

***Ego-Centric* :** considering only oneself, self-centred.

play with his own age mates. His individualistic and **ego-centric** nature at this stage is substantially reduced at this stage and instead he would love to live in groups when the children engage themselves in play activities. For these reasons this stage is termed as “Play Age”.

It is a Gang Age : Social senses urge the boys and girls to live an organised group life. They develop a strong sense of loyalty to the gang. They form certain rules and code of conduct of the gang and uphold them quite faithfully and obediently. They select their leader and owe the sense of subordination to him. In case the leader appears to be unacceptable, they discharge him and select a new leader. This sense of organised group life may be observed in children in the late childhood stage. As such, late childhood is often referred as “Gang - age”.

A period of Emotional Development : Children at this stage discover that expression of emotions, especially the unpleasant emotions, is socially unacceptable to their age-mates. As a result they acquire a strong incentive to learn to control the outward expressions of their emotions. Characteristically, emotional expressions in late childhood are pleasant ones compared with the early childhood stage. A normal child at this stage believes in the sharing of love and affections. At this stage children also experience such emotions like - anger, fear, joy, anxiety etc.

A Period of Development of Concepts : As children’s world expands with their entrance into school, so does children’s interest. With the broadening of interests comes an understanding of people and things which formerly had little or no meaning. Children associate new meanings with old concepts on the basis on what they learn after starting school. In addition, they derive new meanings from the mass media, specially movies, radio and television. The concepts that change most and the new ones most commonly developed in late childhood are associated with- Life, Death, Bodily functions, Space, Numbers, Money, Time, Self, Sex Roles, Social Roles, Beauty, Discipline etc.



4.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1 :
i) Growth Development.
ii) Toy age
iii) Pre-school age
iv) The Pre-gang age

Ans to Q. No. 2 : In early stage, the physical development of the children gains height at the average rate of about 3 inches per year and also at the end of this stage generally has a height of 3 feet and 6 inches. The weight of the child also increases. In this stage, body proportions change markedly, and the “baby look” disappears. Difference in body build become apparent for the first time in early childhood, some children have a fat body build, some have a muscular body build and some have a thin body build. Regarding the development of teeth, generally during the last half year of early childhood, the baby teeth begin to be replaced by permanent teeth, coordination of this finer muscle. The child acquires various motor skills like - catching, throwing, running, jumping, climbing, riding a tricycle, self-feeding, dressing, balancing, colouring, drawing etc.

Ans to Q. No. 3 : i) Not eating; ii) Vomiting; iii) Dawdling

Ans to Q. No. 4 :
i) They behave unsocially.
ii) They fight with other children.
iii) They never share things with others.
iv) They are disliked by others.

Ans to Q. No. 5 :
i) Healthy atmosphere
ii) A Rational treatment
iii) Satisfaction of curiosity
iv) Proper method of Teaching.



4.10 MODEL QUESTIONS

A) Short Questions (Answer within 150 words)

Q.1. Write a note on the early childhood stage.

Q.2. Mention the common interest of the early childhood stage.

B) Long Questions (Answer each question in about 300-500 words)

Q.1. Discuss the major characteristics of early childhood stage.

Q.2. Discuss about the common problems of early childhood stage of children faced by the Parents.

Q.3. "Early Childhood is a foundation period of Life" –why is early childhood called the foundation period of life? What steps should be taken by parents and teachers while planning for the education of the child at this stage?

receptive but gradually take the creative turn in the late childhood stage. The child is intellectually an alive and active individual. I.Q. at this stage developed considerably and by the end of this stage it becomes stable.

A period of Capacity to Learn : The child acquires mental readiness to learn at this stage. He can pay attention to and develop interest in reading, writing and arithmetical activities. He shows awareness and sense of subordination to the school rules, laws and discipline. A sense of discipline and some sense of responsibility to school work find are acquired by him. He tries to learn new knowledge and experience through imitation.

A period of Social Development : The late childhood stage is also a stage of socialisation of the ego-centric nature of the child. The primary school provides an ideal situation for such socialisation. The child's social environment and its functions are widening. Both the classroom and the play ground situations train him how to feel, think and act together with others, share joy and sorrow with them. He also learns some of the social rules and norms through active participation in society. The child at this stage is engaged in social interaction and learns the spirit of sharing with others.

Development of Extrovert Nature : Child's nature of behaviour, thought and activity at this stage can be described as extrovert or external minded. He is more attracted to external situations and takes pleasure in active participation in them. He has no occasion to feel bored, anxious or worried over any problems of his personal life. External world and its situations are extremely interesting and stimulating to him. He devotes all his energy and attention to them.

It is a Play Age : The extrovert nature naturally makes the child playful. The social situation provided in school develops his natural tendency to play. Group play and group activity make the child more social, loyal and disciplined. He is usually attracted to the school on account of the play situation provided by it. He begins to acquire social virtues like friendship, co-operation and competition in group

iv) Educators name the late childhood stage as elementary school age.

v) Psychologists name this period as troublesome age.

