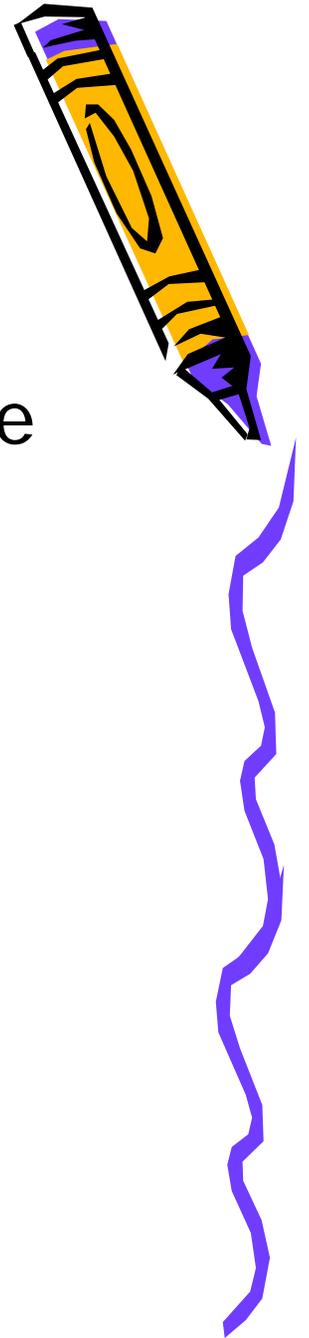
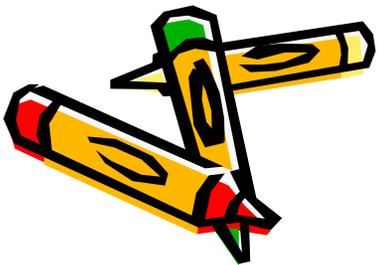


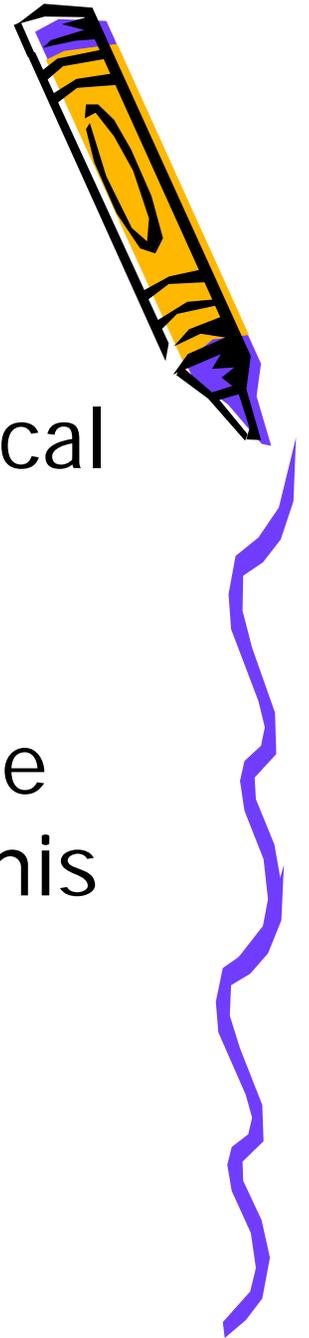
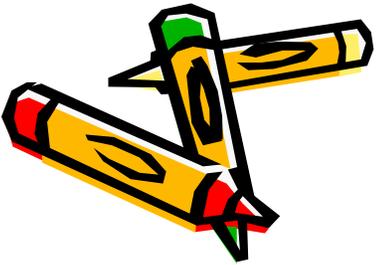
Understanding the children

- Why is it important to understand the children?
 - Christ's mandate is to make disciples, not programs
 - Christian education's primary focus is on people instead of programs, activities, etc
 - In order to design lesson that is most appropriate to the children



