
Unit I: Teenage Transitions**Topic A: Personal Development**

CONCEPT: Teenage years are filled with developmental tasks. These tasks need to be completed during the teen years for optimum effect. If these tasks are not completed, the teen will enter his/her adult years without achieving age appropriate maturity levels.

OBJECTIVE: Students will explore the development that occurs during the teen years and factors that may hinder normal development.

COMPETENCIES:

1. Recognize that teenagers are alike in some ways and different in others, and that each teen is unique and valuable. (1-1)
2. Identify the developmental tasks that occur during the teenage years. (2-1, 2-2, 2-3)
3. Identify conditions that can impede, delay or interrupt these developmental tasks. (3-1)
4. Identify skills that lead to an understanding of self, including:
 - a. Review factors affecting self-concept. (4.a-1, 4.a-2, 4.a-3, 4.a-4)
 - b. Differentiate between self-concept and self-esteem. (4.b-1, 4.b-2, 4.b-3, 4.b-4, 4.b-5, 4.b-6)
 - c. Identify ways for building a positive self-concept and a high level of self-esteem. (4.c-1, 4.c-2, 4.c-3, 4.c-4, 4.c-5, 4.c-6, 4.c-7, 4.c-8)
 - d. Recognize stages of personality development. (4.d-1, 4.d-2, 4.d-3, 4.d-4)
 - e. Identify personal values. (4.e-1, 4.e-2, 4.e-3, 4.e-4, 4.e-5, 4.e-6, 4.e-7, 4.e-8)

**What you think of yourself is much more important
than what others think of you.**

| ACTIVITY: | SUPPLIES NEEDED: |
|---|--|
| 1-1 Chocolate Chip Cookies | Package of chocolate chip cookies Copies of student activity guide (I-A-26) |
| 1-2 Personalized Teen Living License Plates | Copies of student activity guide (I-A-27) Markers; construction paper |
| 2-1 "Kids" from Bye-Bye Birdie | Cassette or video from movie |
| 2-2 Developmental Tasks | Overhead transparencies (I-A-28 and 1-A-29) |
| 2-3 Road Map of Life | Bulletin board pieces (I-A-34 through I-A-45) Copies of student activity guide (I-A-46) Copies of student activity guide (I-A-47) |
| 3-1 Roadblocks to Development | Copies of student activity guide (I-A-49) Bulletin board pieces (I-A-51 through I-A-55) |
| 4.a-1 The Stonecutter Story | Large rock, chisel, and hammer |
| 4.a-2 Play Dough or Clay Creations | Play dough or clay for each student |
| 4.a-3 Self-Concept Review | T-L-C Curriculum |
| 4.a-4 How Strong is My Self-Concept? | Overhead transparency (I-A-57) Copies of student activity guide (I-A-58) Overhead transparency (I-A-59) |
| 4.b-1 Self-Concept and Self-Esteem | Overhead transparency (I-A-61) |
| 4.b-2 Self-Esteem Characteristics | Overhead transparencies (I-A-62 and I-A-63) |
| 4.b-3 Vocabulary Terms in Envelopes | Copies of student activity guide (I-A-64) Envelopes with definitions and letters of terms |
| 4.b-4 Mattie's Smile | Copies of student activity guide (I-A-70) |
| 4.b-5 The Picture of Dorian Gray | Copies of student activity guide (I-A-73) Overhead transparencies (I-A-74 through I-A-77) |
| 4.b-6 Needle through Balloon | Large clear balloon 12" long needle Lubricant (shortening, vegetable oil, or petroleum jelly) |
| 4.c-1 Teacher Role Play | None |
| 4.c-2 Self-Esteem Roller Coaster | Large drawing of roller coaster (I-A-80) Copies of student activity guide (I-A-80) |

| ACTIVITY: | SUPPLIES NEEDED - CONT'D: |
|--|---|
| 4.c-3 Design a "Thank You" Card OR Self-Esteem Certificate | Paper, markers, and supplies for cards Envelopes for mailing Copies of student activity guide (I-A-81) Self-Esteem Certificates (I-A-82) |
| 4.c-4 Self-Esteem Graffiti (or Hand-Writing On The Wall) | 6 to 8 feet of colored butcher paper or paper printed like bricks; large markers |
| 4.c-5 The Block of Marble | Picture of the sculpture <u>David</u> and sculptor Michelangelo or overhead transparencies (I-A-84 and I-A-85) |
| 4.c-6 T-Shirt Message | Copies of student activity guide (I-A-86) Markers, scissors, yarn, clothespins Optional: T-shirts for each student |
| 4.c-7 "The Great Love Experiment" | Video and VHS machine |
| 4.c-8 Self-Talk | Two 3 x 5 cards for each student Overhead transparencies (I-A-88 and I-A-90) Copies of page I-A-89 |
| 4.d-1 Teen Taters | Potatoes for each student Overhead transparencies (I-A-93 through I-A-108) |
| 4.d-2 Theories of Personality Development | Overhead transparencies (I-A-111 through I-A-113) |
| 4.d-3 The Ugly Duck | Copies of student activity guide (I-A-115) Optional: Overhead transparencies as suggested or I-A-116) |
| 4.d-4 Personality Fact Finding Interviews | Optional: Bulletin board as suggested Copies of student activity guide (I-A-117) |
| 4.e-1 Carpenter's Level and Brake Shoe | Carpenter's level Brake shoe from an automobile |
| 4.e-2 Values Solve the Puzzle | Copies of student activity guide (I-A-119) Overhead transparencies (I-A-120 to I-A-122) |
| 4.e-3 Value Inventory | Copies of student activity guide (I-A-123) |
| 4.e-4 Value Ranking | Copies of student activity guide (I-A-124 and I-A-125) |
| 4.e-5 Value Situations | One copy of page I-A-126 cut apart |
| 4.e-6 The Pit of Death | None |
| 4.e-7 Value Cycle | Overhead transparency (I-A-130) |
| 4.e-8 Newspaper Article | Copies of student activity guide (I-A-131) None |