.</li> <li>Leaves many things uncompleted.</li> <li>Has special friends.</li> <li>Has longer periods of peaceful play.</li> <li>Does not like playing alone.</li> <li>Enjoys dramatizing.</li> <li>Starts collections.</li> <li>Enjoys school and dislikes staying home.</li> <li>Likes variety.</li> <li>Recognition of property rights is well established.</li> <li>Responds well to group activity.</li> <li>Interest will focus on friends of own sex.</li> <li>Beginning of the desire to become a member of a club.</li> </ol>	<ol style="list-style-type: none"> <li>Want to be like others, talk like others, and look like them.</li> <li>Girls are becoming more interested in their clothes.</li> <li>Is generally a conformist and may be afraid of that which is different.</li> <li>Able to be on his own.</li> <li>Able to be fairly responsible and dependable.</li> <li>Some firm and loyal friendships may develop.</li> <li>Increasing development of qualities of leadership and fellowship.</li> <li>Increasing interest in activities involving challenges and adventure.</li> <li>Increasing participation in varied and organized group activities.</li> </ol>	<ol style="list-style-type: none"> <li>Begins to recognize the fallibility of adults.</li> <li>Moving more into a peer-centered society.</li> <li>Both boys and girls are amazingly self-dependent.</li> <li>Self-reliance has grown and at the same time intensified groups feelings are required.</li> <li>Divergence between the two sexes is widening.</li> <li>Great team loyalties are developing.</li> <li>Beginning to identify with one's social contemporaries of the same sex.</li> <li>Relatively easy to appeal to his reason.</li> <li>On the whole, he has a fairly critical sense of justice.</li> <li>Boys show their friendship with other boys by wrestling and jostling with each other, while girls walk around with arms around each other as friends.</li> <li>Interest in people, in the community, and affairs of the world is keen.</li> <li>Interested in social problems in an elementary way and likes to take part in discussions.</li> </ol>	<ol style="list-style-type: none"> <li>Internal guiding standards have been set up, and although guided by what is done by other children, he will modify his behavior in line with those standards already set up.</li> <li>Does a number of socially acceptable things, not because they are right or wrong.</li> <li>Although obsessed by standards of peers, he is anxious for social approval of adults.</li> <li>Need for social companionship of children their own age.</li> <li>Liking for organized games becoming more prominent.</li> <li>Girls are likely to be self-conscious in the presence of boys and are usually much more mature than boys.</li> <li>Team spirit is very strong.</li> <li>Boys' and girls' interests are not always the same, and there may be some antagonism between the sexes.</li> <li>Often engages in silly behavior, such as giggling and clowning.</li> <li>Girls are more interested in social appearance than boys.</li> </ol>	<ol style="list-style-type: none"> <li>Increasing identification of self with other children of own sex.</li> <li>Increasing recognition of fallibility of adults.</li> <li>May see himself as a child and adults as adults.</li> <li>Getting ready to make the difficult transition to adolescence.</li> <li>Pressure is being placed on individual at this level to begin to assume adult responsibilities.</li> </ol>

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<b>E M O T I O N A L D E V E L O P M E N T</b>	<ol style="list-style-type: none"> <li>1. Seldom shows jealousy toward younger siblings.</li> <li>2. Usually sees only one way to do a thing.</li> <li>3. Usually sees only one answer to a question.</li> <li>4. Inclined not to change plans in the middle of an activity, but would rather begin over.</li> <li>5. May fear being deprived of mother.</li> <li>6. Some definite personality traits evidenced.</li> <li>7. Is learning to get along better, but still may resort to quarreling and fighting.</li> <li>8. Likes to be trusted with errands.</li> <li>9. Wants to please and do what is expected of him.</li> <li>10. Is beginning to sense right and wrong in terms of specific situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Restless and may have difficulty in making decisions.</li> <li>2. Emotional pattern of anger may be difficult to control at times.</li> <li>3. Behavior patterns may often be explosive and unpredictable.</li> <li>4. Jealousy toward siblings at times; at other times takes pride in siblings.</li> <li>5. Greatly excited by anything new.