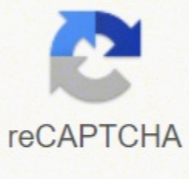


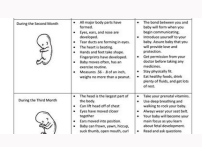


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Age & Stages of Life

Write down the age of the family members in the pictures and name the stage of their life :

baby	in her late twenties
toddler	in her late thirties
child	in his early thirties
teenager	in his early forties
adult	elderly



Example:

Jason is thirty-two years old and he is an adult in his early thirties.

- Ethan is _____
- Andrew is _____
- Angela is _____
- Emily is _____
- Jessica is _____
- Anthony is _____
- Laura is _____
- Scott is _____
- Sophia is _____



Find needed answers here

<https://bitly.com/1olZACF>

This file of EDU 305 Week 1 Key Theories of Child Development Worksheet shows the solutions to the following problems:

Part I: Fill in the following table with information regarding the main theories identified in the Key Child Developmental Theories activity.

Part II: Select one or more theories from the table that you feel most represents your own learning beliefs and styles.

Complete one of the following projects based on your chosen theory or theories

Provide three examples showing how the theories are practiced in a classroom setting.

Business - General Business

Individual Assignment: Key Theories of Development

- Complete the Key Child Developmental Theories activity located on your student website.
 - Complete the University of Phoenix Material: Key Theories of Child Development Worksheet using the theories identified in the activity.
- Submit the activity and worksheet. Due by Day 5

Eat well. You may have heard of the 'freshman fifteen', or the 15 pounds that many college freshmen gain when their moms are not watching their diets! Remember that good food makes you feel alert and energetic, and the wrong foods

The Development of Children - 2 to 16 Years of Age

Years of Age	Social	Language	Physical	Intellectual	Emotional	Behavioral
2	Plays contently near other children, but not with them. Says "mine" when others touch "mine" when others touch. Try to play with favorite toys. Takes exception to others getting attention from own parent/caregiver. Will copy household chores.	Listens when spoken to. Can name well-known "mine" when others touch. Follows simple requests. Talks about himself/herself by name. Use 50+ words. Strings 2-3 words together.	Fine: Picks up small objects and places down neatly. Gross: Runs on whole flat foot. Can negotiate obstacles and stairs. Spatial awareness.	Turns pages carefully, notices finer points of pictures. Builds a 6-cube tower. Identifies a photograph. Holds a pencil nearer the tip using a tripod grip.	No understanding of need to defer immediate satisfaction of wishes. Enjoys role play. Finds sharing difficult.	Temper tantrums. Easily distracted. Short attention span. Likes routine. Becomes more independent. Can show extremes of behavior.
3 to 4	Will share, play with others, will play alone. Has best friend. Clean up. Can be engaging with an adult. Can use a spoon and fork to eat. Can manage personal hygiene.	Can recite numbers, but only count 3 objects. Able to have a conversation. Can recite rhymes and songs. Has a favorite stories.	Fine: Threads beads, uses scissors. Gross: Walks on tiptoes. Uses pedal, can steer. Can balance on one foot. Good spatial awareness.	Can paint. Will draw ahead for a person. Sometimes has other features. Holds pencil properly.	Can defer some immediate gratification and now wait for needs to be fulfilled. Begins to show understanding of past and present. Uses humor.	Ability to begin to bargain but not reason. Fear of dark or abandonment from carer. Begins to enjoy jokes, silly games and showing off.
5 to 7	Lots of complex play using lots of imagination. Shares well. Will get dressed and undressed.	Confuses S with H or F with TH. Enjoys stories and will use them again in their play. Wide repertoire of rhymes. Enjoys humor.	Fine: Skilled with construction toys, coloring, puzzles. Gross: Plays ball games, dances, hops, touches toes, skips. Energetic.	Counts fingers, can match well. Can copy letters. Can relate to the time of day corresponding to everyday activities. Adds details to their pictures.	Reassures friends when they are upset. Best friends, sense of humor increases. Able to control their conduct, behavior. Will defend and care for babies/toddlers.	More independent. Protective and kind to a younger child or pet. Becomes less frustrated and angry. Begins to demonstrate anger verbally, "I hate you."
8 to 12	More independence from parents and family. Stronger sense of right and wrong. Beginning awareness of the future. More attention to friendships and teamwork. Growing desire to be liked and accepted by friends.	Reading and writing. Becomes more articulate, being able to relate involved accounts of events. Holds adult conversations.	Significant differences between children's physical experiences due to heredity, nutrition, and normal developmental variation. Strength, hand-eye coordination and stamina progress rapidly. Puberty may begin for some girls.	Rapid development of mental skills. Greater ability to talk about thoughts and feelings. Learning to plan ahead. Think more logically. Developing mathematical and literacy skills.	Learns by watching and talking with each other. Gives support in times of stress. Begins to see things from another child's point of view. Skill may require help to express their feelings in appropriate ways.	Joins clubs, sports, is led by peers, wants to be accepted by others.
13 to 16	Spends more time with teens/peers. Interested in the opposite sex. Begins to form their identity exploring clothes, music, hobbies. Push limits. May reject adults other than their parents as role models.	Increased maturity. Use language to campaign for what they believe in. May be reluctant to speak to adults directly preferring anonymity.	Puberty, rapid musculoskeletal growth. Continued physical activity important to maintain strength and fitness.	Feels empathy, has more concern for others. Youth begin to question family and school rules and challenge parents. Believe nothing bad can happen to them, risk takers.	Desire more independence, feelings of breaking away from parents. Troubled youth may act out to express emotional pain (drug/alcohol use, skipping school, fights).	Experience highs and lows caused by hormonal changes. Avoid regular family activities. Increased demands for privacy and argumentativeness.

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