



# Working With 4 Year Olds

## Training Material

### The Aim :

To equip BB leaders **who have already attended YLT** with the extra skills and knowledge to work safely and effectively with 4 year olds.

### Learning Outcomes :

**At the end of this training session participants will be able to:**

- ❑ Understand the importance of meeting 4 year olds' needs of care, learning and play.
- ❑ Use the knowledge gained to review and build on the skills learned in the YLT modules on working with the under 11's.
- ❑ Describe the essential elements of safety and welfare that apply to work with 4 year olds.

### Resources :

Flip chart  
Pens  
OHP 1: Learning Outcomes  
OHP 2: Risk Assessment  
OHP 3: Developmental Milestones for 4 year olds  
OHP 4: Developmental Goals for 4 year olds  
Handout 1: BB regulations for working with 4 year olds  
Handout 2: Working with 4 Year Olds  
Handout 3: Typical Anchor Boy evening  
Handout 4: 4 Year Old Skills  
Handout 5: Ages and Stages  
Activity cards  
BB child protection cards (Code of Good Practice)  
BB Safety Handbook

### Resources :

2 hours 15 minutes training time

### Group Size :

As a short additional module to be delivered to those already trained in working with the under 11's, this session can be delivered to large or small audiences. It could be done informally after a BB night or slotted into a planned YLT course, or Saturday morning.

### Suggested Programme :

#### Suggested Programme for a morning:

- 9.30am:** Arrivals and coffee
- 10.00am:** Welcome, introductions and learning outcomes
- 10.15am:** Background to working with 4 year olds, BB regulations and national standards.
- 10.30am:** Working safely with 4 year olds
- 11.15am:** Programming for 4 year olds
- 12.00 noon:** Summary, evaluations and goodbye
- 12.15pm:** Depart

## Training Material

### Session 1:

#### Welcome, introductions and learning outcomes (15 minutes)

Welcome the group, and if appropriate do some brief introductions.

**Show OHP 1: Learning Outcomes**

### Session 2:

#### Background to working with 4 year olds, BB regulations and national standards (15 minutes)

Explain to the group that you will spend a short time giving an overview of why the BB has extended the lower age range to 4 year olds, and what the relevant regulations and guidelines are.

**BB regulations:** The Brigade Executive agreed in May 2003 to amend regulations to enable companies to welcome 4 year olds into membership. The Brigade insurers require a separate programme be available for this age group and that leaders working with 4 year olds should attend a specific training. Companies also need to get permission from their church and their Region (or HQ).

**Issue Handout 1: “BB regulations for working with 4 year olds”**

The regulation also states that children **must have reached their 4<sup>th</sup> birthday and be attending school.**

**National standards:** The Department for Education and Skills have issued guidelines for those working with the under 8's, and although as a voluntary organization, we are not bound by these, the BB has adopted the standards as best practice and are integrated into this training session.

BB leaders working with 4 year olds should note that the BB guidelines given in the “Safety Handbook” and the Child Protection Policy and code of good practice (small laminated cards) apply to all ages. However, now we are extending the lower age from which a child can join Anchor Boys, there are other factors that should apply.

### Session 3:

#### Working Safely With 4 Year Olds (45 minutes)

##### **Exercise 1 (15 minutes)**

Ask the group to get into pairs or three's and discuss the main issues that will arise for the company in working with 4 year olds. Give 10 minutes discussion time and then take feedback. Write the main points onto a flip chart.

## Training Material

The feedback should include:

- ❑ A child's development at this age is rapid and obvious; therefore a 4 year old may have very different needs to 5, 6 and 7 year olds
- ❑ The programme for 4 year olds needs to be substantially different to that of the older Anchor Boys
- ❑ There are safety implications in having 4 year olds playing physical games with 7 year olds
- ❑ The adult to child ratio needs to be higher with the younger ages
- ❑ There may be a lesser degree of independence in a 4 year old, and leaders may need to give more help in craft activities and give simple instructions for games.
- ❑ There may be a shorter concentration span with some 4 year olds, so the programme should reflect this. The maximum time for one activity is about 20 minutes.
- ❑ Children develop at different rates, and have varying needs and abilities. This is as true at 4 years old as it is at all ages. Children should not be treated "all the same", but with "equal concern".

The points above are summarized on Handout 2

### Issue Handout 2: Working with 4 Year Olds"

#### Exercise 2: 30 minutes

Now explain that we are going to do a risk assessment as a group to identify any possible hazards in working with 4 year olds, and what preventative measures we can take.

Talk the group through the concept of risk assessment, and remind them that if they have done their Youth Leader Training or Holiday Leadership training, then they have come across this before.

Explain to the group that one of the problems with hazard identification is that large numbers of hazards will be identified, some obviously more "serious" than others. What we usually find is that a high proportion of hazards are not serious enough to warrant further action and these are referred to as hazards with "acceptable" risks.

Risk is the term used to describe the seriousness of a hazard and risk is formally defined as

the probability that the hazard will cause harm  
multiplied by

the severity of that harm if it was to occur.

