



**SOUTH DAKOTA STATE
UNIVERSITY EXTENSION**



Ages and Stages Development Cards

**Cloverbuds
(Early Childhood 5-8 Years old)**

**Beginner Members
(Middle Childhood 9-11 Years old)**

**Junior Members
(Early Adolescence 12-14 years old)**

**Senior Members
(Middle Adolescence 15 – 18 Years Old)**

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P-00369-02

Key

Cloverbuds:

- **Physical Development Cards**
 - In a period of slow, but steady growth.
 - Learning to master physical skills.
 - Able to control large muscles better than small muscles.
 - Will learn best if physical active.
- **Social Development Cards**
 - Learning how to be friends may have many friends.
 - Focused on self, but starting to have more concern for others.
 - Boys and girls may enjoy playing together, but by the end of this phase usually prefer to play in same gender groups.
- **Emotional Development Cards**
 - Becoming more secure when away from parents, but still seek adult approval and affection.
 - Sensitive to criticism; don't like to fail.
 - Go out of way to avoid punishment.
- **Cognitive Development Cards**
 - Enjoy the 'doing' part of tasks and activities rather than the finished outcome.
 - Eager to try something new, naturally curious, but have a short attention span.
 - Focus best on one thing at a time. Multi-tasking does not work well.
 - Enjoy collecting items and learning to sort into categories.
 - Concrete thinkers. Have to see, hear, touch, smell or taste it in order to think about it.

Beginner Members:

- **Physical Development Cards**
 - Steady increases in large muscle development, strength, balance, and small muscle coordination.
 - Full of energy, moving all the time.
 - Variety of differences in maturity level with girls maturing faster than boys.
- **Social Development Cards**
 - Enjoy group activities and cooperation. Group and club membership is popular.

- Prefer to be with members of the same gender.
- Admire and imitate older youth.
- Work for parent and adult approval. See adults as authority and follow rules out of respect for authority.

Emotional Development Cards

- Comparison with other youth is difficult and erodes self-confidence.
- Want everything to be fair or equal. Often judge in absolutes e.g. something is wonderful or disgusting.
- Feelings of competence (having capabilities and skills) enhance self-concept.
- May show independence through disobedience, back talk and rebellion.

Cognitive Development Cards

- Skill thinking in mostly concrete terms. By end of this period starting to move toward logical and abstract thinking.
- Motivated and eager to try new things. Extremely curious.
- Attention span is increasing, but often have many interests which change rapidly.
- Will do best when work is presented in small pieces.
- Academic abilities, interests and reasoning vary greatly.
- Interest in hobbies, collections, and favorite subjects emerge.

Junior Members:

Physical Development Cards

- Rapid changes in physical appearance
- Hands and feet grow first, leading to uncoordinated movement at times. Voice changes are common.
- Show more concern about body image, looks, clothes, and grooming.

Social Development Cards

- More concerned with social graces and being liked by peers.
- Gaining skills in social relations with peers and adults.
- Dependence on opinions of parents or other adults shifts to dependence on opinions of peers.
- Peer pressure is starting to emerge.

- Interested in getting outside their own community and exploring.
- May have older youth or adult idols – public figures.
- **Emotional Development Cards**
 - Can be extremely self-conscious and critical. May experience bouts of low self-esteem.
 - Emotions can be up and down. Changes in hormones and thinking may contribute to mood swings.
 - Be better able to express feelings through talking.
 - See themselves as always center stage. Compare self to others.
 - Desire independence, but still want and need parent and adult help.
- **Cognitive Development Cards**
 - Intellectual development is expanding to include more abstract thinking (thinking apart from concrete realities, specific objects, or actual instances.)
 - Becoming skilled in use of logic and cause-and-effect. Are ready for more in-depth longer learning experiences.
 - Can take responsibility in planning and evaluating their own work.
 - Can set short term goals, generate options and predict some possible outcomes.
 - Adult ready-made solutions may be rejected in favor of finding solutions on their own.
- Often want adult leadership roles.
- Learning how to make commitments and follow-through.
- **Emotional Development Cards**
 - Are beginners and get to know self as an individual. Personal philosophy begins to emerge.
 - Developing confidence. Feelings of inferiority and inadequacy are common.
 - Gaining independence and developing firm individual identity. Looking for ways to express uniqueness but still want approval from peers.
 - Developing own set of values and beliefs.
- **Cognitive Development Cards**
 - High level of abstract thinking and problem solving abilities. Can consider many perspectives of a given issue.
 - Able to imagine how their behavior can impact the future.
 - Developing community consciousness and well-being of others.
 - Like to show what they have learned, demonstrate their knowledge and teach others.
 - Will lose patience with meaningless activities.
 - Need life planning guidance as beginning to think about leaving home for college, work, career to pursue, and other important decisions about their future.

