A Consumer's Guide for Selecting Suitable Toys

WHICH TOY for WHICH CHILD

AGES SIX THROUGH TWELVE

U.S. Consumer Product Safety Commission
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Play is a natural activity for every young child. Play provides many opportunities for children to learn and grow—physically, mentally and socially. If play is the child's work then toys are the child's tools, and appropriate toys can help children do their work well.

This booklet offers suggestions for selecting suitable toys for children 6 to 12 years of age. It was prepared by the U.S. Consumer Product Safety Commission, the government agency that is charged with protecting the public against unreasonable risks of injury associated with consumer products.

A parent or friend choosing a toy for a child must consider several things. A good toy should be:

- appealing and interesting to the child;
- suited to the child's physical capabilities;
- suited to the child's mental and social development;
- well constructed, durable and safe for that child's age.

This booklet provides some guidelines to help in selecting toys that meet these criteria. The suggestions in this booklet are based on three sources: (1) review of reference works on child development, (2) observations of children at play, and (3) product analysis of toys to determine which characteristics are most critical in defining the appropriate ages of the intended users of toys.

This booklet is organized in the following way. Brief general outlines of children's abilities and interests are followed by categorized toy lists for each of five age groups.

The two age groups are:
- Primary school children (ages 6, 7 and 8)
- Older school children (ages 9, 10, 11, & 12)

 Abilities and interests sections list physical, mental and social abilities and interests for each age that are particularly relevant to selecting appropriate toys. Note that these lists indicate average development—the age range at which the "average" child can be expected to achieve a particular skill or develop a specific interest. The ages in the text are only approximate. Children develop skills at uneven rates—any one child may be "above average" in one skill and "below average" in another skill. For an individual child, the parent is the best judge of the child's abilities and interests at any point in his or her development, and should select toys suitable for that child's profile of capabilities.

Toy list sections give toy suggestions in six major categories with subcategories under each to help in finding a particular toy type. The major categories and subcategories are listed on the following page. Note that these sections do not constitute a comprehensive list of all toy products that might be suitable for a particular age. They do suggest general toy types suitable for that age group. This booklet does not judge the play value or benefits of specific toys. For example, suitable types of
projectile toys are described in the TOY LISTS, although the potential safety hazards of these toys lead many in the field to recommend against them.

ALL TOYS (a general category orienting the consumer to special features of toys that are relevant to the particular age group)

ACTIVE PLAY
- Push and Pull Toys
- Ride-On Toys
- Outdoor and Gym Equipment
- Sports Equipment

MANIPULATIVE PLAY
- Construction Toys
- Puzzles
- Pattern-Making Toys
- Manipulative Toys
- Dressing, Lacing and Stringing Toys
- Sand and Water Play Toys

MAKE-BELIEVE PLAY
- Dolls
- Stuffed Toys
- Puppets
- Role Play Materials
- Play Scenes
- Transportation Toys
- Projectile Toys

CREATIVE PLAY (Arts, Crafts and Music)
- Musical Instruments
- Art and Craft Materials
- Audio-Visual Equipment

LEARNING PLAY
- Games
- Specific Skill Development Toys
- Books

TOY SAFETY. A major area of consideration for all toys is the durability and safety of the toys. Toys should be constructed to withstand the uses and abuses of children in the age range for which the toy is appropriate. The U.S. Consumer Product Safety Commission (CPSC) has set safety regulations for certain toys. Manufacturers must design and manufacture their products to meet these regulations so that hazardous products are not sold. In addition, many toy manufacturers also adhere to the toy industry's voluntary safety standards.

What the Government Does:
- Mandatory Toy Safety Regulations

For All Ages
- No shock or thermal hazards in electrical toys
- Amount of lead in toy paint severely limited
- No toxic materials in or on toys
- Art materials used by children under 12 should be non-hazardous and indicate they conform with ASTM D-4236
- Latex balloons and toys and games with latex balloons must be labeled warning of the choking and suffocation hazards associated with pieces of and uninflated balloons
Under Age 3

- Unbreakable — will withstand use and abuse.
- No small parts or pieces which could become lodged in the throat
- Infant rattles large enough not to become lodged in child’s throat and constructed so as not to separate into small pieces.
- No balls with diameters 1 75 inches or less

For Ages 3 through 6

- All toys and games with small parts must be labeled to warn of the choking hazard to young children.

