

2/27/16



Girl Development – Ages 3 to 11

Hello There,

3-4 Years: The Centrist

Feeling of wanting to be near mommy transitions to wanting to be *like* mommy.

Has basic gender “role” awareness – she knows that she is supposed to play with dolls and “home” stuff, where boys are not.

Group play is “collective monologue” as opposed to coordinated play with others.

Play does not have to be narrative or cohesive – can jump from pretending to be “mommy” to “princess” to needing a sandwich with no issue.

Almost complete inability to think from another’s perspective or display knowledge of other minds.

Makes no distinction between appearance and reality – brother with a scary mask on is ACTUALLY scary, even if they saw him put it on.

Often draws illogical determinations of cause and effect – Dead people are in cemeteries = cemeteries kill people.



Play and Learning: Guided Participation

Process by which Adults select and shape young children's actions in everyday activities.

Little Girl watches mom doing something, mom shows girl how she can help at her own speed.

◦ <http://www.youtube.com/watch?v=kDwNGvprxhc>

3-4 Years: The Centrist

- 63% have a working mother
 - 30.5% are cared for in a daycare or preschool facility
 - 31.3% Cared for by a grandparent, relative or friend
 - 18.5% Cared for by father

5-6 Years: Transition to Middle Childhood

- Socio-Dramatic Play – play make believe with 2 or more participants enacting a variety of related social roles.
- Play involves negotiation and shared understanding of rules – “you are baby, I am mom, you are the maid”
- Children always play “above age” and daily behavior.
- Play utilizes “scripts” extrapolating on scenarios already encountered like “mom feeds the baby, maid makes the lunch.”
- Children have more control of their own attention.
- Can play some “games” but only with concrete rules.



5-6 Years: Stats

- Brains are 90% of adult size
- Age where they begin to lose teeth
- 68% have “same gender” best friends

Girl Play: Games

- Girls tend to play less “complex” games, with fewer participants (less than 10).
- Competitive games are not face-to-face confrontational, competition is indirect with each participant taking turns/ keeping score against each other (jump rope, jacks, hopscotch).
- Girls prefer cooperative play – even in competitive games, will use language of “being friends” and “being nice” even when eliminating players.

Friendships

- Friendships formed on:
 - Common ground activities
 - Clear communication
 - Exchange of information (feelings etc)
 - Easy resolution of conflicts between the friends
 - Reciprocity – friends respond to each other in the same ways.
- Gossip
 - Use it to regulate friendship
 - Affirm feeling of belonging
 - Establish cultural “norms”
 - “Mortar and much of the brick of friendship conversation during middle childhood.”



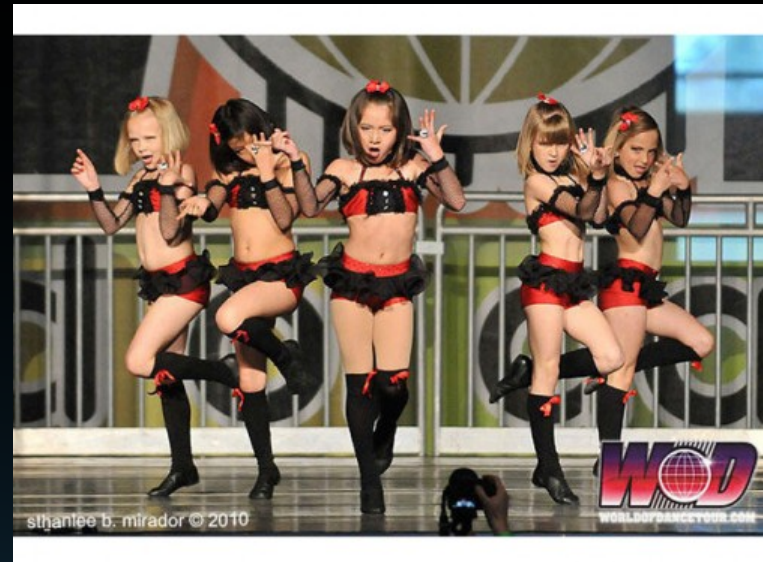
7-8 Years: Freedom & Responsibility

School rules – most play is focused around friends and independent interaction with peer groups doing chosen activities (no parents, sports, dance, hobbies)

Girls have well developed motor skills – like hoping, cartwheels and demonstrating balance/ agility.

Children start thinking about how others perceive them and compare themselves to others – I am taller than other kids, etc.

Become “metacognizant” – think about what they are thinking.



7-8 Years: Play

- Start playing predominantly rule-based games, no more fantasy play.
- Can start to categorize things – start collecting things/ toys, stamps etc.
- Genders almost completely separate (cooties and ostracism for intermingling).