

Appendix

Age-Level Characteristics

Community Helpers Pictures

- Nurse
- Doctor
- Teacher
- Pastor
- Policeman
- Fireman
- Neighbor
- Bus Driver
- Mayor
- Blanks

When I Feel Bad I Can...

When You Make a Choice, Make It Smart

Age Level Characteristics Grade 1-6

Physical

6-7 years: Small muscle coordination is developing and improving. Girls are ahead of boys at this stage of development.

8-9 years: Now have good large/small muscle coordination. The girls are still ahead of the boys. Children can work diligently for longer periods but can become impatient with delays or their own slowness.

10-11 years: They have a mastery of physical skills; are active and curious; seek a variety of new experiences. Physical changes cause 11-year-olds to tire easily.

Teaching Tips

Use activities that involve cutting and writing skills; give children opportunities to move about; vary the activities. Children can sing rounds with some guidance.

Give clear, specific instructions and allow children more independence in preparing materials. Let them assume the responsibility for clean-up.

10-year-old boys will still participate in activities with girls, but, by 11 years old they tend to work/play better with their own sex. Good age for explore/ research activities. Use creative ways to memorize Bible verses. Example: Decoding, Rebus; games.

Emotional

6-7 years: The child is experiencing new and frequently intense feelings. There is a deep need for approval from adults/peers. Sometimes he finds it hard to control his behavior.

8-9 years: The age of teasing, nicknames, criticism and increased verbal skills to vent anger. At 8 years the child is developing a sense of fair play and a value system of right and wrong. At 9 years he is searching for identity.

10-11 years: There is a good emotional balance in a 10-year-old. He is usually cooperative, easy-going, content, friendly and agreeable. The 11-year-old is experiencing unsteady emotions. Peer acceptance is vitally important.

Be sure each child in your class KNOWS and FEELS you love him. Show genuine interest in him and his activities and accomplishments. Learn children's names and use them frequently.

A marvelous opportunity for the teacher to present a Christian model at the home the child is eagerly searching for a model! Provide experiences that encourage his creativity and his self-concept.

10-11-year-olds need a loving, accepting relationship with significant adults. They still need to share problems and successes with understanding people.

Social

6-7 years: The child is concerned with pleasing his teacher. He is struggling to become socially acceptable to the peer group. However, the Golden Rule, is a tough concept. Being first and winning are still important. Taking turns is hard. This improves toward the end of the 7th year.

8-9 years: The desire to have status within the peer group becomes more intense. The child decreases dependence on adults.

10-11 years: Friendships and activities with age mates flourish. Children draw together and away from adults in the desire for independence. The child wants to be a part of the group and does not want to stand alone in competition.

Provide opportunities for children to practice turn taking. Help each child respect others' opinions and wishes and to consider the welfare of the group as well as his own. Call attention to times when the group cooperated successfully. A child's social process moves from / to You to We.

This is a good time to use activities where pairs of children can work together.

They no longer think aloud and so, keeping the communication open is prime. Listen, ask questions and avoid being judgmental.

Intellectual

6-7 years: There is an intense eagerness to learn and they ask lots of questions. The child likes to repeat stories/activities. There is a limited concept of time...thinking is here and now rather than past or future. Listening/speaking skills are developing rapidly. Girls are ahead of boys. The child thinks everyone shares his view. He sees parts rather than how the parts make up the whole. He thinks very literally.

8-9 years: The child is beginning to realize there may be other valid opinions. He is becoming a reasoning person; beginning to think in terms of "the whole"; he thinks more conceptually and has a high level of creativity.

10-11 years: They are verbal! Making ethical decisions becomes a challenging task. They are able to express ideas and feelings in a creative way. At 11 years the child begins to reason abstractly. He begins to think of himself as an adult and questions adult concepts. Hero worship is strong.

Spiritual

6-7 years: The child can sense the greatness, wonder and love of God when helped with visual and specific examples. The non-physical nature of God is teaming, but, omnipresence is generally accepted because parents and teachers communicate this belief by their attitudes and actions. The child can think of Jesus as his friend, but needs specific examples of how Jesus expresses love and care. He can comprehend talking to God anywhere, anytime in his own word, and he needs regular opportunities to pray. He can also know that the Old Testament tells what happened before Jesus was born and the New Testament tells of His birth, work on earth and return to heaven and the works that occurred afterwards on earth.

8-9 years: He is beginning to sense the need for God's continuous help and guidance. He can recognize the need for a personal Savior. There is a desire to become a member of God's family. Children who indicate an awareness of sin and concerned about accepting Jesus as Savior, need careful guidance without pressure.

10-11 years: They can have deep feelings of love for God; can share the "Good News" with a special friend and are capable of involvement in evangelism and service projects. The child may seek guidance from God to make everyday and long-range decisions.

Teaching Tips

Consider the skill/ability levels of the children. Some can handle reading/writing activities and others may do better with music or art. Use pictures to help them understand Bible times and people. Avoid symbolism!

Encourage them to look up information: discover their own answers to problems, use art, music, and drama. Help children learn Bible information and concepts. Allow them to use their Bibles by finding and reading portions. Bible reading games are good for this age and these are good years for Bible memory work. Help children understand the meaning of the verses they memorize.

Include lots of opportunities for talking, questioning and discussing. These are good years for poetry, songs, drama, stories, drawing and painting. Give guidance in a way that does not destroy the child's efforts in becoming a thinking, self-directed person.

The gospel becomes real as the child feels love from adults. Teachers who demonstrate their faith in a consistent, loving way may become channels through which the loving nature of God can be made known to a child.

Help children develop a feeling for communication with God through prayer.

Help them understand the forgiving nature of God. Provide opportunities to make choices and decisions based on Bible concepts.

Provide opportunities for children to participate in prayer, Bible reading and worship. Involve them in work and service projects.

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About Six

Physical Development

Growth proceeding more slowly, and lengthening out.
Large muscles better developed than small ones.
Eleven to twelve hours of sleep needed.
Eyes not yet mature. Tendency toward farsightedness.
Permanent teeth beginning to appear.
Heart in period of rapid growth.
High activity level-can stay still only for short periods.

Characteristics Behavior

Eager to learn, exuberant, restless, overactive, easily fatigued.
Self-assertive, aggressive, wants to be first, less cooperative, than at five, keenly competitive, boastful.
Whole body involved in whatever he does.
Learns best through active participation.
Inconsistent in level of maturity evidenced-regresses when tired, often less mature at home than with outsiders.
Inept at activities using small muscles.
Relatively short periods of interest.
Has difficulty making decisions.
Group activities popular, boys' and girls' interests beginning to differ.
Much spontaneous dramatization.