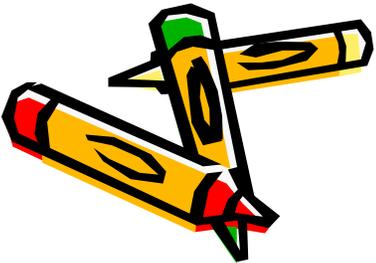
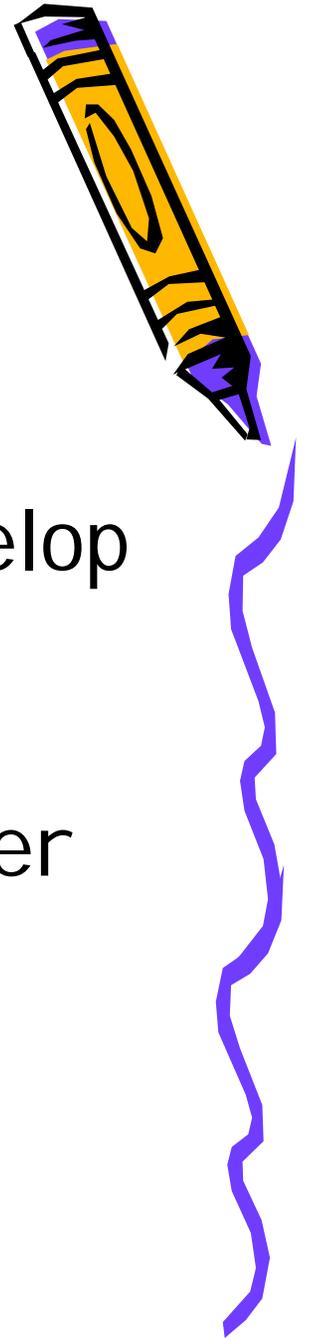
The aspects of the human personality

- Physical – human beings have physical bodies, which carry within them inherent abilities and limitations. Our first impressions of others are almost always physical. It is for this reason that we care about how we look.



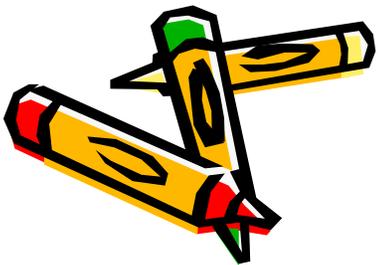
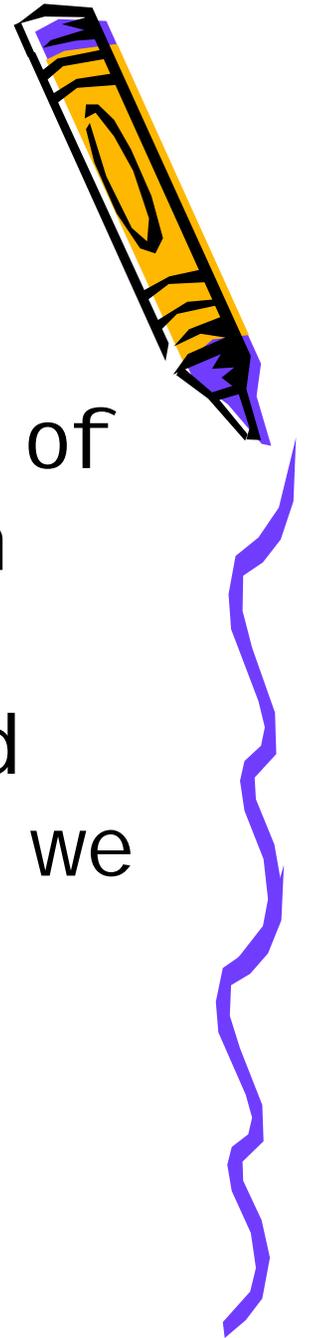
The aspects of the human personality

- Intellectual – we have minds with which we think and know. We develop increasingly complex and complete ways of knowing which help us to understand the world and the larger questions of life