For 3 years and older

- The following toys must be labeled to warn of the choking hazard to young children
  - All balls and toys and games with balls with a diameter 1.75 inches or less, and
  - All marbles and toys and games with marbles

Under Age 8

- No electrically operated toys with heating elements
- No sharp points on toys
- No sharp edges on toys

CPSC also can remove from the marketplace toys presenting hazards not covered by the regulations

What the Industry Does:
Voluntary Standard for Toy Safety

- Puts age and safety labels on toys
- Puts warning labels on crib gyms advising that they be removed from the crib when babies can get up on hands and knees (to prevent strangling)
- Makes squeeze toys and teethers large enough so as not to become lodged in an infant’s throat
- Assures that the lid of a toy chest will stay open in any position to which it is raised and not fall unexpectedly on a child
- Limit string length on crib and playpen toys to reduce the risk of strangulation.

What a Parent Can Do:

Reduce Choking Risk

- Look for and read age and safety labels. Any toy that is age labeled for children three years and older should be kept away from children under the age of three — such toys may have small parts and could cause choking if placed in the mouth.
- Keep uninfated balloons and broken balloon pieces away from children.
• Rounded and oval objects (e.g., balls, marbles, etc.) that fit easily into a child's mouth may be difficult to remove from a throat and could cause choking.

Reduce Strangulation Risk

• Crib toys with strings, cords, ribbons, etc. (used to hang toys across a crib or to the side of a crib) present a strangulation risk when babies are just starting to push up on hands and knees, usually about 5 months of age. **REMOVE ALL CRIB TOYS WHICH ARE STRUNG ACROSS CRIB OR PLAYPEN AREA WHEN BABIES BEGIN TO PUSH UP ON HANDS AND KNEES OR ARE 5 MONTHS OF AGE, WHICHEVER OCCURS FIRST.**

General Toy Safety

• Keep toys intended for older children away from younger children — such toys may injure young children.

• Check all toys periodically for breakage and potential hazards — damaged or dangerous toys should be repaired or thrown away immediately.

• Store toys safely — teach children to put toys away so they are not tripping hazards; check toy boxes and shelves for safety.

For further information write to the:

U.S. Consumer Product Safety Commission
Washington, D.C. 20207

Or call the toll-free hotline:

To report a toy related complaint, call the toll-free hotline:

1-800-638-CPSC

Where To Find Toys Suitable for Your Child:

• If your child is age 6, 7, or 8 years, go to page 6

• If your child is age 9, 10, 11, or 12 years, go to page 11
ABILITIES AND INTERESTS
Primary School Age 6, 7 and 8 Years

PHYSICAL
• large muscle abilities and interests include
  jumprope, hopscotch, stunts and climbing
  (trees, trapeze), ice skating, roller skating,
  riding bicycle, water sports, ball play (but
  most not ready for competitive team sports)
• small muscle abilities and interests include
  printing, drawing with pencils, simple sew-
  ing (can sew straight line), simple carpentry
  (can saw straight line), weaving, braiding,
  string small beads, cutting out paper dolls,
  jigsaw puzzles
• will practice in target games or to improve a
  skill

MENTAL
• interest in reading, spelling and printing
  activities and games
• interest in simple arithmetic activities and
  games, and in time, calendars, weights,
  value of coins
• interest in nature and in simple science
  activities and experiments
• interest in collecting things and in hobbies
• interest in the line between fantasy and
  reality—likes magic and "tricks"

• interest in producing finished products (art,
  models, crafts, sewing, carpentry)
• beginning interest in other times and other
  places

SOCIAL
• great interest in the peer group and in
  "belonging"—enjoys special friends, cliques,
  gangs, secret languages and passwords
• prefers to play with same sex peers
• great increase in ability to play cooperatively
  with others—enjoys group activities
• interest in "fair play" and living up to
  standards (own and group's standards of
  excellence)
• continues interest in dramatic play (puppets,
  dolls, paper dolls, dress-ups, war games,
  cowboys and Indians, cops and robbers,
  space games)—by age 8 increased interest in
  producing shows and plays
• beginning interest in the wider community
### TOYS FOR PRIMARY SCHOOL AGE—6, 7, AND 8 YEARS