Special Needs

Encouragement, ample praise, warmth, and great patience from adults.
Ample opportunity for activity of many kinds, especially for use of large muscles.
Wise supervision with minimum interference.
Friends-by end of period, a best friend.
Concrete learning situations and active, direct participation.
Some responsibilities, but without pressure and without being required to make complicated decisions or achieve rigidly set standards.
Help in developing acceptable manners and habits.

About Seven

Physical Development

Growth slow and steady
Annual expected growth in height-two or three inches. In weight- three to six pounds.
Losing teeth. Most seven-year-olds have their six-year molars.
Better eye- hand coordination.
Better use of small muscles.
Eyes not yet ready for much close work.

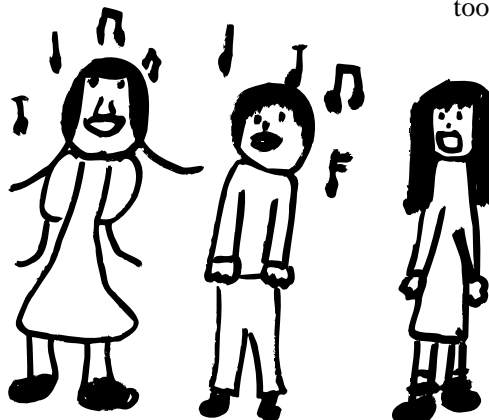
Characteristics Behavior

Sensitive to feelings and attitudes of both other children and adults. Especially dependent on approval of adult.
Interest of boys and girls diverging. Less play together.
Full of energy but easily tired, restless and fidgety, often dreamy and absorbed.
Little abstract thinking. Learns best in concrete terms and when he can be active while learning.
Cautious and self-critical, anxious to do thing well likes to use hands.
Talkative, prone to exaggerate, may fight verbally instead of physically, competitive.
Enjoys songs rhythms, fairy tales, myths, nature stories, comics, television, movies.
Able to assure some responsibility.
Concerned about right and wrong, but often prone to take small things.
Rudimentary understanding of time and monetary values.

Special Needs

The right combination of independence and encouraging support.
Chances for active participation in learning situations with concrete objects.
Adult help in adjusting to the rougher ways of the playground without becoming too crude or rough.

Warm, encouraging, friendly relationships with adults.
Acceptance at own level of development.



About Eight

Physical Development

Growth still slow and steady—arms lengthening, hands growing
Eyes ready for both near and far vision. Near-sightedness may develop this year.
Permanent teeth continuing to appear.
Large muscles still developing. Small muscles better developed, too. Manipulative skills are increasing.
Attention span getting longer.
Poor posture may develop.

Characteristic Behavior

Often careless, noisy, argumentative, but also alert, friendly, interested in people.
More dependent on his mother again, less so on his teacher. Sensitive to criticism.
New awareness of individual differences.
Eager, more enthusiastic than cautious. Higher accident rate.
Gangs beginning. Best friends of same sex.
Allegiance to other children instead of to an adult in case of conflict.
Greater capacity for self-evaluation.
Much spontaneous dramatization, ready for simple classroom dramatics.
Understanding of time and of use of money.
Responsive to group activities. Both spontaneous and adult-supervised.
Fond of team games, comics, television, movies, adventure stories, collections.

Special Needs

Praise and encouragement from adults
Reminders of his responsibilities.
Wise guidance and channeling of his interests and enthusiasms rather than domination or unreasonable standards.
A best friend.
Experience of belonging to peer group—opportunity to identify with others of same age and sex.
Adult-supervised groups and planned after school activities.
Exercise of both large and small muscles.

About Nine or Ten

Physical Development

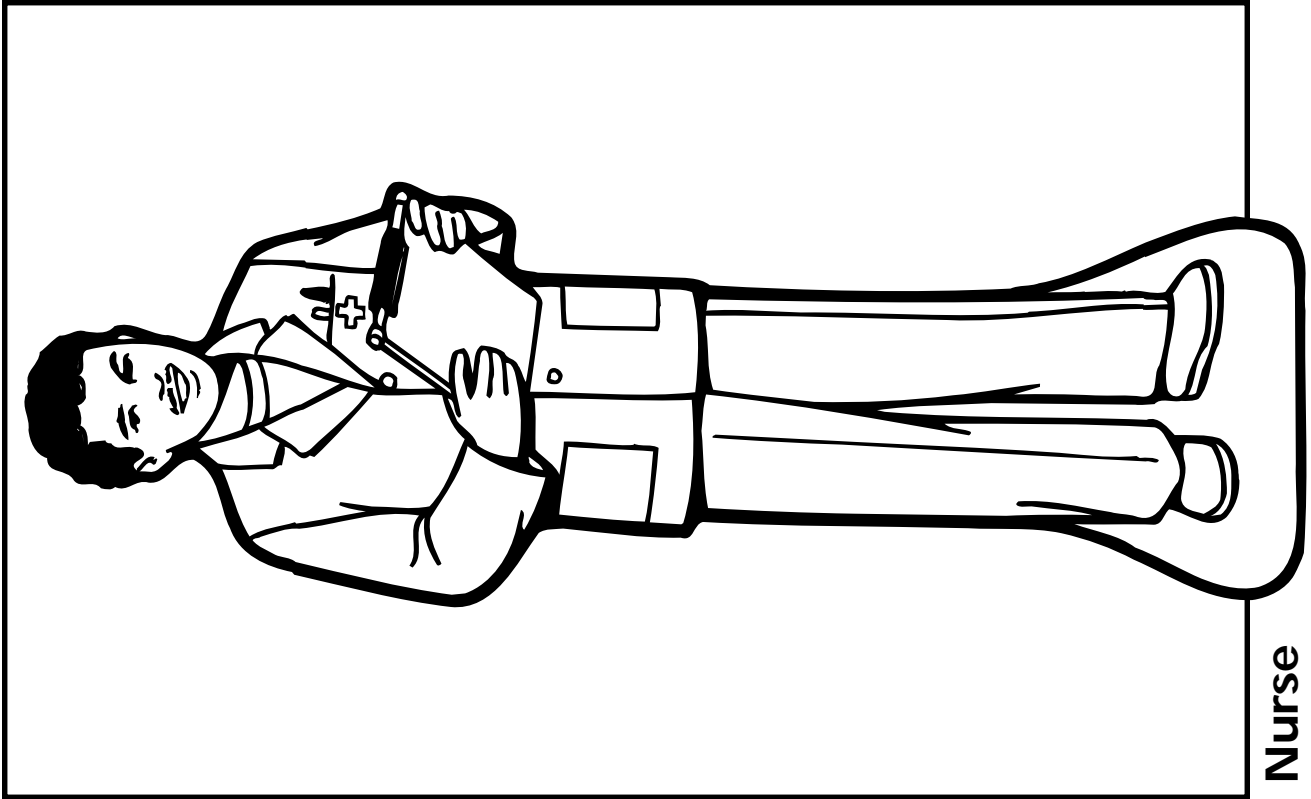
Slow, steady growth continues—girls forge further ahead. Some children reach the plateau preceding the preadolescent growth spurt.
Lungs as well as digestive and circulatory systems almost mature. Heart especially subject to strain.
Teeth may need straightening. First and second bicuspid appearing.
Eye-hand coordination good. Ready for crafts and shop work.
Eyes almost adult size. Ready for close work with less strain.