</li> <li>6. Behavior susceptible to shifts in direction, inwardly motivated, and outwardly stimulated.</li> <li>7. May be self-assertive and dramatic.</li> </ol>	<ol style="list-style-type: none"> <li>1. Curiosity and creative desires may condition responses.</li> <li>2. May be difficult to take criticism from adults.</li> <li>3. Wants to be more independent.</li> <li>4. Reaching for new experiences and trying to relate himself to enlarged world.</li> <li>5. Overanxious to reach goals set by parents and teachers.</li> <li>6. Critical of himself and sensitive to failure.</li> <li>7. Emotional pattern of anger is more controlled.</li> <li>8. Becoming less impulsive and boisterous in actions than at six.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dislikes taking much criticism from adults.</li> <li>2. Can give and take criticism in his own group.</li> <li>3. May develop enemies.</li> <li>4. Does not like to be treated as a child.</li> <li>5. Has a marked sense of humor.</li> <li>6. First impulse is to blame others.</li> <li>7. Becoming more realistic and wants to find out for himself.</li> </ol>	<ol style="list-style-type: none"> <li>1. May sometimes be outspoken and critical of the adults he knows, although he has a genuine fondness for them.</li> <li>2. Responds best to adults who treat him as an individual and approach him in an adult way.</li> <li>3. Likes recognition for what he has done and responds well to deserved praise.</li> <li>4. Likely to be backward about public recognition, but likes private praise.</li> <li>5. Developing sympathy and loyalty to others.</li> <li>6. Does not mind criticism or punishment if he thinks it is fair, but is indignant if he thinks it is unfair.</li> <li>7. Disdainful of danger to and safety of himself, which may be a result of increasing interest in activities involving challenges and adventure.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increasing tendency to rebel against adult domination.</li> <li>2. Capable of loyalties and hero worship and he can inspire it in his school mates.</li> <li>3. Can be readily inspired to group loyalties in his club organization.</li> <li>4. Likes the sense of solidarity that comes from keeping a group secret as a member of a group.</li> <li>5. Each sex has an increasing tendency to show lack of sympathy and understanding with the other.</li> <li>6. Boys' and girls' behavior and interest becoming increasingly different.</li> </ol>	<ol style="list-style-type: none"> <li>1. If unskilled in group games and game skills, he may tend to withdraw.</li> <li>2. Boys may be concerned if they feel they are underdeveloped.</li> <li>3. May appear to be indifferent and uncooperative.</li> <li>4. Moods change quickly.</li> <li>5. Wants to grow up, but may be afraid to leave childhood security behind.</li> <li>6. Increase in self-direction and in a serious attitude toward work.</li> <li>7. Need for approval to feel secure.</li> <li>8. Beginning to have a fully developed idea of own importance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning to develop a truer picture of morality.</li> <li>2. Clearer understanding of real causal relations.</li> <li>3. The process of sexual maturation involves structured and physiological changes with possible perplexing and disturbing emotional problems.</li> <li>4. Personal appearance may become a source of great conflict, and learning to appreciate good grooming or the reverse may be prevalent.</li> <li>5. May be very easily hurt when criticized or made the scapegoat.</li> <li>6. Maladjustment may occur when there is not a harmonious relationship between child and adults.</li> </ol>

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<b>I N T E L L E C T U A L  D E V E L O P M E N T</b>	<ol style="list-style-type: none"> <li>Enjoys copying designs, letters, and numbers.</li> <li>Interested in completing tasks.</li> <li>May tend to monopolize table conversation.</li> <li>Memory for past events good.</li> <li>Looks at books and pretends to read.</li> <li>Likes recordings, words, and music that tell a story.</li> <li>Enjoys counting objects.</li> <li>Over 2,000 words in speaking vocabulary.</li> <li>Can speak in complete sentences.</li> <li>Can sing simple melodies, beat good rhythms, and recognized simple tunes.</li> <li>Daydreams seem to center around make-believe play.</li> <li>Attention span increasing up to 20 minutes in some cases.</li> <li>Is able to plan activities.</li> <li>Enjoys stories, dramatic plays, and poems.</li> <li>Enjoys making up dances to music.</li> <li>Pronunciation is clear.</li> <li>Can express needs well in words.</li> </ol>	<ol style="list-style-type: none"> <li>Speaking vocabulary of over 2,500 words.