

9 & 10 Years Old:



Social and Emotional Development

- Enjoys being with friends; seeks out friendships based on common interests and proximity (neighbourhood children or classmates); is verbally critical of the opposite gender.
- Has several "good" friends and an "enemy" or two and friendships often change from day to day.
- Begins to show more interest in rules and basing games on realistic play; rules should be kept simple so everyone enjoys playing.
- May respond with name-calling and teasing when provoked; less likely to use physical aggression than previously; also understands that such behaviour can affect other's feelings.
- Still depends occasionally on adults to settle some disputes.
- Begins to develop moral reasoning; adopts social customs and moral values (understand honesty, right from wrong, fairness, good and bad, respect).
- Develops attachments to teachers, coaches, club leaders; may see them as heroes; often goes out of way to please and gain their attention.
- Acts with confidence; knows everything and can do no wrong.
- May take criticism as a personal attack; feelings are easily hurt; has difficulty at times dealing with failure and frustration.



Growth and Physical Characteristics

- Rate of growth is slow and irregular; girls begin to experience growth spurts that are far more dramatic than those of boys; boys are more alike in size and smaller than most girls.
- Assumes a slimmer shape as fat accumulations begin to shift.
- Growth of various body parts occurs at different rates; lower half of body grows faster; arms and legs appear long and out of proportion.
- Brain increases significantly in size; almost reaches adult size by age ten.
- Height increases by approximately 2 inches (5 cm) each year; increases are usually greater during growth spurts.
- Gains approximately 6 ½ pounds (14.3 kg) per year.
- Loses remaining baby teeth; overcrowding might occur when larger, permanent teeth erupts into a yet small jaw.
- Girls might begin to experience prepubertal changes (e.g., budding breasts, appearance of pubic hair, rounding of hips, accentuated waistline; darkening of hair color); boys are less likely to undergo any sexual changes for another year or two.





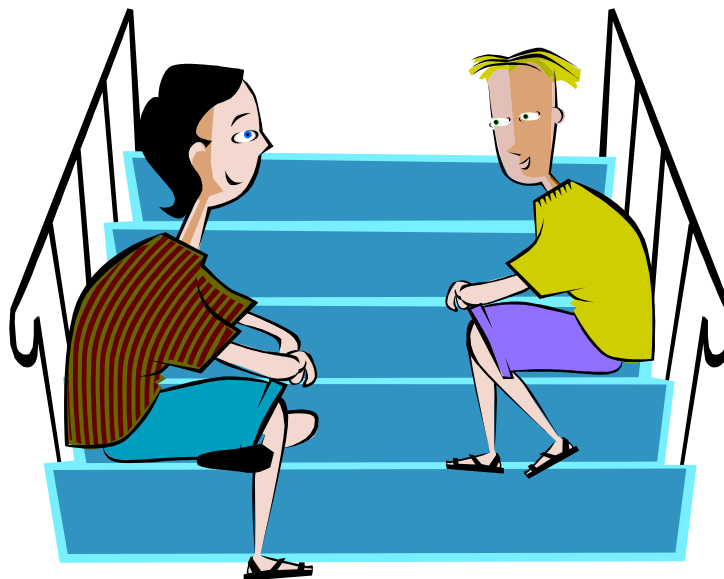
Motor Development

- Throws a ball with accuracy; writes, sketches, and performs other fine motor skills with improved coordination. This period is marked by continued refinement of fine motor skills, especially notable among girls.
- Uses arms, legs, hands, and feet with ease and improved precision; boys tend to excel in large motor activities requiring strength and speed.
- Runs, climbs, skips rope, swims, rides bikes, and skates with skill and confidence.
- Enjoys team sports but may still need to develop some of the necessary complex skills.
- Likes to use hands for arts and crafts, cooking, woodworking, needlework, painting, building models, or taking apart objects such as a clock or telephone.
- Draws pictures in detail; takes great joy in perfecting handwriting skills.



Speech and Language Development

- Talks, often nonstop and for no specific reason; sometimes used as an attention-getting device; may be reserved in the classroom, boisterous and talkative at other times.
- Expresses feelings and emotions effectively through words.
- Understands and uses language as a system for communicating with others.
- Uses slang expressions commonly expressed by peers in conversation ("sweet", "cool," "awesome," "hey dude").
- Recognizes that some words have double meanings ("far out," "cool haircut," "wicked").
- Finds humor in using illogical metaphors (play on words) in jokes and riddles.
- Shows advanced understanding of grammatical sequences; recognizes when a sentence is not grammatically correct.





Perceptual-Cognitive Development

- Develops ability to reason based more on experience and logic than on intuition: "If I hurry and walk the dog, I can play with my friends." Still sees some situations as either/or, with "yes" or "no" answers but is beginning to think in less concrete, more creative ways. Understands abstract concepts if real objects can be seen and manipulated: "If I eat one cookie now, only two will be left."
- Learns best through hands-on learning; prefers to research information in books or online, conduct science experiments, build models, or put on a play rather than listen to teachers' lectures that produce the same information.
- Enjoys time at school; finds it difficult to sit still for periods longer than 30 minutes; forgets all about school as soon as it is over.
- Uses reading and writing skills for nonacademic activities (*compiling grocery lists, composing scripts for puppet shows, drawing and labeling neighborhood maps, texting or sending email*).
- Shows improved understanding of cause and effect.
- Continues to master concepts of time, weight, volume, and distance.
- Traces events based on recall; able to think in reverse, following a series of occurrences back to their beginnings.
- Prefers reading books that are longer and descriptive, with complex plots.

References:

Marotz, L. & Allen K. (2013) *Developmental profiles: Pre-birth through adolescence* (Instructor's Edition). Belmont, CA: Wadsworth, Cengage Learning.