<table>
<thead>
<tr>
<th>ALL TOYS</th>
<th>ACTIVE PLAY</th>
<th>MANIPULATIVE PLAY</th>
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<tbody>
<tr>
<td>Child primarily interested in goal rather than means or process</td>
<td><strong>Push and Pull Toys</strong></td>
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<tr>
<td>Experimentation becomes increasingly &quot;scientific&quot;</td>
<td><strong>not suited to age group</strong></td>
<td>Construction Toys</td>
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<tr>
<td>Child less dependent on concrete object for concept</td>
<td><strong>Ride-On Toys</strong></td>
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<tr>
<td>Child can</td>
<td><strong>two-wheeled bike (sized to child—child should be able to straddle male bike with both feet on ground)</strong></td>
<td>large sets of blocks or bricks (80-100 pieces)</td>
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<td>• sort and classify using more than one criterion</td>
<td><strong>push scooters</strong></td>
<td>construction sets (wood, plastic, metal)—complex, can manipulate tiny nuts and screws</td>
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<td>• increasingly make use of reading, writing and simple arithmetic in games and toys</td>
<td><strong>battery-powered ride-ons</strong></td>
<td>sets with motorized parts</td>
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<td>• do simple sewing, weaving, braiding, ceramics, jewelry kits—has greatly increased fine motor control</td>
<td><strong>Outdoor and Gym Equipment</strong></td>
<td>complex gear systems</td>
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<tr>
<td>• use simple mechanical toys (cars, trains)</td>
<td><strong>complex gym sets with rings, bars, swings, ropes, rope ladders, slides</strong></td>
<td>can copy or build models following instructions—prefer sets that produce realistic models</td>
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<td>Child is interested in</td>
<td><strong>complex climbing structures</strong></td>
<td>Puzzles</td>
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<td>• time and seasons and in toys marking time</td>
<td><strong>jump ropes</strong></td>
<td><strong>jigsaws</strong> (50-100 pieces)</td>
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<td>• collections of things</td>
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<td>three-dimensional puzzles</td>
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<td>• line between fantasy and reality (likes tricks and magic and disguise kits)</td>
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<td>map puzzles</td>
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<td>• producing products in arts, crafts, woodworking etc</td>
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<td>more complex tangrams</td>
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<td><strong>Pattern Making Toys</strong></td>
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<td>design/pattern toys</td>
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<td>various types of materials to produce products</td>
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<td>• wood</td>
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<td>• cardboard</td>
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<td>• beads</td>
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<td>• ceramic tiles</td>
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<tr>
<td>ALL TOYS</td>
<td>ACTIVE PLAY</td>
<td>MANIPULATIVE PLAY</td>
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| • kits (science, craft, models) and can follow simple directions  
  • adult roles and likes realistic costumes and props for character play  
  • rudiments of sports and skill development  
  Children show increasing variation in interest and abilities  
  Reading interests vary but child beginning to be able to use dictionary  
  Beginning of interest in giving "shows"  
  Great interest in "fairness" but hates to lose and will cheat to win in games  
  Toys should have no sharp points or edges  
  No electrical parts without adult supervision  | **Sports Equipment**  
  regular baseball bat and ball  
  basketball (junior size for ages 6, 7)  
  soccer  
  regular flying disks  
  adult-sized football  
  roller and ice skates  
  ski equipment  
  hockey equipment  
  badminton equipment  
  ping pong (age 8)  
  horseshoes  
  croquet  
  sleds, including ones with steering mechanisms and handbrakes  
  toboggans  
  simple swimming and underwater equipment | • cloth  
  • block printing  
  kits to produce design products  
  **Manipulative Toys**  
  complex lock boxes  
  balance scales (5-7 years)  
  small number rods and blocks  
  math models—illustrating concepts like fractions and arithmetic  
  mechanical models—levers, pulleys, pendulums, etc  
  **Dressing, Lacing, and Stringing Toys**  
  stringing beads of any size, including pottery, glass, or other fragile beads  
  simple sewing, weaving, braiding  
  making simple clothes for doll  
  jewelry kits, spool knitting, sewing kits, handloom, braiding materials  
  **Sand and Water Play Toys**  
  working models of boats  
  elaborate sailboats  
  realistic working boats  
  battery-operated boats  
  remote-control boats  
  sandbox tools and molds of all sizes |
## TOYS FOR PRIMARY SCHOOL AGE—6, 7, AND 8 YEARS