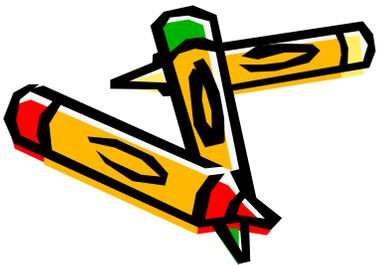
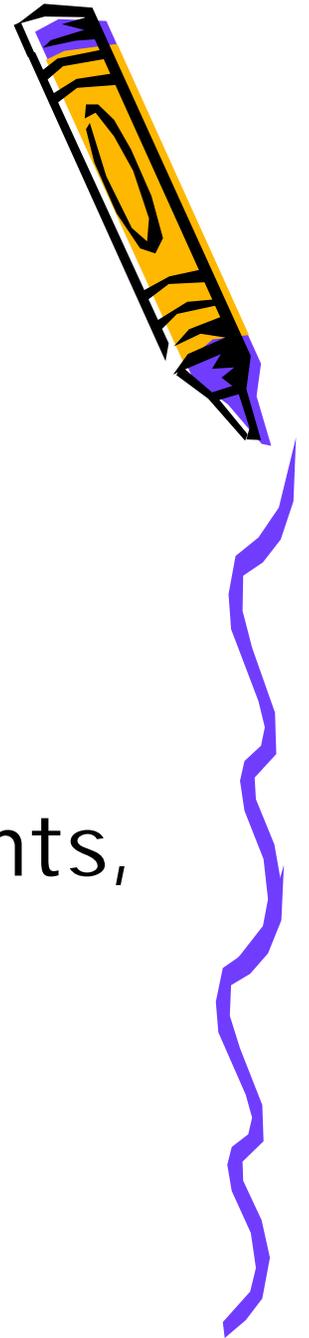
The aspects of the human personality

- Emotional – we are almost made up of “affections,” that part of us which loves and values ideas and other people. Our emotions and feelings are an important way that we give expression to the affective aspect of our personality



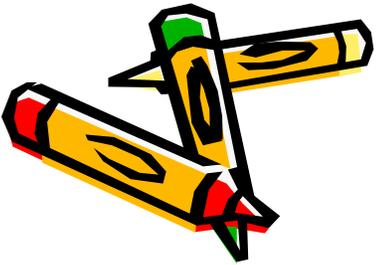
The aspects of the human personality

- Social – we are designed for relationship with others, and find fulfillment through relationships. While children are controlled by dependent relationships with parents, adults move into interdependent relationships with other adults

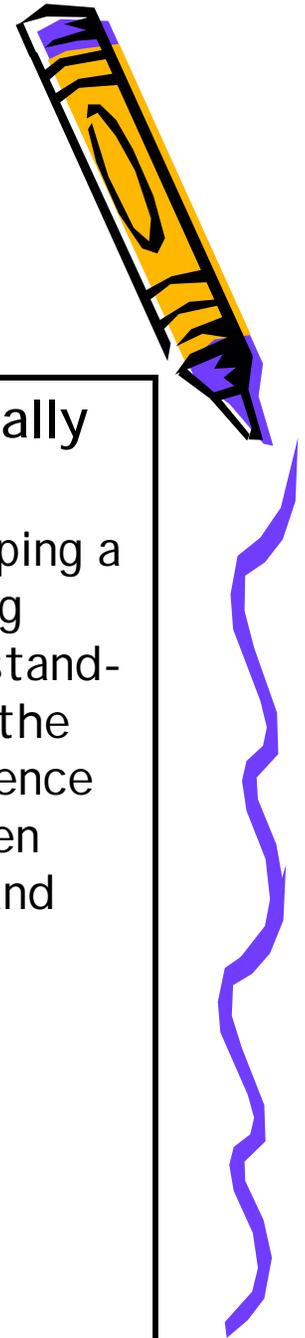


The aspects of the human personality

- Moral – human beings are concerned about matters of right and wrong. Primary concerns are for matters of justice, which are expressed by the eleven years olds insistence upon fairness, and by the adult's emerging concern for matters of social justice for all persons

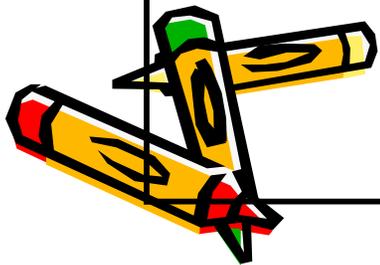


The Kindergarten (Ages 4 to 5)