Characteristic Behavior

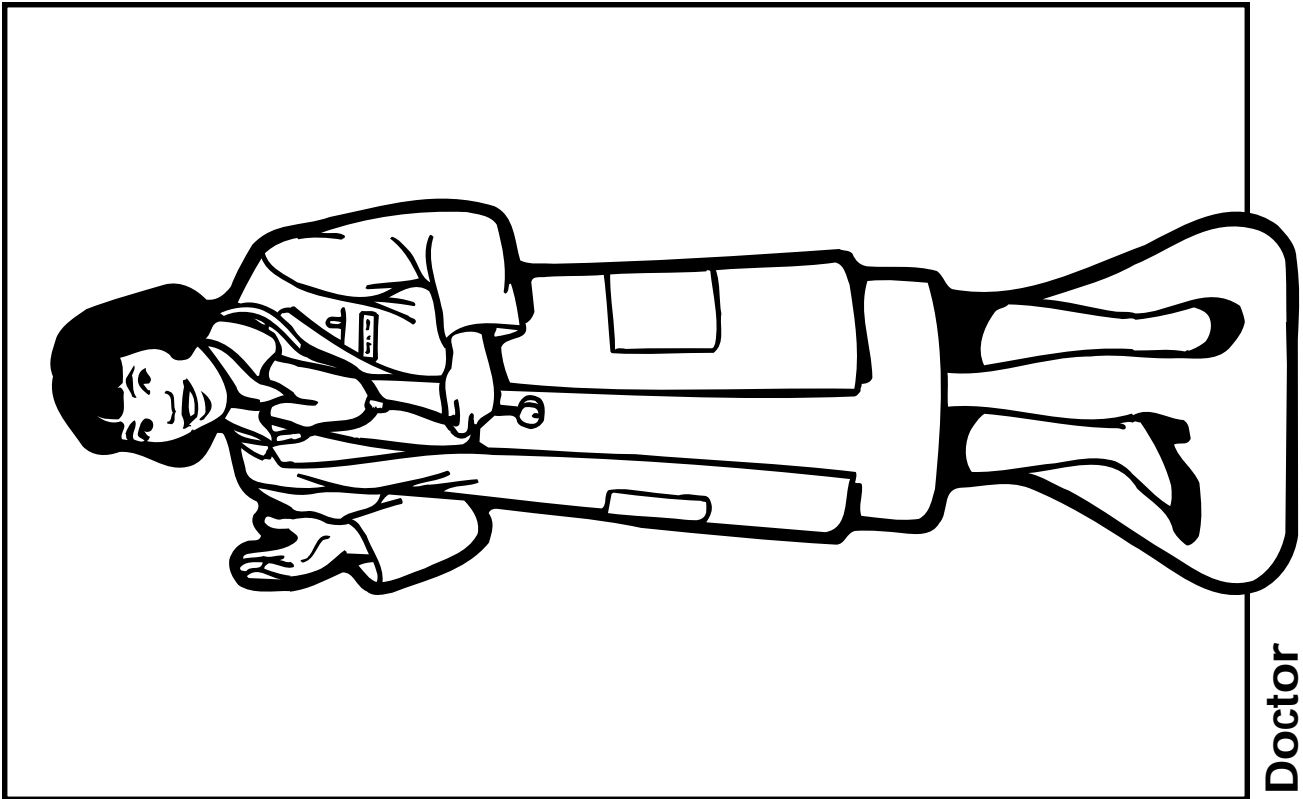
Decisive, responsible, dependable, reasonable, strong sense of right and wrong.
Individual differences distinct, abilities now apparent.
Capable of prolonged interest. Often makes plans and goes ahead on his own.
Gangs strong and of one sex only, of short duration and changing membership.
Perfectionist—wants to do well, but loses interest if discouraged or pressured.
Interested less in fairy tales and fantasy, more in his community and country and in other countries and peoples.
Loyal to his country and proud of it.
Spends a great deal of time in talk and discussion. Often outspoken and critical of adults, although still dependent on adult approval.
Frequently argues over fairness in games.
Wide discrepancies in reading ability.