That is **Risk = Probability x Severity**. (Write this on the flipchart)

For example, indoor games done with all the proper equipment and expertise carries a low probability of an accident and a low or medium potential severity. A trip to an adventure playground may carry slightly higher risks, so the risk management measures should be identified when planning the visit.

We will now look at the procedure that can be used for risk rating.

For the vast majority of hazards what is required is a simple method of risk rating. The usual method is to devise scales for probability and severity, rate hazards on the scales and combine the ratings.

- **Probability**

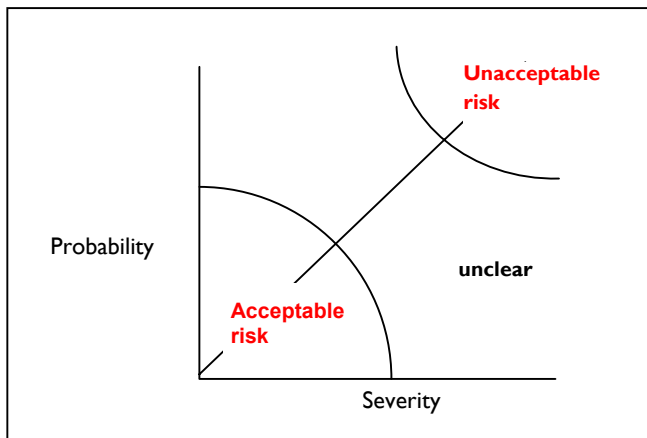
High	"When it is certain or near certain that harm will occur."
Medium	"Where harm will often occur."
Low	"Where harm will seldom occur."

- **Severity**

Major	"Death or major injury or illness causing long term disability."
Serious	"Injuries or illness causing short-term disability."
Slight	"All other injuries or illness."

### Show OHP 2: Risk Assessment

Training Material



Ask the group to get into three's.

**Put the activity cards in an envelope and ask each group to pick two cards.**

The cards have the following activities written on them:

- Craft
- Music
- Visit to the park
- Indoor games
- Nature walk
- Trip to pantomime
- Cooking
- Face painting
- Anchor Boy fun day
- Trip to Fire Station

Now ask the group to identify the potential hazards for each activity, and to make a list. When they have identified the major hazards, ask them to go through them again and to say what preventative measures they would put in place.

Quickly take some feedback of the main points raised (but not every detail, as this could be too time consuming and boring for the group.)

Finally, ask the group to call out what characteristics a 4 year old is likely to have, that is different from 5 and 6 year olds, and has implications for safe working.

The list should include the following:

- Some 4 year olds have still developing good co-ordination and may be more prone to tripping up and dropping or spilling things. (Use protective mats when using craft materials, use plastic receptacles rather than glass etc.)
- Are still small enough to be tripped over by leaders. (Tripping over an Anchor Boy is still a common accident according to our records!)
- This age group is still developing social skills, and some 4 year olds may still be prone to kicking, hitting or biting. (Higher levels of supervision required.)
- Although at school, the 4 year old at BB may still be learning to form relationships with adults other than the immediate family, so care should be taken to prevent the risk of emotional insecurity.

Summarize by saying that a risk assessment should be done at the start of the session, and then for any activities that are outside of the normal programme, for example outings and visits.

Finish the exercise by reinforcing the importance of having properly trained leaders who are fully aware of the BB's safety and child protection policies.

**Issue Safety Handbook**

## Training Material

### Session 4:

#### Programming for 4 year olds (45 minutes)

##### **Trainers tip!**

Before running this session, familiarize yourself with Modules 3 and 5 of YLT. All participants on the “Working With 4 Year Olds” course will have already taken these modules, and you will need to remind them of the main learning points from them. Have a copy of the YLT manual with you, and refer also to the Programme modules:

- |   |   |
|---|---|
| <input type="checkbox"/> Worship for Anchor Boys          | <input type="checkbox"/> Music for Anchor Boys                                  |
| <input type="checkbox"/> Games for Anchor Boys            | <input type="checkbox"/> Programme Planning for Anchor and Junior section staff |
| <input type="checkbox"/> Drama and Mime for the under 8's | <input type="checkbox"/> Story telling for Anchor Boys and Junior Section       |
| <input type="checkbox"/> Anchor Boy Crafts                |   |

Explain to the group that this session reinforces learning from the module in Youth Leader Training: “Contributing to a Child’s Development through BB Activities” Then say that we are going to look at how and what we are trying to achieve through our programme for 4 year olds

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Firstly, we are going to remind ourselves of the milestones in development at 4 years.

#### **Show OHP 3: Developmental Milestones for 4 year olds.**

##### **Most 4 year olds:**

- are developing an imagination and play with other children their age however, they often argue and have difficulty sharing. They are able to dress themselves independently with help on fasteners and brushing their teeth.
- Begin to develop longer periods of activity without rest needed
- demonstrate curiosity by asking "who" and "why" questions. They begin to use sentences with "adult" structure. They begin to speak of imaginary conditions such as "I suppose that" or "I hope." Most 4 year olds observe and make discoveries on their own.
- are independent on playground equipment. They are speedy, moving from one activity to the next.
- are drawing pictures of people with more recognizable parts and demonstrate an interest in writing and copying letters. They can cut across a page and around picture in a magazine.