5.3.1 Characteristics of Late Childhood Stage

Characteristics of development help us to understand the period in a better way. Let us discuss the characteristics of the late childhood. Late Childhood stage carries the major potentialities and prospects of an individual to make him fully grown up to manhood in the later stage. The distinguishing marks of such changes and development may be shown below -

A period of Physical Development : This is the period of slow and uniform growth. Physical growth follows a predictable pattern, although variations do occur. Body build affects both the height and weight of a child in late childhood. The bones harden; the height and weight increase at this stage and there is improvement in a child motor development, skill and endurance. A child at this stage is physically restless. He must engage himself in one or the other activity. The child develops skills like - self-help skills, social-help skills, school skills and play skills. Apart from doing his or her own works the child becomes able to help others in this stage. At school, the child develops the skills needed in writing, drawing, painting, clay modeling, sewing etc. The children also develop skills like - throwing, catching, riding a bicycle, swimming etc. By the end of the late childhood stage, a child normally has twenty - eight of the thirty - two permanent teeth. The last four - the wisdom teeth erupt during adolescence.

A period of Development of Intellectual Ability : This is an age of intellectual advancement. Intellectual activities are clearly visible at this stage. The child is in a position to exercise his or her power of memory, attention, thinking and imagination and can solve problems intelligently. His knowledge and experience not merely remain

UNIT 5 : LATE CHILDHOOD STAGE

UNIT STRUCTURE

5.1 Learning Objectives
5.2 Introduction
5.3 Late Childhood Stage
5.3.1 Characteristics of Late Childhood
5.3.2 Hazards of Late Childhood
5.4 Educational Importance of Late Childhood
5.5 Let Us Sum Up
5.6 Further Reading
5.7 Answers to Check Your Progress
5.8 Model Questions

5.1 LEARNING OBJECTIVES

After going through this unit you will be able to :

- know about late childhood stage.
- describe the characteristics of late childhood stage.
- explain the hazards of late childhood.
- illustrate the educational importance of this stage.

5.2 INTRODUCTION

In unit 4 we have learnt about the early childhood. This unit deal with the late childhood stage. Every stage of development of human life has its own unique qualities and significance. Each stage is interlinked with the later one. The previous stage glides into another quietly and smoothly. But when we reach the end of one-stage, we find it different from that of the previous one. The stage of late childhood is a sort of pseudo maturity, because at this stage, the child has achieved a good degree of adaptation to his or her environment as compared with the children of the early childhood

stage. We have discussed earlier the distinction between the quantitative aspect of growth and the qualitative aspect of development. Regarding the quantitative aspect, the later childhood or late childhood stage covers the age group of 6 to 12 years.

The purpose of this unit is to familiarise you with the late childhood stage, its important characteristics, common hazards of this stage as well as some guiding principles that the parents and the teachers must follow in order to handle the children belonging to this period.

5.3 LATE CHILDHOOD STAGE

Late Childhood extends from the age of 6 years to 12 years, beginning with the child's entry into formal schooling and ending in the advent of puberty. This is the period of excellence and ***pseudo*** - maturity. New interests develop for the child and besides some maturity in sex; the child also develops certain amount of physical and mental growth. As regards sex, it remains dormant, but it emerges with great force at the end of this stage. This stage, is therefore, called 'latency period'.



Pseudo : not geneuine, false, pretended.
Criterion : standard of judgment.

At both its beginning and end, late childhood is marked by conditions that profoundly affect a child's personal and social adjustments. The beginning of late childhood is marked by the child's entrance into first grade in school. For most of the young children, this is a major change in the pattern of their lives, even when they have had a year or more of experience in some pre-school institution. Entrance into first grade is a milestone in every child's life; therefore it is responsible for many of the changes that take place in terms of attitudes, values and behaviour.

Although it is possible to mark off the beginning of late childhood fairly accurately, one cannot be so precise about the time when this period comes to an end because sexual maturity - the **criterion** used to divide childhood from adolescence - comes at varying ages. This is because there are marked variations in the ages at which boys and girls become sexually mature. As a result, some children have a longer - than - average late childhood, while for others it is shorter than the average.

Parents, educators and psychologists apply various names to the late childhood and these names reflect the important characteristics of the period. Parents' name this period as – the troublesome age and quarrelsome age; educators call it as - elementary school age and critical period, and psychologists named the late childhood as - gang age, creative age and play age.



LET US KNOW

Late Childhood Stage

- This stage extends from 6 - 12 years.
- Period of excellence and Pseudo - maturity.
- The stage is called latency period.
- It is marked by profound affect on child's personal and social adjustment.
- It is a stage of physical development.
- It is the entry stage in first grade in elementary school.
- It is also named as elementary school age.
- This period can be termed as troublesome age and quarrelsome age.
- This period can also be termed as - gang or creative or play age.



CHECK YOUR PROGRESS

Q.1. State whether the following statements are true or false.

i) Late childhood extends from 6 - 12 years.
ii) It is a stage of marked sexual maturity.
iii) Parents name this late childhood stage as creative age.