

Birth to 3 Months

Lesson 6

What children do

- Begin to smile
- Track people & objects with eyes
- Prefer faces & bright colors
- Reach, discover hands & feet
- Lift head and turn toward sound
- Cry, but often soothed when held

What children need

- Protection from physical danger
- Adequate nutrition
- Adequate health care (immunization, oral rehydration, hygiene)
- Motor & sensory stimulation
- Appropriate language stimulation
- Responsive, sensitive parenting

4 to 6 months

Lesson 6

What children do

- Smile often
- Prefer parents and older siblings
- Repeat actions with interesting results
- Listen intently, respond when spoken to
laugh, gurgle, imitate sounds
- Explore hands and feet
- Put objects in mouth
- Sit when propped, roll over, scoot,
bounce
- Grasp objects without using thumb

What children need

Same as 0-3
months
above

0-6 Months Suggestions

- **Build foundation for emotional ties**
 - Lots of time, sounds, touching
 - Mom & Dad (& others); Split duties
- **Watch for over-attention to baby demands:**
 - Child learns to “fit in”
 - Give attention to marriage relationship too
- **Get on with life! (especially spiritual life)**
- **Be observant for patterns that will help reduce:**
 - Fatigue (yours), isolation, embarrassment
- **No direct discipline**
 - Because no comprehension of offense (or means to communicate rules/consequences)

1 to 2 years

Lesson 6

What children do

- Imitate adult actions
- Speak & understand words & ideas
- Enjoy stories & experimenting with objects
- Walk steadily, climb stairs, run
- Assert independence, but prefer familiar people
- Recognize ownership of objects
- Develop friendships
- Solve problems
- Show pride in accomplishments
- Like to help with tasks
- Begin pretend play

What children need

- In addition to above, support in:
- Acquiring motor, language, & thinking skills
 - Developing independence
 - Learning self-control
 - Opportunities for play & exploration
 - Play with other children

1 to 2 Years Suggestions

- **Skills & Knowledge:**
 - New Words – live language (not TV) important: take interruptions
 - Can listen to & repeat Stories: build excitement over stories
 - Coordination/mobility improving—provide projects & “chores”
 - Singing & other adult imitations—provide patterns (e.g. memory)
 - Interaction with adults (simple ways), but encourage the positive
- **Attitudes & Beliefs to Develop & Encourage:**
 - Compliance & its rewards
 - Kindness & expressed affection (including toward other children)
 - Accepting boundaries (limits on behavior & privilege)
 - Managing frustration and controlling temper (make rules)
 - Association of “God” (expectation/awareness) with good/bad
- **Discipline:**
 - “No!” arrives—Negativism & conflict. Meet defiance firmly, but without anger, with spankings (very soon after offenses)
 - Training sessions: focused, repeated, with specific standards (e.g. behavior in worship/class, interaction with adults)
 - Team effort and strategy: fathers lead (Eph 6:4)
 - Leverage pride of accomplishment (even absence of negatives)

2 to 3 ½ Years

Lesson 5

What children do

- Enjoy learning new skills
- Learn language rapidly
- Always going
- Gaining control of hands & fingers
- Are easily frustrated
- Act more independent, but still dependent
- Act out familiar scenes
- Love repetition

What children need

- In addition to above, opportunities to:
- Make choices
 - Show accomplishments
 - Engage in dramatic play
 - Read increasingly complex books
 - Sing favorite songs
 - Work simple puzzles

2 – 3 ½ Years Suggestions

Lesson 6

- **Skills & Knowledge**

- Vocal & Curious – spend time: expand vocabulary & attn. span
- Tell & explain more complex, lengthy stories; let them tell...
- Exploit memorization ability (songs, lists, Bible verses)
- Employ the energy & growing manipulation skills for "projects"

- **Attitudes & Beliefs to Develop & Encourage:**

- Acceptance of more rules, boundaries, chores
- God-centered living (need to see in Mom & Dad)
- Belief in God's awareness, care, & expectations
- Importance of talking with God in song & prayer
- Goodness of unselfishness & sharing (turn-taking)
- Need for positive (polite?) interaction with adults (make rules)
- Dealing with frustration, controlling temper & language (rules)

- **Discipline:**

- Watch for testing limits of authority: bouts of defiance, etc.
- Parent must be in control (stay in bed/seat, stay quiet, come, stop)
- Distinguish between "private projects" & disobedience ("folly")
- Rewards can be more substantial, over longer time spans, etc.
- Need responsive obedience (for safety, etc.) in public behavior

3 ½ Year to 5 Years

Lesson 5

What children do

- Have a longer attention span
- Act silly, boisterous, may use shocking language
- Talk a lot, ask many questions
- Want adult things
- More observant of adults
- Likes to keep projects
- Test physical skills & courage with caution
- Reveal feelings in play
- Like to play with friends
- Do not like to lose
- *Sometimes* share & take turns

What children need

- In addition to above, opportunities to:
- Develop fine motor skills
 - Continue expanding language skills by talking, reading, and singing
 - Learn cooperation by helping and sharing
 - Experiment with pre-writing & pre-reading skills

