

growing up **SOCIAL**

By Gary Chapman and Arlene Pellicane

Social Development by ages and stages

Toddlers

Speaks in complete sentences of three to five words
Follows simple directions
Enjoys helping with household tasks
Does not cooperate or share well
Begins to notice other people's moods and feelings

Preschoolers

Uses 1500 word vocabulary
Speaks in relatively complex sentences
Takes turns, shares, and cooperates
Can express anger verbally instead of physically
Enjoys pretending and playing dress up
Mimics adults and seeks praise
Friends become more important

Elementary School: Kindergarten-3rd Grade

Become of aware of personal emotions and can empathize with others
Uses face-to-face interactions to understand what others are feeling
Able to read nonverbal cues
More cooperative and affectionate
Curious about others and eager to make friends
Can differentiate between needs and wants
Family-oriented
Seeks parental/adult approval

Elementary School: Fourth-Sixth Grade

Chooses to play with children of the same gender
More prone to moodiness
Influenced by peers
Loyal to groups and clubs
Enjoys using code languages
Developing decision-making skills
Needs involvement with caring adults

4 questions to help you decide if the content is appropriate for a child:

1. What factual data is my child learning?
2. What kind of character traits is this program seeking to build in my child?
3. How does this program treat family members?
4. Is this program consistent with our faith and family values?

These simple questions can help determine whether or not screen time is harming your child's overall health. Give a score to each question using the following ratings:

- 0 = Never or Rarely true
- 1 = Occasionally true
- 2 = Usually true
- 3 = Always true

- Your child is upset when you ask him to stop his screen activity to come to dinner or another activity.
- Your child asks you to buy a digital device such as an iPod after you have already said no.
- Your child has trouble completing his homework because he is busy watching television or playing video games.
- Your child refuses to help with chores around the house, choosing instead to play with screens.
- Your child asks to play a video game or other screen related activity after you have said no.
- Your child does not get sixty minutes of physical activity each day.
- Your child does not give frequent eye contact to others in the home.
- Your child would rather play video games than go outside to play with friends.
- Your child doesn't really enjoy anything that does not involve screens.
- If you restricted all screen use for one day, your child would be irritable and whiny.

10 or below: You child seems to exercise appropriate control or boundaries

11-20: You will want to monitor screen time more judiciously and watch for growing reliance upon screens.

21-30: Your child may be addicted to screens. You may want to meet with a counselor, pastor, or parent you respect for advice.

Small Group Discussion Questions

1. How is technology bringing your family together and/or apart?
2. How does your family share leisure and daily life together that does not involve a screen?
3. Ideas of cultivating a heart of gratitude in your children?
4. Do you think it is valuable to have digital and screen free areas of your home and digital free times in your schedule? If so, what would this look like?
5. Are we comfortable with being unavailable by phone or email during the day? If not, why? How did people communicate prior to the digital age during these times?