

## Adolescent Physical Development

Name \_\_\_\_\_

### Introduction

Each teenager is an individual with a unique personality and special interests, likes, and dislikes. In general, however, there is a series of developmental tasks that everyone faces during the adolescent years.

A teenager's development can be divided into three stages -- early, middle, and late adolescence. The normal feelings and behaviors of adolescents for each stage are described below.

### Early Adolescence

#### 12-14 years

#### Movement Toward Independence

- Struggle with sense of identity
- Moodiness
- Improved abilities to use speech to express oneself
- More likely to express feelings by action than by words
- Close friendships gain importance
- Less attention shown to parents, with occasional rudeness
- Realization that parents are not perfect; identification of their faults
- Search for new people to love in addition to parents
- Tendency to return to childish behavior
- Peer group influences interests and clothing styles
- Increasing career interests
- Mostly interested in present and near future
- Greater ability to work

### Sexuality

- Girls ahead of boys
- Shyness, blushing, and modesty
- More showing off
- Greater interest in privacy
- Worries about being normal
- Ethics and Self-Direction

### Rule and limit testing

- Occasional experimentation with cigarettes, marijuana, and alcohol
- Capacity for abstract thought

### Middle Adolescence

# Rubric Adolescent Development

Name \_\_\_\_\_

	4	3	2	1
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Writing - Vocabulary	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use a few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.
Writing - Mechanics	Capitalization and punctuation are correct throughout the brochure.	Capitalization and punctuation are correct throughout the brochure after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult.	There are several capitalization or punctuation errors in the brochure even after feedback from an adult.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.

# Rubric Adolescent Development

Name \_\_\_\_\_

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	4	3	2	1
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Graphics Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.

**Movement Toward Independence**

- Self-involvement, alternating between unrealistically high expectations and poor self-concept
- Complaints that parents interfere with independence
- Extremely concerned with appearance and with one's own body
- Feelings of strangeness about one's self and body
- Lowered opinion of parents, withdrawal from them
- Effort to make new friends
- Strong emphasis on the new peer group
- Periods of sadness as the psychological loss of the parents takes place
- Examination of inner experiences, which may include writing a diary

**Career Interests**

- Intellectual interests gain importance
- Some sexual and aggressive energies directed into creative and career interests

**Sexuality**

- Concerns about sexual attractiveness
- Frequently changing relationships
- Tenderness and fears shown toward opposite sex
- Feelings of love and passion
- Ethics and Self-Description

**Development of ideals and selection of role models**

- More consistent evidence of conscience
- Greater capacity for setting goals
- Interest in moral reasoning

**Late Adolescence****17-19 years****Movement Toward Independence**

- Firmer identity
- Ability to delay gratification
- Ability to think ideas through
- Ability to express ideas in words
- More developed sense of humor
- Stable interests
- Greater emotional stability
- Ability to make independent decisions
- Ability to compromise
- Pride in one's work
- Self-reliance
- Greater concern for others

- More defined work habits
- Higher level of concern for the future
- Thoughts about one's role in life

**Sexuality**

- Concerned with serious relationships
- Clear sexual identity
- Capacities for love

**Ethics and Self-Direction**

- Capable of useful insight
- Stress on personal dignity and self-esteem
- Ability to set goals and follow through
- Acceptance of social institutions and cultural traditions
- Self-regulation of self esteem

**Conclusion**

Teenagers will naturally vary slightly from these descriptions, but the feelings and behaviors listed for each area are, in general, considered normal for each of the three stages.

**THE TASK**

Based on the above information, put together a brochure explaining the major changes in adolescent development at all three stages. Your brochure will be evaluated using the following rubric: