

Approximate Age (Grade)	Developmental Stage	Developmental Characteristics			Relatedness to Body Awareness/Image
		Cognitive	Social	Physical	
8-10 (Grades 3-5)	Gender differences and the importance of physical appearance become more pronounced.	<ul style="list-style-type: none"> <li>Listening skills vastly improved; knows listening is a function of sustaining conversation.<sup>i</sup></li> <li>Memory and knowledge of memory (i.e., knowing to write something down in order not to forget it) becomes significantly more advanced.<sup>ii</sup></li> <li>Begin to listen critically and become more sensitive to detail, make comparisons, understand others' points of view.<sup>iii</sup></li> <li>Language becomes substantially clearer and more specific.<sup>iv</sup></li> <li>Show interest in different languages and communicating in different ways, such as sign language and symbols.<sup>v</sup></li> <li>Become more aware of the necessity of sequence and logic.<sup>vi</sup></li> <li>Concentration on and completion of tasks becomes more important.<sup>vii</sup></li> <li>For the most part, thinking precedes actions (i.e., actions become less spontaneous, less random).<sup>viii</sup></li> <li>Accurate perception of events.<sup>ix</sup></li> <li>Development of rational,</li> </ul>	<ul style="list-style-type: none"> <li>Become self-critical, noting their strengths and shortcomings.<sup>xi</sup></li> <li>Increasingly self-motivated and responsible.<sup>xii</sup></li> <li>Children's self-concept emphasizes their individual personality traits.<sup>xiii</sup></li> <li>Although they still follow rules of authority and see them as unchanging, they begin to challenge authority toward the end of this stage, as they search for autonomy (pre-adolescence and adolescence).<sup>xiv</sup></li> <li>Language is at or near adult-level.<sup>xv</sup></li> <li>Take on more responsibilities at home.<sup>xvi</sup></li> <li>Peer group becomes more important and dependency on adults' approval lessens.<sup>xvii</sup></li> <li>Close friendships with the same sex develop, while verbal bantering often occurs between opposite sexes (suggesting a gap in social skills; social frustration).<sup>xviii</sup></li> <li>Social prejudices usually decline in strength.<sup>xix</sup></li> <li>Friendships largely based on similarities.<sup>xx</sup></li> <li>Gender stereotyping (girl</li> </ul>	<ul style="list-style-type: none"> <li>Physical activity help refine gross and fine motor skills.<sup>xxiii</sup></li> <li>Motor skills almost entirely refined.<sup>xxiv</sup></li> <li>Boys may begin to show signs of superior strength compared to girls, while girls may excel in cardio activities.<sup>xxv</sup></li> <li>Children (especially girls) begin to fear weight gain and develop strong desire to be thin; often makes pubertal development unwelcome.<sup>xxvi</sup></li> <li>Maladaptive eating habits may begin.<sup>xxvii</sup></li> <li>Beginning of this staged marked by slow, steady growth.<sup>xxviii</sup></li> <li>Growth spurt (pre-puberty) usually around age 9-10 for girls and 10-11 for boys.<sup>xxix</sup></li> </ul>	<ul style="list-style-type: none"> <li>A. Children who hear from adults and peers that appearance is connected to social acceptance increase their focus on weight and shape.<sup>xxx</sup></li> <li>B. Disturbed eating attitudes and behaviours appear to begin earlier than adolescence.<sup>xxxi</sup> Unhealthy dieting has been reported in 10 year old girls.<sup>xxxii</sup></li> <li>C. "A significant amount of both male and female children as young as 10-14 years are also engaging in weight loss and/or muscle-gaining behaviours, despite being within a healthy weight range."<sup>xxxiii</sup></li> <li>D. Self-esteem is largely influenced by the ability to perform, to produce or create.<sup>xxxiv</sup> This connection between esteem and performance begins to diminish with media messages that stress importance of appearance over achievement.<sup>xxxv</sup></li> <li>E. Become sensitive to the opinions of others.<sup>xxxvi</sup></li> <li>F. Become very curious about sex; often look to magazines and other media for information and images.<sup>xxxvii</sup> These images are often highly sexualized.<sup>xxxviii</sup></li> <li>G. Harassment from peers and others related to weight and appearance becomes more pronounced, and has harmful effects on both preadolescent boys' and preadolescent girls' ratings of body satisfaction.<sup>xxxix</sup></li> <li>H. Size (weight) and body type become strongly stigmatized, especially for girls.<sup>xl</sup></li> </ul>

		<p>logical, concrete thinking skills.<sup>x</sup></p>	<p>versus boy activities) becomes less important to children during this stage; girls are more open to engaging in typically male-oriented sports, games, etc.<sup>xxi</sup></p> <ul style="list-style-type: none"> <li>• Develop more effective coping strategies with age.<sup>xxii</sup></li> </ul>		<p>I. Body dissatisfaction is predicted by teasing/harassment more than by actual body size/type.<sup>xi</sup></p> <p>J. Majority of both girls and boys experience some sort of body dissatisfaction by this age.<sup>xlii</sup> Girls of average weight report themselves as over-weight.<sup>xliii</sup></p> <p>K. High levels of body dissatisfaction (especially girls) and lower levels of self-esteem have been shown to be even greater in children from low-SES households.<sup>xliv</sup></p> <p>L. Pre-pubertal girls, or girls who are simply slim-build overall, may get teased for being too thin; may be harassed and called “anorexic”.<sup>xlv</sup></p> <p>M. Approximately 40% of girls at this age are dissatisfied with their bodies; similar for when boys who worry about being too fat are combined with boys who are concerned with muscularity.<sup>xlvi</sup></p> <p>N. Body satisfaction is strongly related to the feedback (negative or positive) children receive from others.<sup>xlvii</sup></p> <p>O. Parents' comments about physical characteristics become increasingly less positive (especially for girls).<sup>xlviii</sup></p> <p>P. Parents can play an important role in promoting size acceptance for girls.<sup>xlix</sup></p> <p>Q. Objectification of girls' bodies and sexual harassment increases and has great impact on body consciousness.<sup>i</sup></p> <p>R. Girls' body-based harassment begins as early as age 8, and has direct impact on their self-perceptions; leads to monitoring of food intake and weight, and persistent self-consciousness.<sup>ii</sup></p>
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