<table>
<thead>
<tr>
<th>MAKE-BELIEVE PLAY</th>
<th>CREATIVE PLAY</th>
<th>LEARNING PLAY</th>
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<tbody>
<tr>
<td><strong>Dolls</strong>&lt;br&gt;likes lots of accessories, clothes and special equipment&lt;br&gt;big baby dolls or dolls of own age, fashion dolls and teenage dolls, collector dolls, hair cutting dolls, paper dolls, fantasy character dolls/action figures, doll house dolls</td>
<td><strong>Musical Instruments</strong>&lt;br&gt;rhythm instruments&lt;br&gt;learning to play real instrument and read music&lt;br&gt;may be interested in formal music lessons (piano, autoharp, ukulele, recorder, violin, horn) age 7 or 8&lt;br&gt;may be interested in formal dance lessons (girls especially) (ballet, modern dance, tap dancing, folk dancing, acrobatics) at about age 8</td>
<td><strong>Games</strong>&lt;br&gt;simple strategy and rule games such as dominoes, marbles, race games, card games, strategy games, checkers, Chinese checkers, word games, bingo, arithmetic games (simple adding or subtracting games), rummy, simple spelling games, simple quiz games, simple guessing or deduction games, games based on familiar characters, games with fantasy or adventure themes</td>
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<tr>
<td><strong>Stuffed Toys</strong>&lt;br&gt;small collectible toys&lt;br&gt;large, floppy stuffed toys (some interest in oversized animals)&lt;br&gt;very realistic toys&lt;br&gt;replicas of famous animals&lt;br&gt;unusual, unique stuffed toys</td>
<td><strong>Art and Craft Materials</strong>&lt;br&gt;crayons, paint, markers, pencils&lt;br&gt;pastels and art chalks&lt;br&gt;variety of papers and more complex coloring books&lt;br&gt;sketch pads&lt;br&gt;all art papers&lt;br&gt;construction paper and cardboards&lt;br&gt;all glues except dangerous ones&lt;br&gt;regular scissors&lt;br&gt;clay—oil-based and self-hardening&lt;br&gt;plaster of paris&lt;br&gt;stencils&lt;br&gt;papier mache</td>
<td><strong>Specific Skill Development Toys</strong>&lt;br&gt;conceptual models—human body, physical world, stars, space, moon&lt;br&gt;science kits—chemistry set, science models, weather kit&lt;br&gt;calculator (simple arithmetic functions)&lt;br&gt;clocks and watches&lt;br&gt;balance and other scales&lt;br&gt;protractor&lt;br&gt;microscope&lt;br&gt;telescope/field binoculars&lt;br&gt;toy or simple real typewriter</td>
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<tr>
<td><strong>Puppets</strong>&lt;br&gt;puppet theater with curtains and scenery&lt;br&gt;soft hand puppets, rod puppets, puppets with arms, jointed puppets</td>
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<tr>
<td><strong>Role-Play Materials</strong>&lt;br&gt;wall and hand mirrors&lt;br&gt;realistic accessories for role play that really work&lt;br&gt;adult role dress-ups and elaborate make-up</td>
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### TOYS FOR PRIMARY SCHOOL AGE—6, 7, AND 8 YEARS (Cont’d)