Special needs

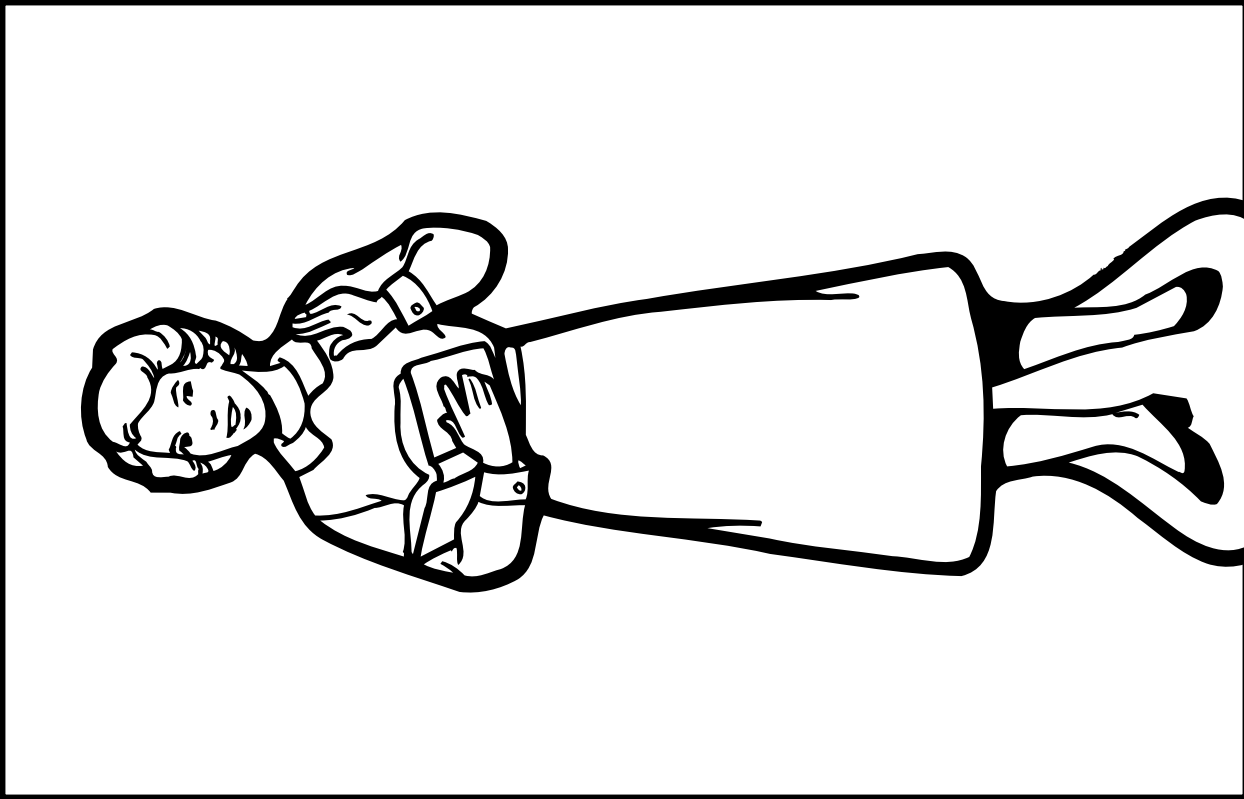
Active rough and tumble play.
Friends and membership in a group.
Training in skills, but without pressure.
Books of many kinds, depending on individual reading level and interest.
Reasonable. Explanations without talking down.
Definite responsibility.
Frank answers to questions about coming physiological changes.