Senior Members:

- **Physical Development Cards**
 - Physical changes are usually accepted. Have overcome physical awkwardness, but some boys still growing rapidly.
 - Often concerned with body image. Acne, weight, and exercise are also common concerns.
 - Impressionable where physical appearance is concerned and may be easily misguided by advertising and media emphasis on physical appearance.
 - Seem to know their physical abilities and talents.
- **Social Development Cards**
 - Although they want to be part of a group, also want to be recognized as individuals.
 - Interested in co-ed activities and dating.

In a period of slow, but steady growth.

Learning to master physical skills.

Able to control large muscles better than small muscles.

Will learn best if physical active.

Steady increases in large muscle development, strength, balance, and small muscle coordination.

Full of energy, moving all the time.

Variety of differences in maturity level with girls maturing faster than boys.

Rapid changes in physical appearance.

Hands and feet grow first, leading to uncoordinated movement at times. Voice changes are common.

Show more concern about body image, looks, clothes, and grooming.

Physical changes are usually accepted. Have overcome physical awkwardness, but some boys still growing rapidly.

Often concerned with body image. Acne, weight, and exercise are also common concerns.

Impressionable where physical appearance is concerned and may be easily misguided by advertising and media emphasis on physical appearance.

Seem to know their physical abilities and talents.

Desire status among their peer group.

Although they want to be part of a group, also want to be recognized as individuals.

Interested in co-ed activities
and dating.

Often want adult leadership roles.

Learning how to make
commitments and follow-through.

More concerned with social
graces and being liked by peers.

Gaining skills in social relations
with peers and adults.

Dependence on opinions of
parents or other adults shifts to
dependence on opinions of peers.

Peer pressure is starting to emerge.

Interested in getting outside their
own community and exploring.

May have older youth or adult idols – public figures.

Enjoy group activities and cooperation. Group and club membership is popular.

Prefer to be with members of the same gender.

Admire and imitate older youth.

Work for parent and adult approval. See adults as authority and follow rules out of respect for authority.

Learning how to be friends may have many friends.

Focused on self, but starting to have more concern for others.

Boys and girls may enjoy playing together, but by the end of this phase usually prefer to play in same gender groups.

Becoming more secure when away from parents, but still seek adult approval and affection.

Sensitive to criticism; don't like to fail.

Go out of way to avoid punishment.

Comparison with other youth is difficult and erodes self-confidence.

Want everything to be fair or equal. Often judge in absolutes e.g. something is wonderful or disgusting.

Feelings of competence (having capabilities and skills) enhance self-concept.

May show independence through disobedience, back talk and rebellion.

Can be extremely self-conscious and critical. May experience bouts of low self-esteem.

Emotions can be up and down.
Changes in hormones and thinking
may contribute to mood swings.

Be better able to express feelings
through talking.

See themselves as always center
stage. Compare self to others.

Desire independence, but skill
want and need parent and
adult help.

Are beginners and got know self
as an individual. Personal
philosophy begins to emerge.

Developing confidence. Feelings
of inferiority and inadequacy are
common.

Gaining independence and
developing firm individual identity.
Looking for ways to express
uniqueness but still want approval
from peers.

Developing own set of values and
beliefs.

High level of abstract thinking and problem solving abilities. Can consider many perspectives of a given issue.

Able to imagine how their behavior can impact the future.

Developing community consciousness and well-being of others.

Like to show what they have learned, demonstrate their knowledge and teach others.

Will lose patience with meaningless activities.

Need life planning guidance as beginning to think about leaving home for college, work, career to pursue, and other important decisions about their future.

Intellectual development is expanding to include more abstract thinking (thinking apart from concrete realities, specific objects, or actual instances.)

Becoming skilled in use of logic and cause-and-effect. Are ready for more in-depth longer learning experiences.

Can take responsibility in planning and evaluating their own work.

Can set short term goals, generate options and predict some possible outcomes.

Adult ready-made solutions may be rejected in favor of finding solutions on their own.

Skill thinking in mostly concrete terms. By end of this period starting to move toward logical and abstract thinking.

Motivated and eager to try new things. Extremely curious.

Attention span is increasing, but often have many interests which change rapidly.

Will do best when work is presented in small pieces.

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and favorite subjects emerge.

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