3 ½ - 5 Years Suggestions

- **Skills & Knowledge**
 - Develop attention span for longer Bible stories, worship attention
 - Develop nascent reading skills around Bible words & topics
 - Provide deeper conversations (e.g. history of Mom & Dad)
- **Attitudes & Beliefs to Develop:**
 - Use the church family to develop friendships
 - Relate cause & effect (“Why?”) to values in life
 - *Attitude* (mood) control—even in unwilling compliance. Can be “scored” & rewarded
 - Model the value of expressions of affection, loyalty, apology, etc.
 - Encourage tender conscience for: honesty, reverence, respect
 - Begin own worship (prayers, songs, picture-book, “notes”)
 - Roles of service: simple chores & daily habits, small gifts
- **Discipline:**
 - Give specific guidance on language, manners, other socially [un]acceptable behavior. (Guidance in following adult examples)
 - Parental modeling is the foundation
 - (Still wrestling with compliance, perhaps more subversive)
 - Approval & praise are big motivators—use liberally
 - Time spans for compliance & discipline can be longer.

Preschool Physical Development

Lesson 6

- **Runs, jumps, climbs, balances with assurance - by 5, gross motor skills are well developed.**
 - **Likes risks, tests of physical strength and skill - loves acrobatics and outdoor equipment.**
 - **Increasing finger control - can pick up small objects, cut on a line with scissors, hold pencil in adult grasp, string small beads, use toys with smaller components.**
 - **Expert builder - loves small construction materials and also vigorous activity with big blocks, large construction materials.**
 - **By 5, rudimentary interest in ball games with simple rules and scoring.**
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Preschool Mental Development

Lesson 5

- Familiar with common shapes, primary colors.
- Interest in simple number activities, alphabet play, copying letters, matching/sorting.
- By 5, sorts & matches using more than one quality at a time.
- Around 4, begins to be purposeful and goal directed, to make use of a plan.
- Interest in producing designs, including puzzles, and in constructing play worlds.
- First representational pictures.
- Prefers realism.
- Interest in nature, science, animals, time, how things work.
- Interest in dramatic play - recreates adult occupations, uses costumes and props.

Preschool Social Development

Lesson 6

- Beginning to share and take turns, learning concept of fair play.
- By 5, play is cooperative, practical, conforming.
- Interested in group pretend play.
- Not ready for competitive play because hates to lose.
- Enjoys simple board games based on chance, not strategy.
- More sex differentiation in play roles, interests.
- Enjoys looking at books and listening to stories from books.

5 to 8 years

Lesson 6

What children do	What children need
<ul style="list-style-type: none"> • Grow curious about people & <u>how the world works</u> • Show an increasing <u>interest in numbers, letters, reading & writing</u> • Become interested in final products • Gain confidence in physical skills • Use <u>words to express feeling & to cope</u> • Like <u>grown-up activities</u> • Become more <u>outgoing</u>, play cooperatively 	<p>In addition to above, opportunities to:</p> <ul style="list-style-type: none"> • Develop numeracy & <u>reading skills</u> • Engage in problem-solving • Practice teamwork • Develop sense of personal competency • Practice <u>questioning & observing</u> • Acquire <u>basic life skills</u> • Attend basic education

5 to 8 Years Suggestions

Lesson 8

- **Skills & Knowledge**
 - Reading/writing for Bible study, notes, listening to sermons (Push to lengthen span, increase study skills)
 - Physical stamina: use to develop mental endurance, self-discipline
 - Personal competencies: home devotions... leading worship
- **Attitudes & Beliefs:**
 - Beginning of own faith, conscience – explain guilt/redemption
 - Consequence of choices: notice outcomes (Prov 24:30ff)
 - Watch gossip, perceived deception or dishonesty (Phil 4:8)
 - Need (corrective) guidance on: language, manners, behavior learned elsewhere (school, TV). Protect from media influence.
 - Friends are important: build church family, work at family fun
 - De-emphasize 'things' & worldly activities, e.g. designer labels
 - Experience sacrifice: e.g. sports/school for church (Heb 5:8)
 - Importance of Service to others
 - Longer term responsibilities: regular chores, allowance/savings, Bible lessons—employ major rewards (build up to big events)
 - Begin moral teaching as context for understanding "facts of life"
- **Discipline:**
 - Encourage self-governance: house & yard work, clean room, choose & wash clothes... with "natural consequences" allowed.

7 to 12 months

Lesson 8

What children do

- Remember simple events
- Identify themselves, body parts, familiar voices
- Understand own name, other common words
- Say first meaningful words
- Explore, bang, shake objects
- Find hidden objects, put objects in containers
- Sit alone
- Creep, pull themselves up to stand, walk
- May seem shy or upset with strangers

What children need

Same as 0-6 months above

7-12 Months Suggestions

- Provide stimulation: touch, voice, objects
- Have patience with "experimentation" (e.g. noises)
- Build a foundation for emotional ties
 - Lots of time, sounds, touching, singing, interactive activities
 - Mom & Dad (& others) all share: learn to be with others
- Build skills for sitting, listening, & responding
 - Training sessions: focused, repeated, specific standards (Don't touch, sit still, come, stop, "pray"...)
 - Hand/head motions for learning songs "wise man," & "praying"
- First discipline events
 - Parental use of "No" (with consistent consequences)
 - "Show" not "tell"
 - Gentle corporal punishment employed to motivate
 - Time out not recommended (looks like abandonment)
 - Do not be alarmed by tears