

	4-5 Years Old	6-8 Years Old	9-10 Years Old	11-12 Years Old	Relationship to Children's Programs
<b>Physical</b>  <b>What children can do</b>	Walk easily up and down steps, one foot to a step. Throw, catch, bounce and kick a ball, and use a bat. Climb ladders and trees Stand on tiptoe, walk and run on tiptoe, and run quite fast. Jump over small objects. Walk along a line for a short distance. Stand on one foot for a few seconds, and probably hop. Thread beads to make a necklace. Manage their own toilet needs during the day, but still may not always be dry at night.	They learn how to control their bodies (types of movement, where the body is moving, size shape).  They have a lot of energy.  They enjoy manipulating objects.  They may find handling small objects or performing fine motor tasks challenging.  Objects in their drawings are often distorted to fit available space.	They enjoy moving and being active.  They enjoy sports, dancing, and physically intense games.  They can play until they are exhausted.	They experience physical changes, especially girls. Their energy levels vary. They may find it difficult to control their emotions.  Their drawing abilities are developing, and cartooning is popular.	Physical activity in all programs including art classes can promote healthy physical development.  When the child chooses the activity, the ability to become competent at that activity is more likely.  Most sport, recreation and arts program providers offer a range of challenging programs at varying levels.
<b>Cognitive</b>  <b>What children can understand</b>	Sort objects by size, colour or shape and type (animal, car). Understand taller and smaller, but not be able to arrange things in order of smallest to biggest. May be able to copy their name. Draw a person with a head, body, legs and arms. Say numbers up to 20 and is beginning to count a few objects by touching them. Hold a pencil well. Cut on a line. Name and match 4 colours. Recognize some words they see a lot – 'STOP' on stop signs.	They learn best by doing.  Instructions need to be few and simple.  They have a limited attention span and are easily distracted by their environment.  They are very imaginative – creative expression develops unique identity & voice.	They are curious and enjoy learning new things.  They learn best when involved in a concrete project.  They may become frustrated when things do not turn out when expected.  They can recognize patterns (e.g. in dance).	They begin to develop abstract thinking skills. They learn well through imitating role models. They are adventurous and enjoy change. They have a good attention span.	Programs that build on past experience help advance the child's skills.  Programs tend to be hands-on which helps the children understand the activity.  "Fun" component of recreation sport and arts programs allow children the opportunity for discovery and exploration.  Integrating music, drama and dance helps children explore and learn.  Engagement in the arts provides opportunities for creative thinking, experimentation, and inquiry through purposeful play.
<b>Emotional</b>  <b>How children can feel</b>	They need you to provide a daily routine that gives them a safe base to explore from. They need to know that you will set safe limits to their behaviour. Even though they may seem confident, it is very scary for young children to feel that their caregivers cannot manage them. They can be quite bossy with other children and may still have a few tantrums when they don't get what they want. They can usually separate from you without getting upset, although not if there have been upsetting separations in the past. They're developing a sense of humour and will laugh at funny situations.	Peers become more important.  They often form same-sex "best friend" bonds.  They solve conflicts verbally most of the time. They often find failure and criticism very difficult.	They value doing well.  They become sensitive and doubt themselves.  They want to be like others, in a group of peers.  They may begin to be cruel to peers with harsh put downs and taunting.  They tend to be self-conscious about their drawing abilities.	Physical changes may cause outbursts, fighting and tears.  They are becoming more aware of self-image as reflected by peers.  They form peer alliances to protect themselves emotionally.  They seek independence; may defy adult authority.	Group activities the child finds interesting offer more opportunities for communication.  Competitive activities are a good forum to learn how to control emotions around winning and losing.  Leaders and coaches as role models build emotional connections with children.
<b>Social</b>  <b>The types of relationships children can have</b>	They are learning to understand about other people's feelings and needs. They can feel empathy for others, and can share toys and take turns, at least some of the time. They will begin to organize games and make friends.  They might have imaginary friends.  They'll play quite complicated make-believe and pretend games.	They can be some-what self centred. They play better in pairs than in groups. They need to be constantly reminded of the group rules.  They like to express themselves, but may have to be asked directly, or given the opportunity to express feelings through ideas, stories and works of art.	They place increasing importance on friendships.  They enjoy playing and taking up group challenges.  They are sometimes competitive.  They can express what they like, or do not like, but their judgement is sometimes not well developed.	They enjoy working in teams.  They seek approval of their peers.  They are more independent and begin to question authority.  They enjoy projects that involve helping others and social justice.  Time for social interaction becomes increasingly more important.	Organized games and activities can help children learn social skills such as sharing.  Recreation and sport and art projects help develop group dynamics.  Non-threatening environments offer encouragement and the opportunity to succeed and take creative and expressive risks.  Most recreation, sport and art programs focus on group activities.