<table>
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<tr>
<th>MAKE-BELIEVE PLAY</th>
<th>CREATIVE PLAY (arts, crafts, music)</th>
<th>LEARNING PLAY</th>
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</table>
| magic and disguise kits  
props for dramatic play (store, school, library, office, war games, robots, space, etc)  
cooking and sewing equipment that really works | looms (heddle and looper)  
knitting spool  
leatherwork kits  
jewelry-making kits  
bead/ braiding kits  
sewing kits with needles  
mosaic tile kits  
jewelry/copper/enameling kits  
more complete woodworking tools (with adult supervision)  
begging photography—real camera  
model airplane, other kits | more complex printing sets  
more complex video and computer games  
(checkers and chess programs—age 7 and older—and some target games)  
electronic/computer teaching games  
• arithmetic  
• drawing/graphics  
• story writing  
• word processing  
• simple programming concepts  
• music writing |
| Play Scenes  
doll houses (number of rooms, stories, special furniture and dolls)—interested in minute detail  
molds with more grown-up themes (space, military toy soldiers) | Audio-Visual Equipment  
record or tape player to run by self (not too fragile)  
radio  
blank tapes to make own recordings  
more complex stories and books on records or tape  
folk songs  
introduction to orchestra records  
fast dancing (such as folk dancing) records | Books  
developing individual reading preferences  
common interests  
childhood classics  
myths, legends  
biographies  
poetry  
fairy tales  
dictionaries (age appropriate)  
books about children, animals, nature, space, planes, electricity, magic |
| Transportation Toys  
little vehicles (3-4 inches) particularly preferred—collectible vehicles  
large-scale realistic trucks, planes, etc with working parts  
elaborate wood or metal train sets  
electric trains (8-9 years)  
simple remote control vehicles  
electric racing cars | Projects |
ABILITIES AND INTERESTS—
Older School Age 9, 10, 11 and 12 Years

PHYSICAL
• sports important to both sexes—this age
  range is ready for athletic and team sports
  riding (bicycle and horseback), skating,
  swimming, sailing, tennis, fishing, and a
  variety of ball games including baseball and
  soccer
• enjoys dexterity games: pick-up sticks,
  marbles, jacks, darts, ring toss, tiddlywinks
• can make complex constructions and models,
  and do jigsaw puzzles of 100 to 1000 pieces
• interested in a variety of arts and crafts—
  small muscle ability is essentially that of an
  adult by age 10
• may be interested in formal music, dance
  and art or craft lessons

MENTAL
• able to play and carry out activities on own
• emergence of independent critical thinking—
  evaluates ideas and people—may be inter-
  ested in biographies and history
• increased individual differences in abilities
  and interests
• may be interested in science—increasing abil-
  ity to arrange, classify and generalize
• may enjoy hobbies, collections, or
  scrapbooks
• interest in stories or plays, and acting in
  them
• interest in gadgets and inventions (including
  computers)

SOCIAL
• can work cooperatively with others and is
  interested in clubs and in group activities and
  productions
• can play complex card and table games with
  rules—begins to be able to lose gracefully
• enjoys competitive games and sports
• interest in drama and dramatic games (cha-
  rades, gestures)
• growing interest in the larger community and
  the world
## TOYS FOR OLDER SCHOOL AGE—9, 10, 11 AND 12 YEARS

<table>
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<tr>
<th>ALL TOYS</th>
<th>ACTIVE PLAY</th>
<th>MANIPULATIVE PLAY</th>
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</table>
| Great increase in individual differences in abilities and interests—may be interested in  
  - reading (and in specific kinds of books)  
  - science (with some specific interest like chemistry or astronomy)  
  - computers (some like to make their own programs)  
  - hobbies  
  - crafts (skill approaches adult level by age 12)  
  - building models  
  - collections (some become serious collectors and many enjoy small collections)  
  - formal training in arts (music, drama, drawing) or specific crafts (pottery, weaving, carpentry, sewing, etc)  
  - producing shows or plays (live actors, animals, puppets, etc)  
  - both sexes now enjoy athletics and/or competitive sports, but specific interests vary—child may be interested in formal training in some athletic skill | **Pushing and Pulling Toys**  
not suited to age group  
**Ride-On Toys**  
two-wheeled bicycle (can usually manage adult size by 11 or 12 and can manage a bicycle with geared speeds)  
battery-powered ride-ons (many can manage gearshifts)  
(12-year-olds not yet ready to handle motorized ride-ons that require consistent judgment about speed, safety, etc)  
**Outdoor and Gym Equipment**  
complex gym sets with rings, bars, swings, ropes, rope ladders, slides (many children getting too big for average size of home sets)  
complex climbing structures  
jumpropes  
some like weightlifting | **Construction Toys**  
large sets of blocks or bricks (at least 80-100 pieces)  
construction sets (wood/plastic/metal)—can put together complex parts, manipulate tiny nuts and screws, and follow directions  
sets with motorized parts  
complex gear systems  
can copy or build models following instructions—prefer sets that produce realistic models  
**Puzzles**  
jigsaw puzzles  
- age 8-10, 100-500 pieces  
- age 10+, 500-2000 pieces  
three-dimensional puzzles  
complex tangrams  
**Pattern-Making Toys**  
great increase in design skills in this age range  
design or pattern work in virtually any medium (wood, plastic, paper, cardboard, cloth, tiles, beads, etc)  
kits to produce design products  
design interest merges into arts and crafts interests |
TOYS FOR OLDER SCHOOL AGE—9, 10, 11 AND 12 YEARS (Cont’d)