#### **A 4 year old becomes aware of their own effect on the emotions of others and tests this concept!**

**Remember! When discussing the milestones make sure that some discussion is centred on how children with learning disabilities or other particular needs will be aiming at slightly different milestones. Refer the group to the Disability Advice Network, and how advisors throughout the UK can give support and guidance to BB leaders.**

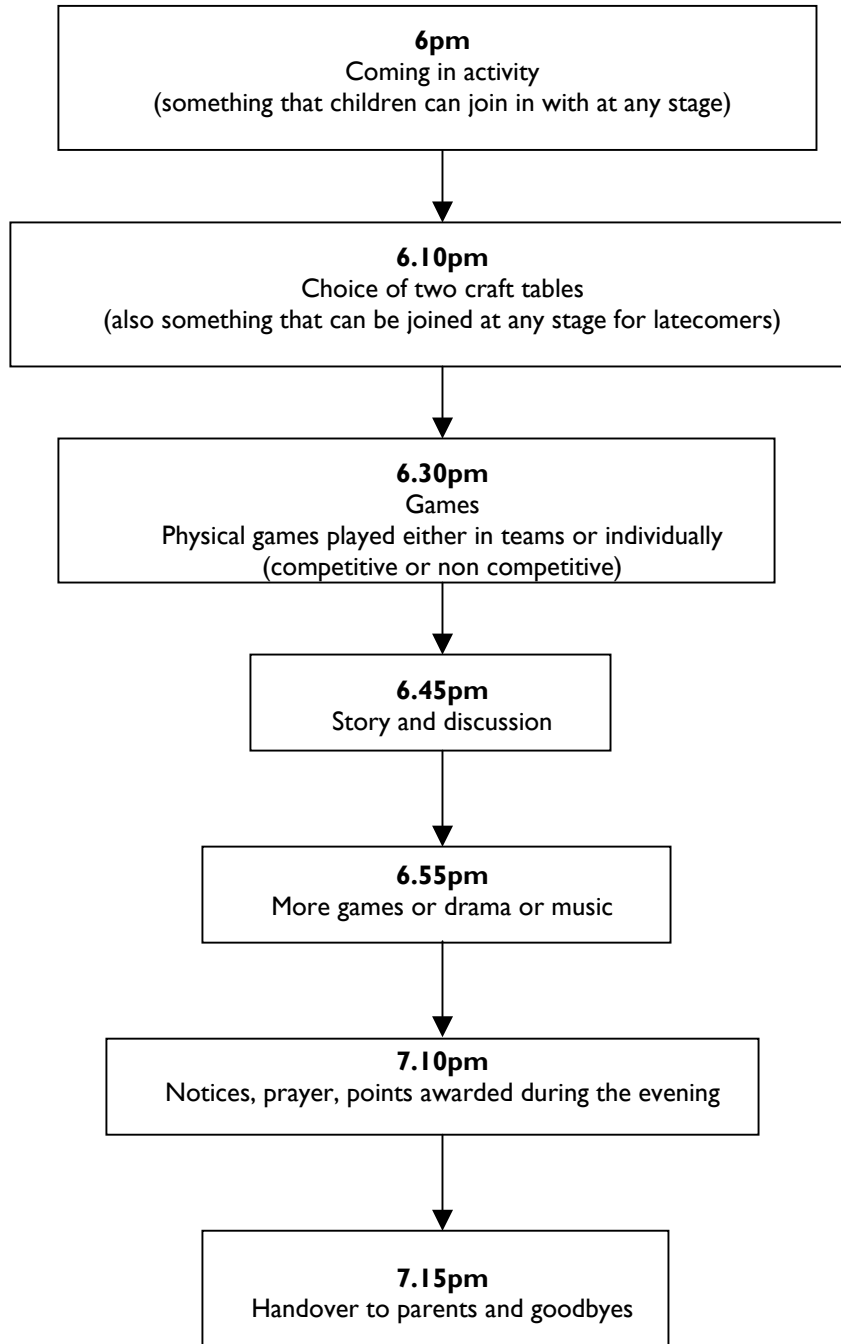
#### **Show OHP 4: “Developmental Goals for 4 year olds”**

- to encourage social development
- to promote physical development and sound nutrition
- to stimulate and promote intellectual skills
- to stimulate and encourage creativity
- to promote a positive self-esteem

## Training Material

Now remind the group that the BB has always attempted to achieve a balanced programme that is relevant and fun, and that we are now going to explore some pointers for achieving excellent programmes for 4 year olds. Remind the group members that on their YLT course they looked at planning programmes for the under 11's, and a typical Anchor Boy evening would run as follows:

### Typical Anchor Boy Evening:



Issue the above as Handout 3: “Typical Anchor Boy evening”, then immediately issue Handout 4 “4 year old skills”

## Training Material

### Fine Motor Skills

- Buttons or unbuttons
- Cuts on a line with scissors
- Completes a six to eight piece puzzle
- Copies a "t"
- Buckles a belt
- Zips separated fasteners
- Adds five parts to an incomplete person (arms, legs, head)