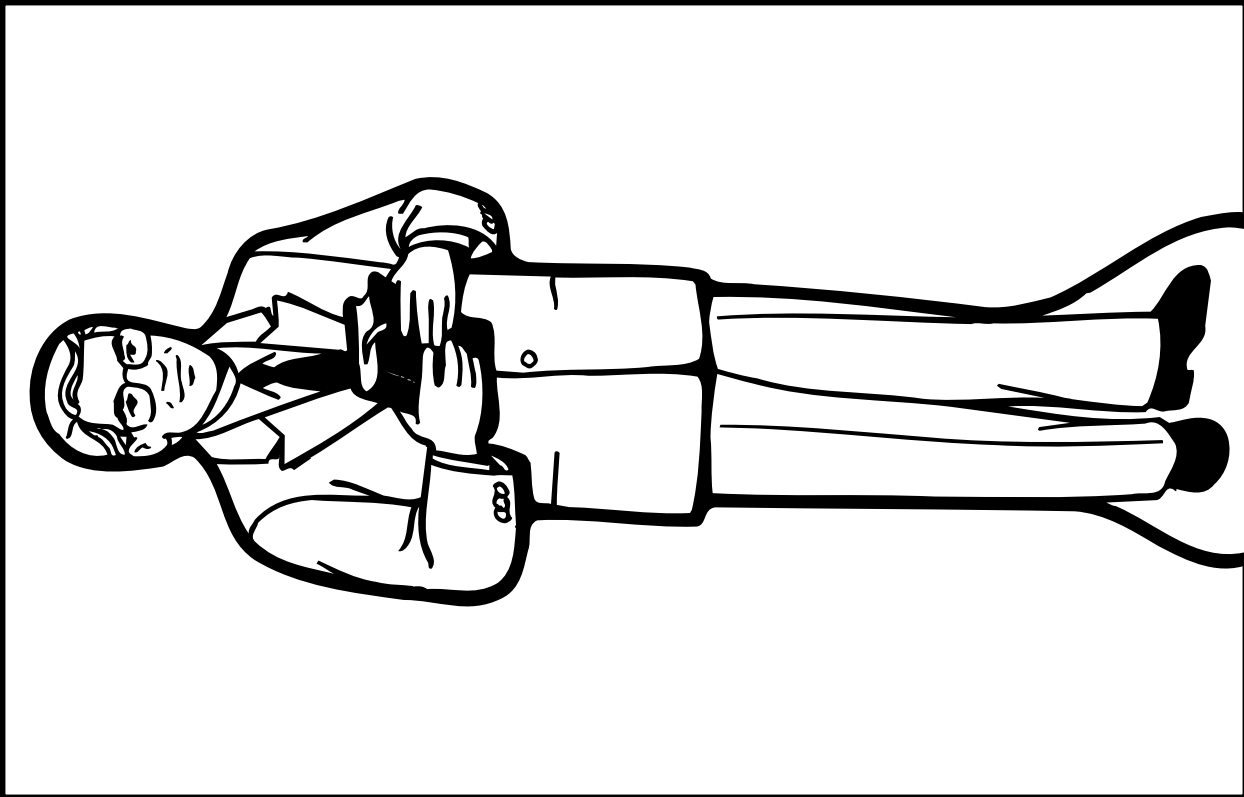
Nurse



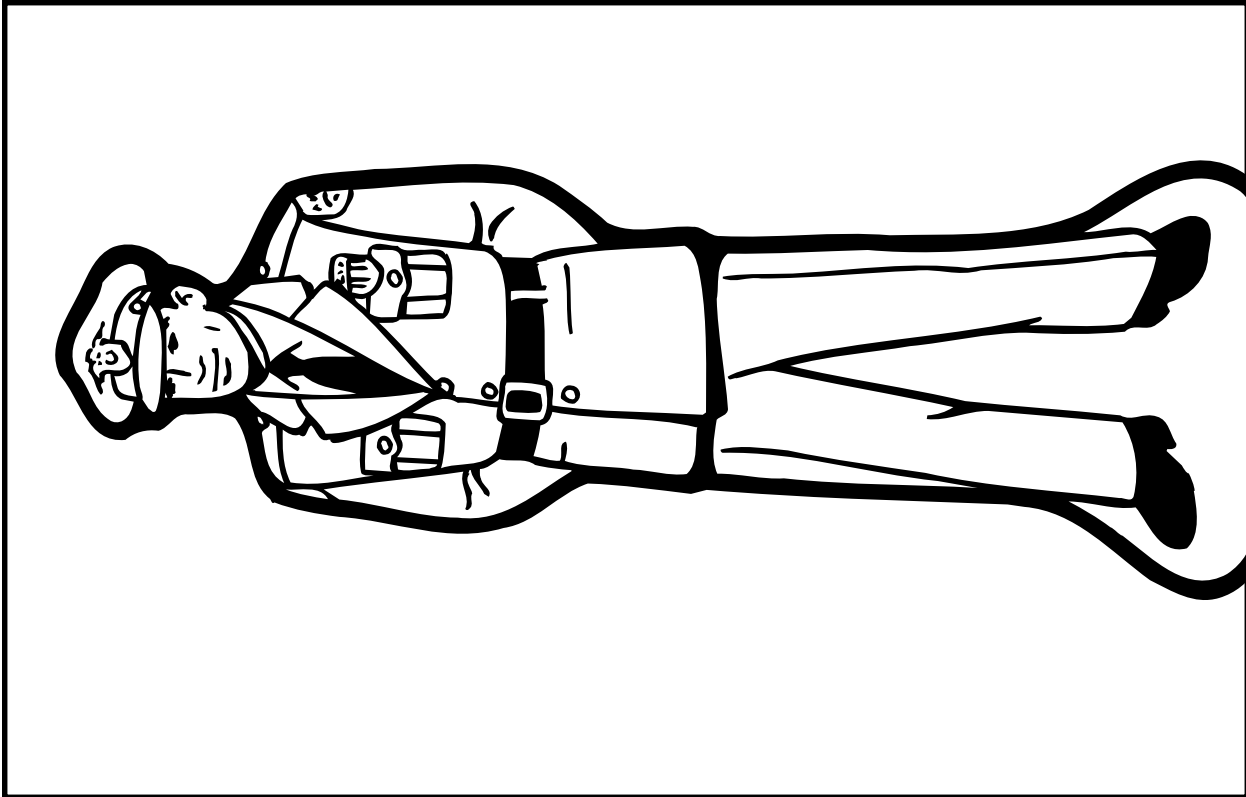
Doctor



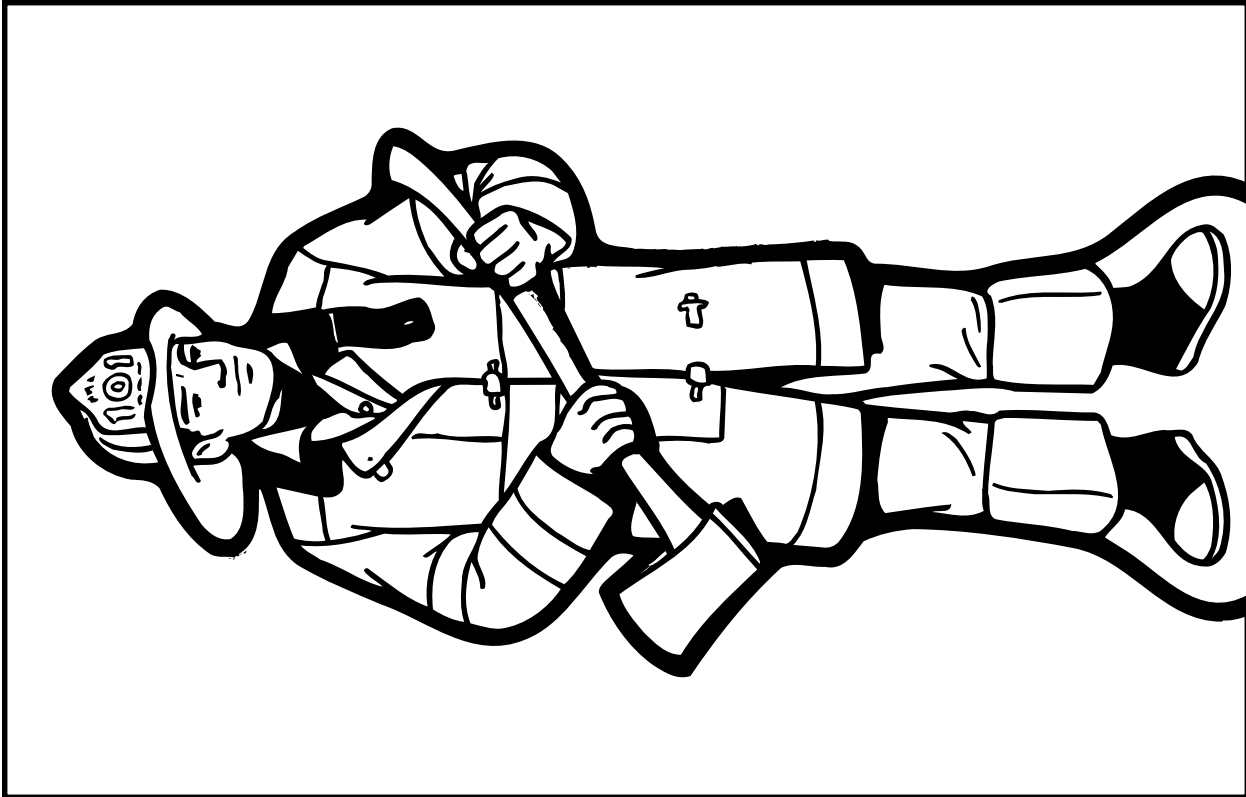
Teacher



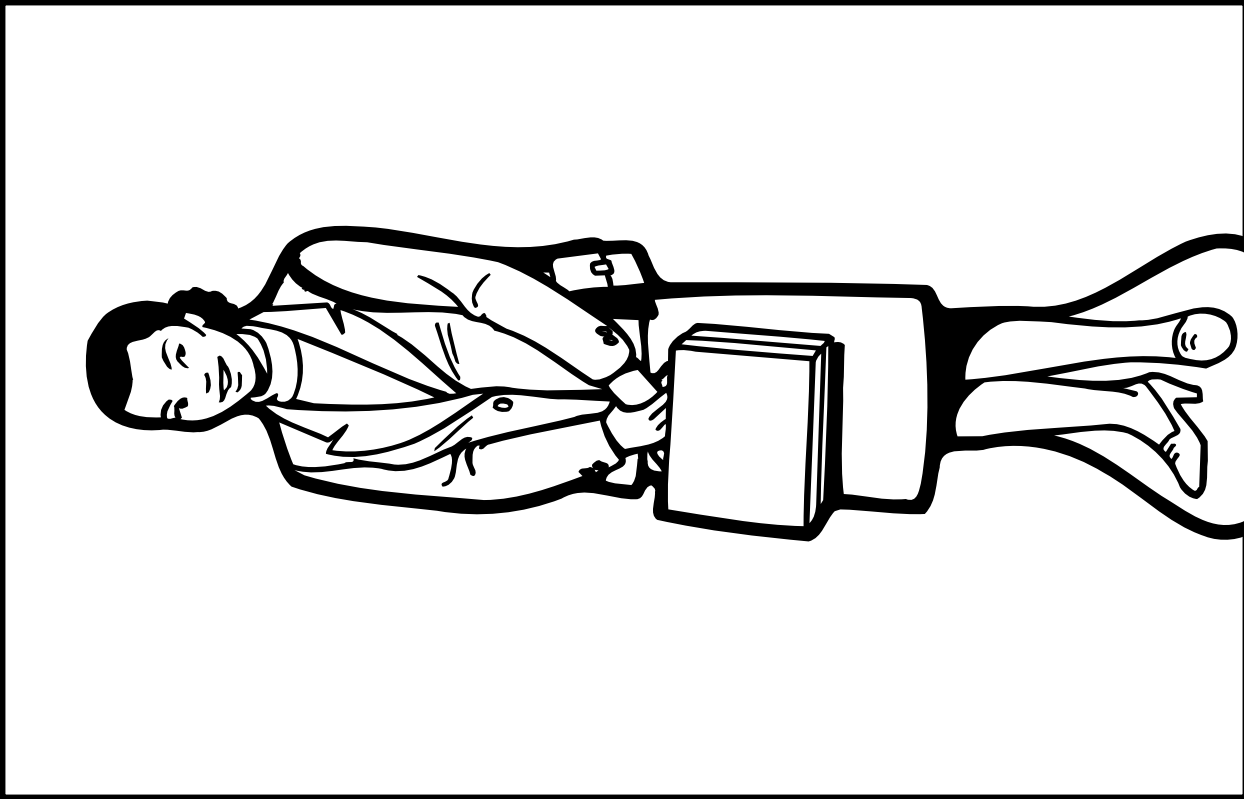
Pastor



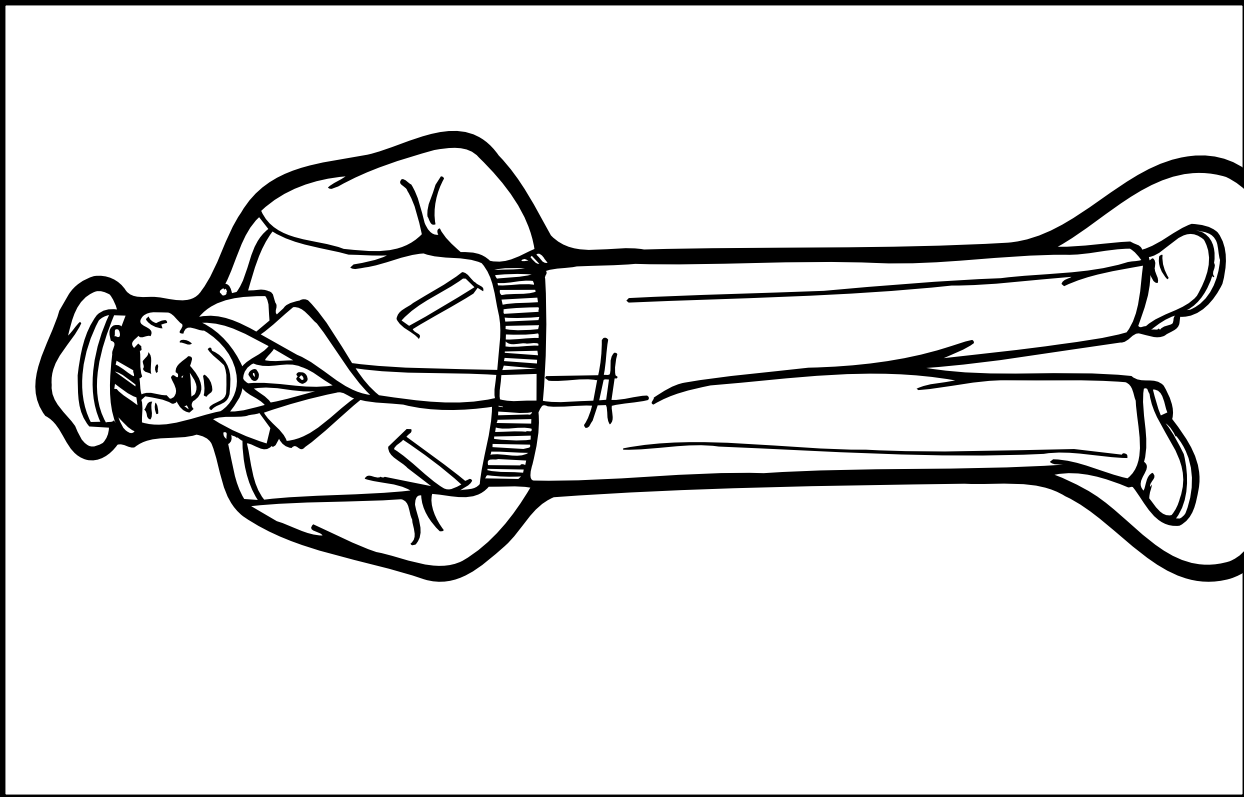
Policeman



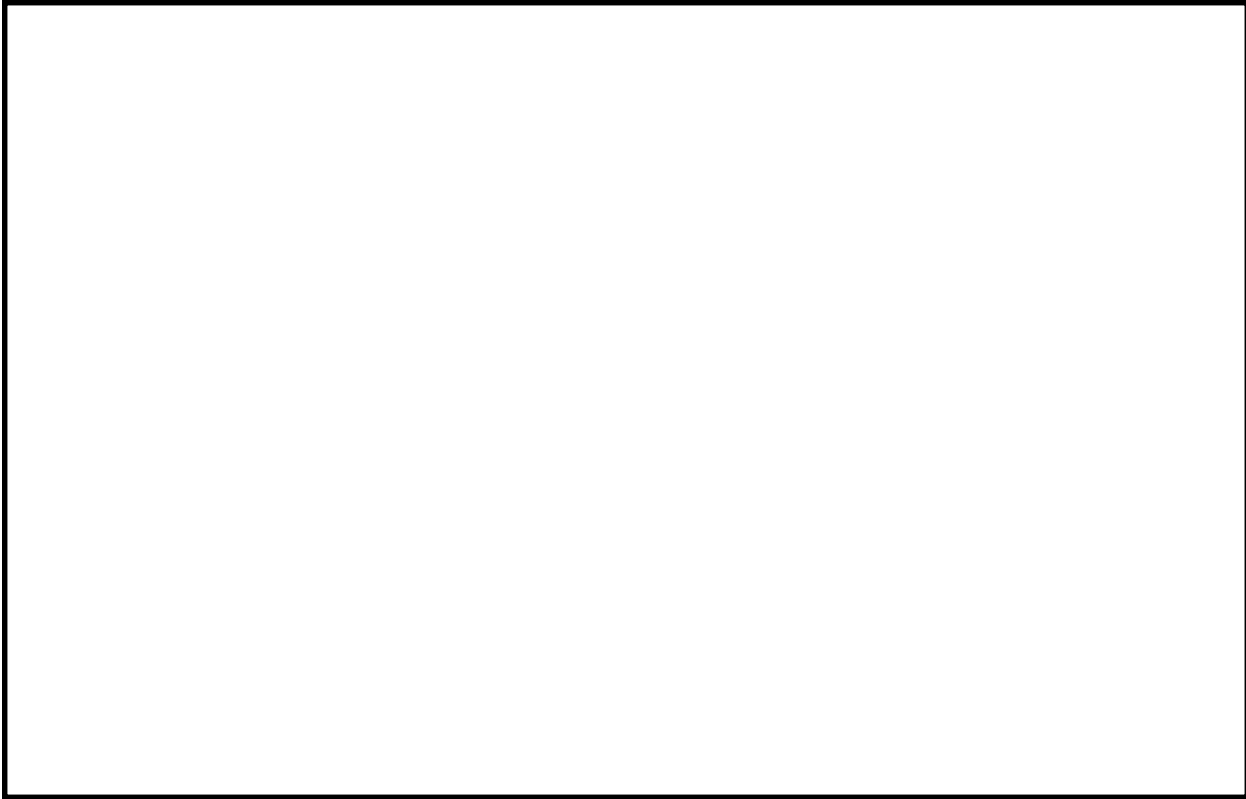
