<table>
<thead>
<tr>
<th>Approximate Age (Grade)</th>
<th>Developmental Stage</th>
<th>Developmental Characteristics</th>
<th>Relatedness to Body Awareness/Image</th>
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</table>
| 8-10 (Grades 3-5)       | Gender differences and the importance of physical appearance become more pronounced. | • Listening skills vastly improved; knows listening is a function of sustaining conversation.\(^1\)  
• Memory and knowledge of memory (i.e., knowing to write something down in order not to forget it) becomes significantly more advanced.\(^2\)  
• Begin to listen critically and become more sensitive to detail, make comparisons, understand others’ points of view.\(^3\)  
• Language becomes substantially clearer and more specific.\(^4\)  
• Show interest in different languages and communicating in different ways, such as sign language and symbols.\(^5\)  
• Become more aware of the necessity of sequence and logic.\(^6\)  
• Concentration on and completion of tasks becomes more important.\(^7\)  
• For the most part, thinking precedes actions (i.e., actions become less spontaneous, less random).\(^8\)  
• Accurate perception of events.\(^9\)  
• Development of rational, | A. Children who hear from adults and peers that appearance is connected to social acceptance increase their focus on weight and shape.\(^{xxi}\)  
B. Disturbed eating attitudes and behaviours appear to begin earlier than adolescence.\(^{xxii}\) Unhealthy dieting has been reported in 10 year old girls.\(^{xxii}\)  
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.”\(^{xxx}\)  
D. Self-esteem is largely influenced by the ability to perform, to produce or create.\(^{xxiv}\) This connection between esteem and performance begins to diminish with media messages that stress importance of appearance over achievement.\(^{xxv}\)  
E. Become sensitive to the opinions of others.\(^{xxvi}\)  
F. Become very curious about sex; often look to magazines and other media for information and images.\(^{xxvii}\) These images are often highly sexualized.\(^{xxviii}\)  
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.\(^{xxix}\)  
H. Size (weight) and body type become strongly stigmatized, especially for girls.\(^{xi}\) |
| Cognitive               | Social              | Physical                       | |
| Logical, concrete thinking skills. ¹ | I. Body dissatisfaction is predicted by teasing/harassment more than by actual body size/type. ²
| logical, concrete thinking skills. ¹ | J. Majority of both girls and boys experience some sort of body dissatisfaction by this age. ³ Girls of average weight report themselves as over-weight. ⁴
| logical, concrete thinking skills. ¹ | 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. ⁵
| logical, concrete thinking skills. ¹ | 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.” ⁶
| logical, concrete thinking skills. ¹ | 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. ⁷
| logical, concrete thinking skills. ¹ | N. Body satisfaction is strongly related to the feedback (negative or positive) children receive from others. ⁸
| logical, concrete thinking skills. ¹ | O. Parents’ comments about physical characteristics become increasingly less positive (especially for girls). ⁹
| logical, concrete thinking skills. ¹ | P. Parents can play an important role in promoting size acceptance for girls. ¹⁰
| logical, concrete thinking skills. ¹ | Q. Objectification of girls’ bodies and sexual harassment increases and has great impact on body consciousness.¹¹
| logical, concrete thinking skills. ¹ | 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.¹²

versus boy activities) becomes less important to children during this stage; girls are more open to engaging in typically male-oriented sports, games, etc. ⁶

- Develop more effective coping strategies with age. ⁷

• Develop more effective coping strategies with age. ⁷

I. Body dissatisfaction is predicted by teasing/harassment more than by actual body size/type. ²

J. Majority of both girls and boys experience some sort of body dissatisfaction by this age. ³ Girls of average weight report themselves as over-weight. ⁴

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. ⁵

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.” ⁶

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. ⁷

N. Body satisfaction is strongly related to the feedback (negative or positive) children receive from others. ⁸

O. Parents’ comments about physical characteristics become increasingly less positive (especially for girls). ⁹

P. Parents can play an important role in promoting size acceptance for girls. ¹⁰

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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.¹²


http://www.homeoffice.gov.uk/documents/Sexualisation-young-people


Relating Preadolescent Development to Body Image Research (Robertson & Davis, 2013)  

Ages 8-10