### Gross Motor Skills

- Walks up and down stairs one foot per step
- Skips on one foot
- Rides a bicycle with training wheels

### Emotional and Social Skills

- Loves other children and having "friends"
- Bases friendships on shared activities
- Seeks approval of friends
- Plays with small groups of children
- Delights in humorous stories
- Shows more interest in other children rather than adults
- Excludes children that they do not like
- Loves to whisper and tell secrets

### Language and Cognitive Skills

- Experiences trouble telling the difference between reality and fantasy
- Exaggerates in practicing new words
- Loves silly language and to repeat new silly words
- Begins to appreciate bugs, trees, flowers and birds
- Vocabulary of 1200 to 1500 words
- Learns simple cards games and dominoes
- Develops an awareness of "bad" and "good"



**Training Material**

Ask the group to get into three's and using the information on both handouts, discuss what new or different activities they would need for this age group, and how they might adapt the activities they currently use in their Anchor section. The activities could come into any of the following categories (written on a flip chart):

- Craft
- Games
- Drama
- Music
- Stories
- Worship

The ideas should be specifically aimed at 4 year olds, using what has already been covered in the module (safety, developmental milestones, developmental goals and skill levels).

Give them 20 minutes for this exercise and then organize feedback from the groups.

Finally reinforce the need to have an awareness of the rapid development in children between 4, 5 and 6 years, and why it is important to reflect a 4 year olds needs in the programme, the safety precautions and the skills of the leaders. The following table shows how development in this age range is marked.

**Issue Handout 5 "Ages and Stages"**

<b>Mental Development</b>	<b>4 Year Olds</b>	<b>5 Year Olds</b>	<b>6-8 Year Olds</b>
<b>Word Use</b>	Vocabulary expands to about 2,000 words. Children are able to label things and start putting them into groups.	Vocabulary and language skills are developing quickly. Children use complete sentences with 5 to 6 words.	Beginning to read and write at 6 years of age. Quite self-assured by the end of 8 years of age. Basic understanding of numbers.
<b>Learning Style</b>	Learn through imitating adults and friends. Very imaginative. Imaginary friends and playmates often appear. Lifeless objects are thought to be alive. "What," "Why," and "How," are common questions. Their questions are often direct and personal.	Longer attention span than 4 year old. Better at telling the difference between fantasy and reality. Thinking skills are at a higher level, however illogical at times. Questions are fewer and more meaningful.	Understands value and uses of money. Attention span is about 20 minutes. Able to think through actions and situations to understand causes of events. Wants to make everything very well, often called "eraser stage." Learns best if physically active.

*Continued over.....*

## Training Material

Emotional Development	4 Year Olds	5 Year Olds	6-8 Year Olds
<b>Feeling</b>	Increased feelings of insecurity when adults are not present. Intense frustration may lead child to turn back to infant behaviors, i.e., thumb sucking. Beginning to be able to say how they feel - happy, sad, proud and excited.	Is independent and very secure in this independence. Has wide range of emotions and feelings which are easily expressed. Sometime during the year the child may become emotionally intense. Is starting to interpret the feelings of others.	More realistic fears replace common fears of ghosts, creatures in dark places. New fears revolve around school, friendships and family income. Ability to feel for others. Release tension through physical activity. Strong desire for affection and attention of parents. A lot of "reporting" of the child's activities to the family.
<b>Self Image</b>	Sense of self or self-concept continues to develop and needs strengthening.	Self-concept continues to need strengthening.	Good and bad is what's approved by the family. Positive self esteem grows through successful experiences. Sensitive to criticism and does not know how to accept failure. May try out new behavior or imitate a friend to see how it feels and who they are.

Social Development	4 Year Olds	5 Year Olds	6-8 Year Olds
<b>Play</b>	Plays well with other children. Boys and girls have similar interests, so will often play together and share same toys such as dolls or trucks. Beginning to learn that others have "rights" as games are played.	Seems to play best with children of the same age, and plays better outdoors than indoors. Physical aggression, like hitting another child, decreases, however, verbal aggression, like name calling may increase.	Girls don't want boys playing in their games and vice versa. Children tend to be competitive, bossy and unhappy if they lose in a competition. Like to win or be first in competition.
<b>Friends</b>	Friendships with peers are constantly being worked out. Friendships change often - one minute s/he is a friend, next minute a fighting enemy.	"Best friends" can still change quickly. School provides the perfect opportunity for getting together with friends and meeting new people.	Most children have a "best friend" and often an "enemy." Friends are likely to be of the same sex. Friend influence is growing. Concerned about being liked by their friends.
<b>Adult Influence</b>	Involved in jealousy and rivalry to gain parents' approval.	Being good and "big" is very important.	Telling tales is one common way to attract adult attention. Becoming attached to another adult besides parent, i.e., teacher, caregiver, club leader.