<table>
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<tr>
<th>ALL TOYS</th>
<th>ACTIVE PLAY</th>
<th>MANIPULATIVE PLAY</th>
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</table>
| Fine motor abilities begin to approach that of an adult—may enjoy dexterity games, complex constructions, or puzzles. Interested in more complex table games and enjoys strategy and competition—can now stick to the rules and lose gracefully. | **Sports Equipment**  
baseball, basketball and soccer equipment (regular size)  
football (regular size)  
flying disks (regular size)  
roller and ice skates  
ski equipment  
hockey equipment  
sleds with steering mechanisms and hand brakes  
toboggans  
croquet sets  
ping pong sets  
horseshoe sets  
badminton equipment  
tennis equipment  
golf equipment  
swimming and underwater equipment | **Manipulative Toys**  
may enjoy producing or manipulating  
• math models  
• mechanical models  
• science models (of body, stars, planets, etc.)  
• simple physics models  
**Dressing, Lacing, Stringing Toys**  
stringing beads of any size or material  
many skills such as sewing now becoming crafts  
may enjoy  
• simple to complex handlooms  
• jewelry making kits  
• knitting kits  
• needlepoint kits  
• leather sewing kits  
• leather and plastic braiding kits  
**Sand and Water Play Toys**  
can operate small real boats with adult supervision (sailboats, rafts, canoes)  
elaborate model boats, including gas powered boats (with supervision)  
remote control boats |
# TOYS FOR OLDER SCHOOL AGE—9, 10, 11 AND 12 YEARS

<table>
<thead>
<tr>
<th>MAKE-BELIEVE PLAY</th>
<th>CREATIVE PLAY</th>
<th>LEARNING PLAY</th>
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<tbody>
<tr>
<td><strong>Dolls</strong></td>
<td><strong>Musical Instruments</strong></td>
<td><strong>Games</strong></td>
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<tr>
<td>dolls are increasingly decorative pieces or hobbies</td>
<td>may be interested in real instruments (piano, autoharp, ukulele, children's sousaphone, recorder, violin, horn, etc) and formal lessons</td>
<td>now likes games requiring speed, dexterity, strategy, competition, extended concentration</td>
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<tr>
<td>preference for lots of accessories interest in careers (dolls with roles) may enjoy fashion dolls/teenage dolls, costume dolls, collector dolls, dollhouse or miniature dolls, haircutting dolls, dolls representing familiar characters, fantasy/action characters</td>
<td>may be interested in formal dance lessons (ballet, modern dance, tap dancing, folk dance, acrobatics)</td>
<td>labyrinth games, chess, cardgames, more complex math games, complex detection games, word games/spelling games, quiz games, dominoes, checkers, Chinese checkers, bingo, marbles, parcheesi, theme and strategy games</td>
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<tr>
<td><strong>Stuffed Toys</strong></td>
<td><strong>Art and Craft Materials</strong></td>
<td><strong>Specific Skill Development Toys</strong></td>
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<tr>
<td>small collectible toys large, floppy stuffed toys (some interest in oversized animals) very realistic toys replicas of famous animals (may have particular love of horses, dogs, cats, bears, etc) unusual, unique stuffed toys</td>
<td>age 10-13—formal art lessons following interest crayons, paints, markers, pencils, art chalks, casein paints variety of papers, sketch pads, art papers and cardboard very complex coloring/design books stencils papier mache all glues except dangerous ones regular scissors clay (oil-based, self-hardening, pottery clay) plaster of paris</td>
<td>conceptual models (human body, physical world, stars, space, moon) science kits (chemistry sets, science models, weather kits) microscope telescope field binoculars protractor clocks, watches, stopwatches calculators standard typewriter (can learn to type) more complex video games including target games</td>
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<tr>
<td><strong>Puppets</strong></td>
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<td>can manipulate puppet theater, curtains and scenery interested in scripted puppet plays may enjoy hand puppets, puppets on rods, stringed marionettes</td>
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<td><strong>Role-Play Materials</strong></td>
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<tr>
<td>mirrors (used in adult way)</td>
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</tbody>
</table>
## TOYS FOR OLDER SCHOOL AGE—9, 10, 11 AND 12 YEARS (Cont’d)