Fireman



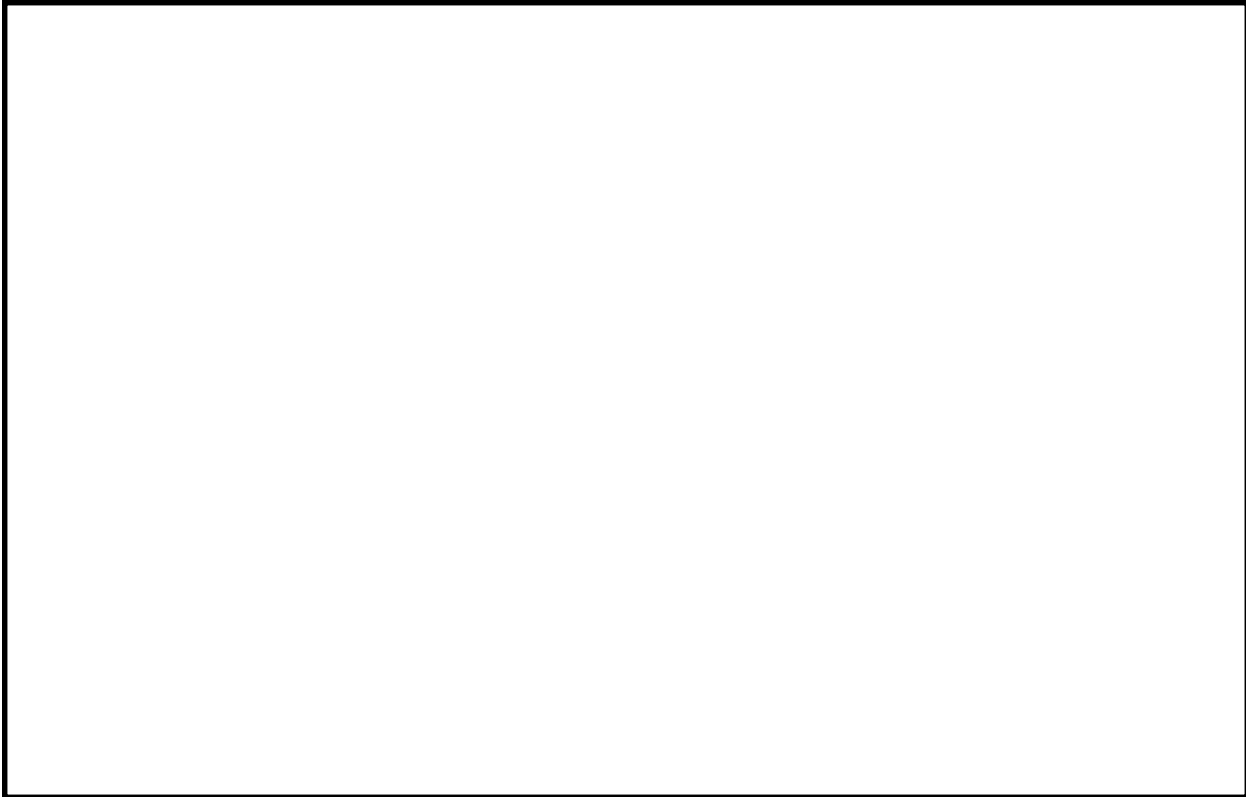
Mayor



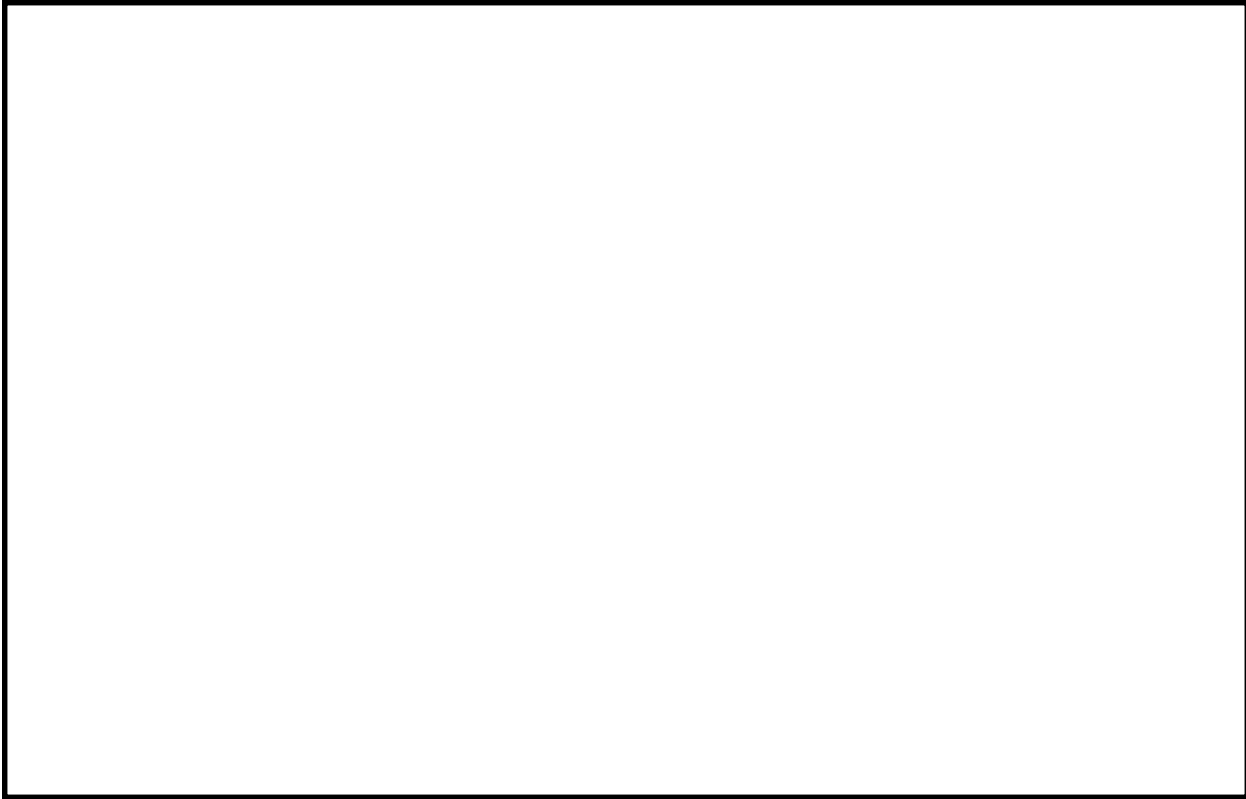
Bus Driver



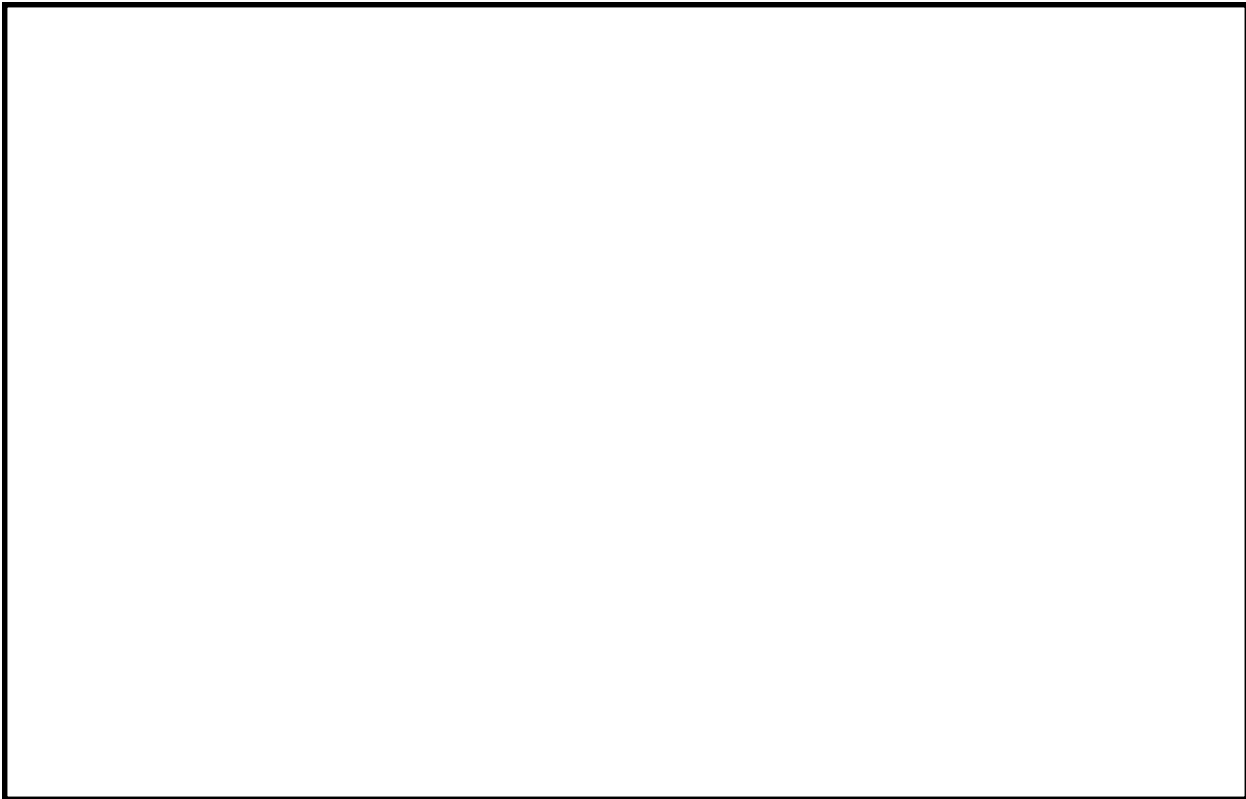
Your choice



Your choice



Your choice



Your choice



When I Feel Bad I Can...

**Tell Jesus how I feel and ask
Him for help.**

Ask myself:

"What am I feeling?"

"Why am I feeling this way?"

"What shall I do about it?"

"Is this a good thing to do?"

Do what I decide to do.

When You Make a Choice, Make It Smart

Think About Each Step Prayerfully

1. What is the problem?

2. What are several possible solutions?

a. _____

b. _____

c. _____

3. What might be the consequences of each solution? How would it affect myself, God, and other people?

a. _____

b. _____

c. _____

4. What is the best solution? Cross off the unwise solutions, star the best one.

Act on Your Decision

5. How did it work? What will you do different next time?