## Training Material

Physical development	4 Year Olds	5 Year Olds	6-8 Year Olds
<b>Body Growth</b>	Physical growth is rapid, but less than during infancy. Grow about 3 inches in height. Gain 4 to 5 pounds per year.	Growth rate is steadier. Grow about 2.5 inches in height. Gain about 6 pounds per year.	Growth rate is slow and steady. Begin to lose baby teeth and acquire permanent teeth. Sexual organs grow at slower rate. Childhood diseases are most likely to occur (measles, chicken pox). Boys weigh from 45 to 65 pounds. Girls weigh 40 to 60 pounds. Normal rate increase is 3 to 6 lbs/year
<b>Motor Skills</b>	Large muscles develop which allows youth to be more skilled at walking and running. Few broken bones because bones are not calcified.	Rapid muscle growth, so jumping, skipping, walking on tiptoes is more controlled and poised.	Greater control over large muscles - arms and legs, though muscular coordination is uneven and incomplete.
<b>Sleep Requirements</b>	12 hours of sleep is commonly required because of their physical activity (4 year olds need a high rate of sleep and rest).	Approximately 11 hours of sleep commonly required. They may need a nap after a hard day at school.	Need 10 to 12 hours of sleep per night. Intense activity may bring on temporary exhaustion.
<b>Hand-Eye Coordination</b>	Fine-motor skills allow child to write, draw, make things, play musical instruments, etc., but at low skill level.	Fine-motor skills are more developed. They can fasten buttons faster, cut, paste and draw.	Use of fingers and hand-eye coordination continues to develop.

Reinforce any elements of the handout that reflects the thinking of the group in the last exercise.

**Return to OHP I “Learning Outcomes”** and briefly recap on the main learning points from each session.

Allow time for any final questions and comments, and then issue evaluation forms.

**Thank the group and end.**

# Working With 4 year olds

## RESOURCES

**OHP 1: Learning Outcomes**

**OHP 2: Risk Assessment**

**OHP 3: Developmental Milestones for 4 year olds**

**OHP 4: Developmental Goals for 4 year olds**

**Handout 1: BB regulations for working with 4 year olds**

**Handout 2: Working with 4 Year Olds**

**Handout 3: Typical Anchor Boy evening**

**Handout 4: 4 Year Old Skills**

**Handout 5: Ages and Stages**

**Activity cards**

**Safety Handbooks**

**Child Protection cards**

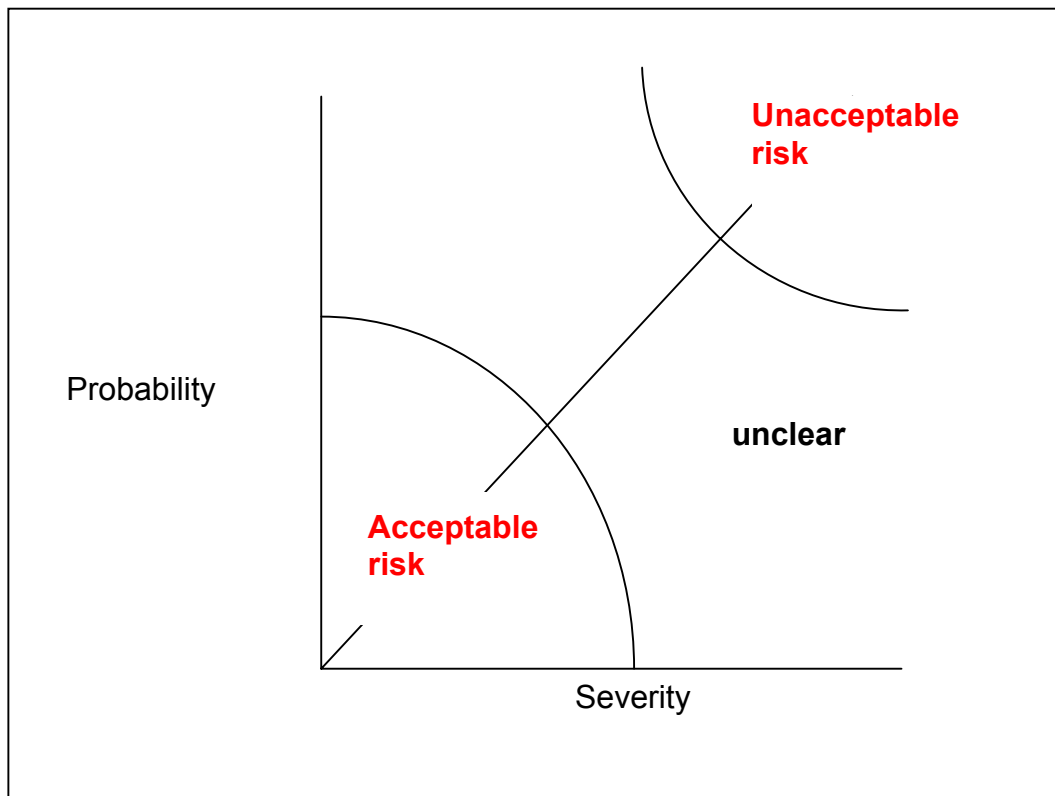
## Learning Outcomes

**At the end of this training session participants will be able to:**

- Understand the importance of meeting 4 year olds' needs of care, learning and play
- Use the knowledge gained to review and build on the skills learned in the YLT modules on working with the under 11's
- Describe the essential elements of safety and welfare that apply to work with 4 year olds

