



# LEADING RECREATION

## AGES & STAGES



	PHYSICAL	SOCIAL	INTELLECTUAL	EMOTIONAL
EARLY CHILDHOOD AGES 5-7*	<p><b>Have better control of large muscles than small muscles.</b></p> <p><i>Select games or activities that focus on large muscle movements.</i></p>	<p><b>Learning how to be friends.</b></p> <p><i>Small group games help develop social skills and friendships.</i></p>	<p><b>Thinking is concrete.</b></p> <p><i>Keep rules clear and concise.</i></p> <p><i>Keep reflection questions simple.</i></p>	<p><b>Sensitive to criticism. Don't accept failure well.</b></p> <p><i>Select games or activities that promote cooperation and not competition.</i></p>
MIDDLE CHILDHOOD AGES 8-11*	<p><b>Large and small muscle development increase.</b></p> <p><i>Plan games or activities that focus on a wide range of movements.</i></p>	<p><b>Prefer to be with members of the same gender.</b></p> <p><i>Establish same gender teams or groups.</i></p>	<p><b>Easily motivated to try new things.</b></p> <p><i>After playing a game once, modify the rules and/or conditions and play again.</i></p>	<p><b>Comparison with other youth erodes self-confidence.</b></p> <p><i>Select games or activities that promote group work and not individual effort.</i></p>
YOUNG TEENAGERS AGES 12-15*	<p><b>Experience rapid physical changes.</b></p> <p>Be sensitive that young teens may greatly differ in physical ability and self-confidence.</p>	<p><b>Becoming interested in the opposite gender.</b></p> <p>Provide opportunities to mix boys &amp; girls without feeling uncomfortable.</p>	<p><b>Beginning to think more abstractly and hypothetically.</b></p> <p>Provide adequate time for reflection questions &amp; responses.</p>	<p><b>Can be very self-conscious.</b></p> <p><i>Select games or activities that promote group work and not individual effort.</i></p>
TEENAGERS AGES 16-18*	<p><b>Able to handle a wide-variety of physical activities.</b></p> <p><i>Plan activities that will challenge this groups abilities.</i></p>	<p><b>Often want leadership roles.</b></p> <p><i>Provide opportunities for teens to lead group activities.</i></p>	<p><b>Reach high levels of abstract thinking.</b></p> <p><i>Provide teens with challenging reflection questions.</i></p>	<p><b>Becoming Independent.</b></p> <p><i>Have teens plan, implement and evaluate group games and activities.</i></p>

**BOLD TYPE = CHARACTERISTIC**

*ITALICIZED TYPE = RECOMMENDATION*

\*General Age Categories

Reference: MU Extension, University of Missouri-Columbia