<table>
<thead>
<tr>
<th>MAKE-BELIEVE PLAY</th>
<th>CREATIVE PLAY</th>
<th>LEARNING PLAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>dolls and role play leads to sewing (for dolls), real cooking, dramatic games</td>
<td>age 10-13 formal craft lessons following interest</td>
<td>computers with.</td>
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<tr>
<td>(characters, etc.) and real dramatics (making up or giving plays)</td>
<td>can learn and use (lessons and kits) real sewing, knitting, embroidery,</td>
<td>game-generating computer programs</td>
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<tr>
<td>dolls, doll houses, toy soldiers, scale model toys may become hobbies</td>
<td>needlepoint, crocheting</td>
<td>word processing programs</td>
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<tr>
<td>child may like</td>
<td>working (simple) sewing machines</td>
<td>typing programs (age 10 and up)</td>
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<tr>
<td>real cooking and sewing equipment</td>
<td>weaving (heddle or looper loom)</td>
<td>drawing/graphics programs</td>
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<tr>
<td>make-up and disguise kits, props, adult clothes and costumes for plays and</td>
<td>clay modeling/pottery/ceramics</td>
<td>special-subject programs spelling,</td>
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<tr>
<td>dramatics</td>
<td>jewelry making (beads, enamels, shells)</td>
<td>vocabulary, grammar, chemical elements, economics, history, geography,</td>
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<tr>
<td>Play Scenes</td>
<td>printing</td>
<td>ecology, political science, programs to teach programming</td>
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<tr>
<td>elaborate doll houses (may become hobby)</td>
<td>leather work and leather braiding</td>
<td>Books</td>
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<tr>
<td>may be interested in collections or hobbies with toy soldiers, forts, robots, etc</td>
<td>photography as art (real equipment)</td>
<td>great individual differences in amount and type of reading preferred</td>
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<tr>
<td>Transportation Toys</td>
<td>woodburning</td>
<td>some like childhood classics, myths and legends; biographies, poetry,</td>
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<tr>
<td>remote control vehicles</td>
<td>more complex woodworking</td>
<td>mysteries, westerns, adventure; fantasy, science fiction; science,</td>
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<tr>
<td>electric trains</td>
<td>basket making</td>
<td>information books, anthologies; books about animals (especially horses),</td>
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<tr>
<td>electric racing cars</td>
<td>kite making</td>
<td>books about sports; dictionaries (age appropriate)</td>
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<tr>
<td>gas-powered toy cars (11-12 years) (with adult supervision)</td>
<td>puppet making</td>
<td>some prefer specific types of books or books by a specific author</td>
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<tr>
<td>Projectile Toys</td>
<td>(and other crafts and skills)</td>
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<tr>
<td>water pressure rockets</td>
<td>Audio-Visual Equipment</td>
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<tr>
<td>guns that shoot smaller projectiles</td>
<td>record or tape player to run by self (if not too complex or fragile)</td>
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<tr>
<td>cork guns (11+ years)</td>
<td>blank tapes to make own recordings</td>
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<tr>
<td>BB guns (with adult supervision—11+ years)</td>
<td>story and book records/tapes</td>
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<tr>
<td>combustion rockets (12 years) (with adult supervision, 11+ years)</td>
<td>individual preferences in music—some like</td>
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<tr>
<td></td>
<td>popular music</td>
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<td></td>
<td>classical music</td>
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<tr>
<td></td>
<td>folk music</td>
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<tr>
<td></td>
<td>musical comedy music</td>
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</tbody>
</table>
For further information, write

U.S. Consumer Product Safety Commission
Washington, D.C. 20207

To report a product hazard or a product-related injury, write to the U.S. Consumer Product Safety Commission, Washington, D.C. 20207, or call the toll-free hotline: 1-800-638-2772. A teletypewriter for the hearing and speaking impaired is available on 1-800-638-8270.

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