OHP 2

# Risk Assessment



## OHP 3

## Developmental Milestones

### Most 4 year olds:

- are developing an imagination and play with other children their age however, they often argue and have difficulty sharing. They are able to dress themselves independently with help on fasteners and brushing their teeth.
- Begin to develop longer periods of activity without rest needed
- demonstrate curiosity by asking "who" and "why" questions. They begin to use sentences with "adult" structure. They begin to speak of imaginary conditions such as "I suppose that" or "I hope." Most 4 year olds observe and make discoveries on their own.
- are independent on playground equipment. They are speedy, moving from one activity to the next.
- are drawing pictures of people with more recognizable parts and demonstrate an interest in writing and copying letters. They can cut across a page and around picture in a magazine.

A 4 year old becomes aware of their own effect on the emotions of others and tests this concept!

OHP 4

## Developmental goals

- to encourage social development
- to promote physical development and sound nutrition
- to stimulate and promote intellectual skills
- to stimulate and encourage creativity
- to promote a positive self-esteem



## Training Material

### Handout I

#### The Boys' Brigade APPLICATION FOR APPROVAL TO WORK WITH 4 YEAR OLDS

##### Introduction:

The Executive have agreed that subject to Regional approval, the minimum age for boys to join Anchor Boys will be the beginning of the school year following his 4<sup>th</sup> birthday and to give the option to companies if they wish to work with this age group. The revised regulations are as follows:

##### Brigade Regulations:

"Subject to the Company obtaining the approval of the appropriate Region, a boy will be eligible for membership of the Brigade at the beginning of the school year on or after his 4<sup>th</sup> birthday and:

1. the boy has commenced statutory education
2. the Company has gained prior permission from the appropriate Regional Headquarters for its company to work with this age group
3. a minimum of two nominated leaders have undertaken the necessary training linked to play work standards
4. separate provision is made for elements of the programme including games and crafts"

'R6' application forms are available from Headquarters or are downloadable from the BB web site: <http://www.boys-brigade.org.uk/leaders/library/>

##### Applications:

*Companies wishing to apply for permission to work with 4 year olds should take the following steps:*

1. Companies will first need to discuss the implications of working with 4 year olds within their staff team and gain agreement for the change. Discussions should involve issues in connection with premises, staffing, skills, resources, programme. (*See below*)
2. When the Company has agreed, the Captain should then get permission from the Church.
3. The Captain should identify the registered officers who will have primary responsibility for this age group and arrange attendance on the BB training course "Working With 4 Year Olds". All officers completing this training will be issued with a certificate of attendance, and details added to their officer records on the HQ database.
4. The Captain should complete the application form, which will ask for details of the trained leaders including registration numbers, signature of Church representative and predicted numbers of 4 year olds.
5. Completed form to be sent to the appropriate Regional HQ (see addresses over), who will confirm approval and record details on the HQ's database.

The following questions are designed to help companies in their discussions when considering admitting 4 year olds into membership.

Companies should first refer to:

- R6 form (Application form for companies wishing to work with 4 year olds). This form shows the Brigade regulations for work with 4 year olds.
- Safety Handbook. Companies should do a risk assessment for this new work (See section 3 "Safety Awareness" and section 5 "Staffing ratios"

In addition to the above, the following questions will help companies to decide whether they have all the necessary requirements:

- Are the premises suitable for younger children? E.g. are there any specific hazards that you have identified? Do the premises need to be adapted in any way to accommodate 4 year olds?
- Will the Church and/or Company have access to any extra equipment needed? E.g. small tables, chairs, play equipment
- Has the Company thought through how they will provide separate provision for games and crafts for the 4 to 5 year olds?
- Will the section require additional staff?
- What level of skills and knowledge already exist within the current team, and how will the company decide who will attend the training module "Working With 4 Year Olds"?
- Has the Company got a policy on how to cope with a child who may not yet be ready for BB and how this will be communicated to parents?

**A Company must not work with boys prior to their 5<sup>th</sup> birthday until the R6 form has been completed and permission obtained from the appropriate region.**

