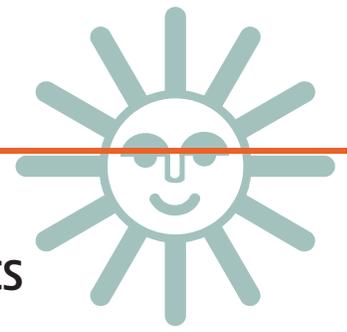


Handout: Ages and Stages



ROLE PLAY SCENARIOS WITH HIGHLIGHTED CHARACTERISTICS

Cloverbuds (5-8)

You are teaching a group of students about the importance of physical activity. You hand out a short worksheet for them to complete. Some of the students struggle holding the pencils and writing in the lines. Others have mastered how to hold the pencil (**Physical: Small motor skills are developing**). While completing the worksheet two of the students get into an argument. They are over it and friends again very quickly. After completing the worksheet you design a short race for the students. As you prepare for the race the students become wiggly and bored (**Intellectual: Short attention Span**). For the race they will need to go across the classroom and back once. During the race, one of the teachers stubs her toe on a chair. None of the students notice that someone may have gotten hurt however the other teacher or teachers do notice (**Emotional: Self focused**). All of the students complete the race and are very excited to be in each others company (**Physical: Large motor skills are more developed**). All of the students are eager to please the teachers and offer to help pass out the next activity. You ask them to return to their seats in order to begin the next activity.

Juniors (9-11)

You are teaching a group of students about 4-H and all of the great opportunities available to them. As you tell them about what you do in 4-H they seem very fidgety and restless. Often times it feels that they are not even listening to you (**Physical: Can't sit still**). You may also notice that some of the girls are starting to mature and may be taller than the boys (**Physical: Girls are starting to mature**). When you ask the students what they do or might like to do in 4-H, you notice that a competition breaks out among the boys vs. girls as to who is interested in the most 4-H projects (**Social: Girls and boys become competitive**). One of the students refers to his older sibling and all of the great things that he does in 4-H (**Social: They admire teens**). You divide the students into two groups for your next activity. You hand out 4 straws to one group and 5 straws to another group. One of the students notices the difference and states that it is not fair (**Emotional: They want everything to be fair**). You tell them that this is part of the activity and then the whole group is concerned that it is not fair. After a few moments the students quickly lose interest with the unfair straw distribution and are eager to play the game (**Intellectual: Interests change quickly**). You ask the students to balance a straw on their finger as they make their way back to their seats.

Intermediates (12-14)

You are teaching a group of students about gardening. The students that you are working with vary in development. You start talking to the students about all of the things that you like to grow in your own garden. Next you ask the students to share what they like to eat from a garden. You notice as soon as you start getting responses that one of the students is making fun of one of the boys for having a squeaky voice (**Physical: Many of the students are going through puberty**). Next you divide the class into two groups. You notice that they want to be in mixed gender groups with boys and girls. They are continuously talking and you find it difficult to get their attention (**Social: Like being with mixed gender and discussing their own things**). You hand out a napkin to each person and for some reason you missed one of the girls. As you start to move on to the next step the girl that got missed makes a huge fuss over being missed. You would think it might be the end of the world! (**Emotional: Very sensitive**). You quickly get her a napkin and the problem is resolved. The students see that you have glue and seeds on the front table and quickly start guessing what the project will be. One student comes to the conclusion that they are going to be gluing seeds onto a napkin. You tell the students that they are correct and then you encourage them to take it a step further and ask what they could do with the napkin. After a few guesses the students quickly realize that napkins are biodegradable and you could plant the napkin another day (**Intellectual: Abstract thinkers, problem solving and planning**).