Physically

- are in a period of rapid growth
- have lots of energy but tire easily
- girls mature more rapidly than boys



Intellectual

- want a reason for everything
- will gain increased ability to use scissor, to color, and to recognize and work with shapes
- have an attention span of 5-7 mins

Emotionally

- have more emotional control than a 2 or 3 year old
- usually evidence fewer fears

Socially

- can play with other children

Morally

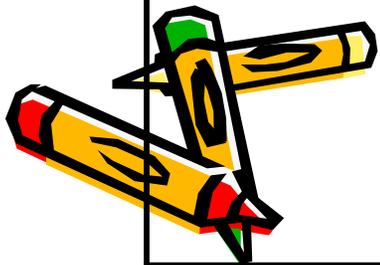
- are developing a growing understanding of the difference between right and wrong

The Primary Child (Ages 6 to 8)



Physically

- are growing rapidly and unevenly
- extremely active and energetic
- are developing better small muscle coordination



Intellectual

- a careful observer
- are eager to please adults
- still literal and concrete in thinking
- have an attention span 10-15 minutes
- have difficulty understanding chronological sequence

Emotionally

- still unstable in his emotional control
- Sympathetic to those his own age
- happy, noisy, and giggly but have difficulty expressing his feeling

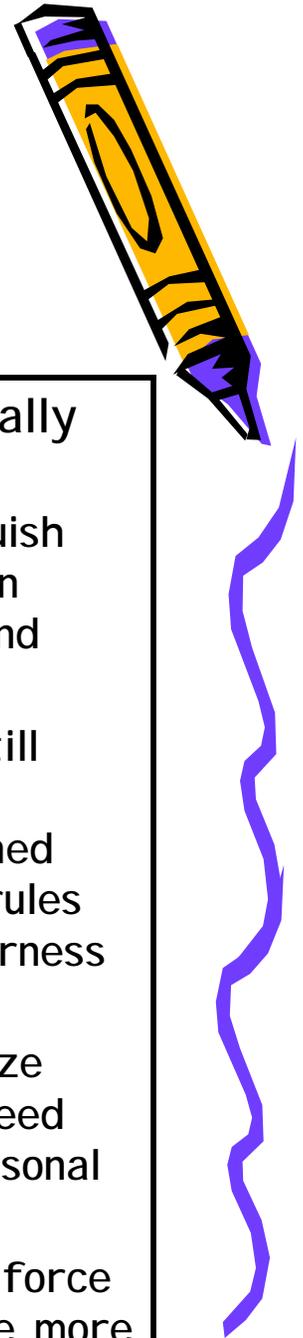
Socially

- are moving from dependence on adults to cooperation and friendliness with other children
- group work can be exciting for them
- becoming very competitive

Morally

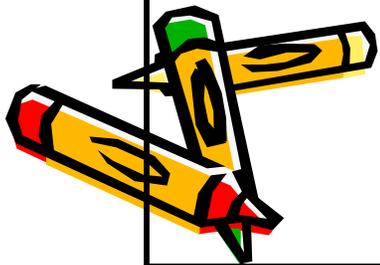
- are developing concepts of right and wrong
- are very concerned with fairness

The Junior Child (Ages 9 to 11)



Physically

- are growing slowly but steadily
- extremely active and never seem to tire
- have good motor coordination



Intellectual

- are alert, keen, and critical
- can understand symbolism although it may be difficult
- have an attention span of 15-20 minutes
- developing an accurate perception of time, space, and number

Emotionally

- like to impress people with their bravery and dislike being called "cowards" or "sissies"
- may cover up their feelings because of peer pressure
- are quick-tempered and react hastily

Socially

- are eager to be with their friends and to be influenced more significantly by them
- want more independence from adults
- enjoy competition
- begin to develop crushes and hero worship

Morally

- can distinguish between right and wrong
- are still very concerned about rules and fairness
- can recognize their need for personal Savior
- being force to make more moral choices