19<sup>th</sup> August 2003  
Brigade Headquarters  
Felden Lodge

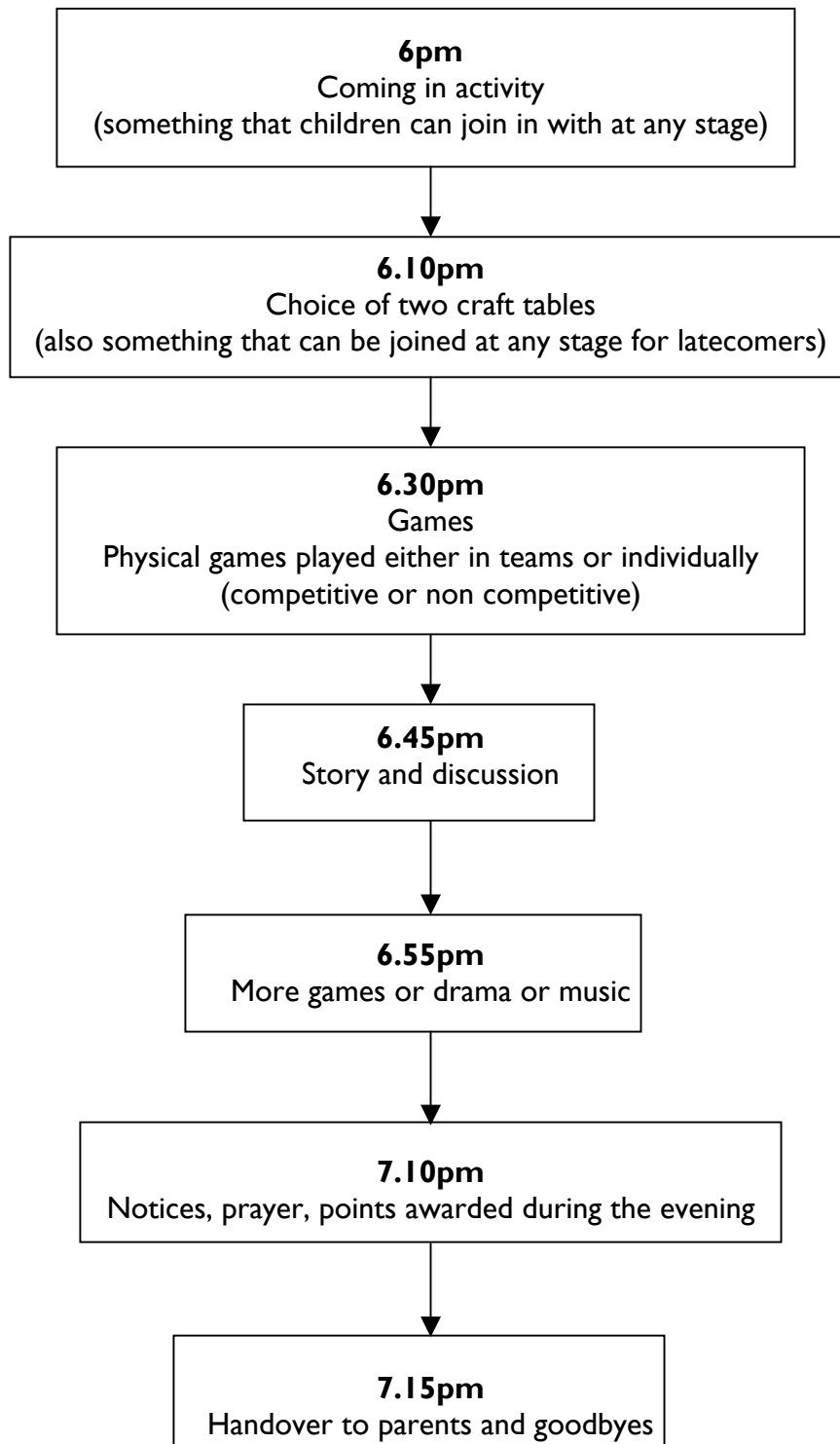
### Handout 2

# Working With 4 Year Olds

- ❑ A child's development at this age is rapid and obvious; therefore a 4 year old may have very different needs to 5, 6 and 7 year olds
- ❑ The programme for 4 year olds needs to be substantially different to that of the older Anchor Boys
- ❑ There are safety implications in having 4 year olds playing physical games with 7 year olds
- ❑ The adult to child ratio needs to be higher with the younger ages
- ❑ There may be a lesser degree of independence in a 4 year old, and leaders may need to give more help in craft activities and give simple instructions for games.
- ❑ There may be a shorter concentration span with some 4 year olds, so the programme should reflect this. The maximum time for one activity is about 20 minutes.
- ❑ Children develop at different rates, and have varying needs and abilities. This is as true at 4 years old as it is at all ages. Children should not be treated "all the same", but with "equal concern".

Handout 3

# Typical Anchor Boy Evening



Training Material

Handout 4

## 4 Year Old Skills

### Fine Motor Skills

- Buttons or unbuttons
- Cuts on a line with scissors
- Completes a six to eight piece puzzle
- Copies a "t"
- Buckles a belt
- Zips separated fasteners
- Adds five parts to an incomplete person (arms, legs, head)

### Gross Motor Skills

- Walks up and down stairs one foot per step
- Skips on one foot
- Rides a bicycle with training wheels

### Emotional and Social Skills

- Loves other children and having "friends"
- Bases friendships on shared activities
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- Delights in humorous stories
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### Language and Cognitive Skills

- Experiences trouble telling the difference between reality and fantasy
- Exaggerates in practicing new words
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- Begins to appreciate bugs, trees, flowers and birds
- Vocabulary of 1200 to 1500 words
- Learns simple cards games and dominoes
- Develops an awareness of "bad" and "good"

