DEVELOPMENTAL STAGES IN CHILDHOOD & ADOLESCENCE

LOWER PRIMARY (GRADE PREP, ONE, TWO)

**Markers of the Age**
- Tends to prefer peers of the same sex
- Further development of gender and sexual identity
- Strong ties to fantasy (e.g., lively imagination)
- Still strongly dependent emotionally
- Sibling status is established
- Anxious to impress and feel valued

**Educational Tasks**
- Learning physical skills necessary for interactive games
- Building a healthy self-concept
- Developing fundamental skills in reading, writing, and problem solving
- Learning to play in groups and teams
- Increasing awareness and understanding of world order
- Developing a respect for the environment
- Developing an appropriate sense of humour
- Using symbolic, images and words to understand and sort the world
- Learning to share, take turns and cooperate
- Developing a sense of responsibility for oneself and interaction with others
- Developing logical reasoning
- Exploring and developing a moral code especially to do with the notion of fairness
- Developing a sense of adventure with food
- Recognising basic social protocols (e.g., Manners)
- Extending understanding of others outside of the family
- Refining fine motor skills
- Exploring gender and occupational stereotyping
- Developing connectedness with community rituals (e.g., Birthdays, etc)

**Resilience Building Curriculum**
- Friendship games
- Team building activities
- Journal keeping
- Planting of vegetables and trees
- Reading for fun
- Making patterns and sorting tasks
- Special lunch days
- Craft activities
- Sharing, taking turns and cooperation
- Gender identity and constancy activities
- Occupational/vocational activities
- Celebration of community events

MIDDLE PRIMARY (GRADE 3-4)

**Markers of the Age**
- Greater enjoyment of being alone
- Further exploration and discovering gender and sexual identity
- Reads for understanding
- Friendships are solidified
- Respond actively to feelings and needs of others
- Striving to win
- Defining themselves in terms of appearances and possessions
- Increased sensitivity to criticism or cues of disapproval

**Educational Tasks**
- Developing a sense of conscience
- Learning to repair relationships
- Recognising leadership within the team
- Understanding reading
- Writing independently
- Recognising behavioural and social cues
- Recognising indicators of success in both academic and non-academic fields
- Searching for role models
- Developing abstract thinking
- Using oral language confidently in a variety of contexts
- Seeking to improve or build on skills
- Accepting delay in gratification
- Learning those to handle frustration
- Developing a sense of loyalty
- Recognising and obeying rules
- Using table manners effectively

**Resilience Building Curriculum**
- Exploring early notions of sexuality
- Learning how to say sorry
- Win-Win games
- Personal journal keeping
- A reward for good behaviour and success
- Private reading time
- Pacing curriculum appropriately
- Peer support programs
- Role play, drama, story telling activities around gender identity, occupational and cultural issues
- Group development and appropriate rules

UPPER PRIMARY (GRADE 5-6)

**Markers of the Age**
- Self conscious of appearance, identity and values
- Friendships are important
- Interested in social issues
- Recognition of sexual feelings
- Questions limits and parent’s values
- Conscience dictates behaviour
- Mood swings
- Requires privacy

**Educational Developmental Tasks**
- Recognising change and learning to adjust to this (e.g., Emotional, physical, social, intellectual)
- Accepting responsibility for personal decisions
- Recognising reactions to stress
- Confronting fears
- Development of work ethic
- Articulating logical explanations
- Developing a sense of capability in basic social and intellectual skills

**Resilience Building Curriculum**
- Personal journal keeping
- Listening games
- Problem solving and conflict resolution
- Peer meditation programs
- Communication games
- Exploring prejudices
- Body image games
- Opportunities for leadership
- Public speaking
- Expanding international knowledge and cultural differences projects
- Participation in decision making
- Experimentation in science
- Making models
- Celebrating success
- Creating rituals
- Generalising and extrapolating rules