</li> <li>Interest span inclined to be short.</li> <li>Knows number combinations up to ten.</li> <li>Knows comparative values of the common coins.</li> <li>Can define objects in terms of what they are used for.</li> <li>Knows right and left side of body.</li> <li>Has an association with creative activity and motorized life experience.</li> <li>Drawings are crude but realistic and suggestive of early man.</li> <li>Will contribute to guided group planning.</li> <li>Conversation usually concerns own experience and interests.</li> <li>Curiosity is active and memory is strong.</li> <li>Identifies with imaginary characters.</li> </ol>	<ol style="list-style-type: none"> <li>Abstract thinking is barely beginning.</li> <li>Is able to listen longer.</li> <li>Reads some books by himself.</li> <li>Is able to reason, but has little experience upon which to base judgments.</li> <li>The attention span is still short and retention poor, but does not object to repetition.</li> <li>Reaction time is still slow.</li> <li>Learning to evaluate the achievements of self and others.</li> <li>Concerned with own lack of skill and achievement.</li> <li>Becoming more realistic and less imaginative.</li> </ol>	<ol style="list-style-type: none"> <li>Can tell day of month and year.</li> <li>Voluntary attention span increasing.</li> <li>Interested in far-off places, and ways of communication now have real meaning.</li> <li>Becoming more aware of adult world and his place in it.</li> <li>Ready to tackle almost anything.</li> <li>Shows a capacity for self-evaluation.</li> <li>Like to memorize.</li> <li>Not always too good at telling time, but very much aware of it.</li> </ol>	<ol style="list-style-type: none"> <li>Individual differences are clear and distinct.</li> <li>Some real interests are beginning to develop.</li> <li>Beginning to have a strong sense of right and wrong.</li> <li>Understands explanations.</li> <li>Interests are closer to ten- or eleven-year-olds than to seven- or eight-year-olds.</li> <li>As soon as a project fails to hold interest, it may be dropped without further thought.</li> <li>Attention span is greatly increased.</li> <li>Seems to be guided best by a reason, simple and clear cut, for a decision that needs to be made.</li> <li>Ready to learn from occasional failure of his judgment as long as learning takes place in situations where failure will not have too serious consequences.</li> <li>Able to make up own minds and come to decisions.</li> <li>Marked reading disabilities begin to be more evident and may tend to influence the personality.</li> <li>Some interested in books, others not.</li> <li>Averages six to seven words per remark.</li> </ol>	<ol style="list-style-type: none"> <li>Works with executive speed and likes the challenge of mathematics.</li> <li>Shows a capacity to budget time and energy.</li> <li>Can attend to a visual task and at the same time maintain conversation.</li> <li>Some become discouraged and may give up trying when unsuccessful.</li> <li>The attention span has lengthened considerably, with the child able to listen and to follow directions and retain knowledge more easily.</li> <li>Beginning understanding of real causal relations.</li> <li>Making finer conceptual distinctions and thinking reflectively.</li> <li>Developing a scientific approach.</li> <li>Better oriented with respect to time.</li> <li>Ready to plan his day and accept responsibility for getting things done on time.</li> </ol>	<ol style="list-style-type: none"> <li>Increasing power of attention.</li> <li>Able to maintain a longer period of intellectual activity between firsthand experiences.</li> <li>Interested in scientific experiments and procedures.</li> <li>Can carry on any individual intellectual responsibilities.</li> <li>Able to discuss problems and to see different sides of questions.</li> <li>May lack maturity of judgment.</li> <li>Increased language facility.</li> <li>Attention span is increasing, and concentration may be given to a task for a long period of time.</li> <li>Level of aspiration has increased.</li> <li>Growing in ability to use several facts to make a decision.</li> <li>Insight into causal relationships is developing more and is manifested by many how and why questions.</li> </ol>	<ol style="list-style-type: none"> <li>Learns more ways of studying and controlling the physical world.</li> <li>The use of language (on many occasions his own vocabulary) to exchange ideas for explanatory reason.</li> <li>More use of reflective thinking and greater ease of distinction.</li> <li>Continuation in development of scientific approach.</li> </ol>