**Handout 5**

# Ages & Stages

<b>Mental Development</b>	<b>4 Year Olds</b>	<b>5 Year Olds</b>	<b>6-8 Year Olds</b>
<b>Word Use</b>	Vocabulary expands to about 2,000 words. Children are able to label things and start putting them into groups.	Vocabulary and language skills are developing quickly. Children use complete sentences with 5 to 6 words.	Beginning to read and write at 6 years of age. Quite self-assured by the end of 8 years of age. Basic understanding of numbers.
<b>Learning Style</b>	Learn through imitating adults and friends. Very imaginative. Imaginary friends and playmates often appear. Lifeless objects are thought to be alive. "What," "Why," and "How," are common questions. Their questions are often direct and personal.	Longer attention span than 4 year old. Better at telling the difference between fantasy and reality. Thinking skills are at a higher level, however illogical at times. Questions are fewer and more meaningful.	Understands value and uses of money. Attention span is about 20 minutes. Able to think through actions and situations to understand causes of events. Wants to make everything very well, often called "eraser stage." Learns best if physically active.

<b>Emotional Development</b>	<b>4 Year Olds</b>	<b>5 Year Olds</b>	<b>6-8 Year Olds</b>
<b>Feeling</b>	Increased feelings of insecurity when adults are not present. Intense frustration may lead child to turn back to infant behaviors, i.e., thumb sucking. Beginning to be able to say how they feel - happy, sad, proud and excited.	Is independent and very secure in this independence. Has wide range of emotions and feelings which are easily expressed. Sometime during the year the child may become emotionally intense. Is starting to interpret the feelings of others.	More realistic fears replace common fears of ghosts, creatures in dark places. New fears revolve around school, friendships and family income. Ability to feel for others. Release tension through physical activity. Strong desire for affection and attention of parents. A lot of "reporting" of the child's activities to the family.
<b>Self Image</b>	Sense of self or self-concept continues to develop and needs strengthening.	Self-concept continues to need strengthening.	Good and bad is what's approved by the family. Positive self esteem grows through successful experiences. Sensitive to criticism and does not know how to accept failure. May try out new behavior or imitate a friend to see how it feels and who they are.

**Training Material**

<b>Social Development</b>	<b>4 Year Olds</b>	<b>5 Year Olds</b>	<b>6-8 Year Olds</b>
<b>Play</b>	Plays well with other children. Boys and girls have similar interests, so will often play together and share same toys such as dolls or trucks. Beginning to learn that others have "rights" as games are played.	Seems to play best with children of the same age, and plays better outdoors than indoors. Physical aggression, like hitting another child, decreases, however, verbal aggression, like name calling may increase.	Girls don't want boys playing in their games and vice versa. Children tend to be competitive, bossy and unhappy if they lose in a competition. Like to win or be first in competition.
<b>Friends</b>	Friendships with peers are constantly being worked out. Friendships change often - one minute s/he is a friend, next minute a fighting enemy.	"Best friends" can still change quickly. School provides the perfect opportunity for getting together with friends and meeting new people.	Most children have a "best friend" and often an "enemy." Friends are likely to be of the same sex. Friend influence is growing. Concerned about being liked by their friends.
<b>Adult Influence</b>	Involved in jealousy and rivalry to gain parents' approval.	Being good and "big" is very important.	Telling tales is one common way to attract adult attention. Becoming attached to another adult besides parent, i.e., teacher, caregiver, club leader.

<b>Physical Development</b>	<b>4 Year Olds</b>	<b>5 Year Olds</b>	<b>6-8 Year Olds</b>
<b>Body Growth</b>	Physical growth is rapid, but less than during infancy. Grow about 3 inches in height. Gain 4 to 5 pounds per year.	Growth rate is steadier. Grow about 2.5 inches in height. Gain about 6 pounds per year.	Growth rate is slow and steady. Begin to lose baby teeth and acquire permanent teeth. Sexual organs grow at slower rate. Childhood diseases are most likely to occur (measles, chicken pox). Boys weigh from 45 to 65 pounds. Girls weigh 40 to 60 pounds. Normal rate increase is 3 to 6 lbs/year
<b>Motor Skills</b>	Large muscles develop which allows youth to be more skilled at walking and running. Few broken bones because bones are not calcified.	Rapid muscle growth, so jumping, skipping, walking on tiptoes is more controlled and poised.	Greater control over large muscles - arms and legs, though muscular coordination is uneven and incomplete.
<b>Sleep Requirements</b>	12 hours of sleep is commonly required because of their physical activity (4 year olds need a high rate of sleep and rest).	Approximately 11 hours of sleep commonly required. They may need a nap after a hard day at school.	Need 10 to 12 hours of sleep per night. Intense activity may bring on temporary exhaustion.
<b>Hand-Eye Coordination</b>	Fine-motor skills allow child to write, draw, make things, play musical instruments, etc., but at low skill level.	Fine-motor skills are more developed. They can fasten buttons faster, cut, paste and draw.	Use of fingers and hand-eye coordination continues to develop.

## Activity Cards

<b>Craft</b>	<b>Cooking</b>
<b>Music</b>	<b>Trip to the pantomime</b>
<b>Visit to the park</b>	<b>Nature walk</b>
<b>Indoor games</b>	<b>Face painting</b>
<b>Anchor Boy Fun Day</b>	<b>Trip to Fire Station</b>