
UNIT: Growth and Development**LESSON:** Adolescence

COMPETENCIES:

1. Identify the physical development in school-age adolescents. (Options 3, 4, 5, and 6)
2. Describe signs of cognitive development in adolescents. (Options 2, 3, 4, 5, and 6)
3. Identify characteristics of emotional development in adolescents. (Options 2, 3, 4, 5, and 6)
4. Describe indicators of social development in adolescents. (Options 2, 3, 4, 5, and 6)

OVERVIEW/SUMMARY:

Adolescence is the period of life when the child grows into adulthood. It is typically a difficult period for children as they learn to become independent.

MOTIVATOR:

Display products typically purchased by adolescents (perfume or cologne, acne aids, fingernail polish, etc.). Discuss why teens buy these products and why neither older nor younger people seem interested in these products. Discuss the desire of adolescents to "fit in" or be the same as everyone else.

LESSON OPTIONS/SUPPLIES:**OPTION 1**

BOOK: The Wretched Stone or The Paper Bag Princess.

OPTION 2--Competencies 2, 3, and 4

CHANGE: Have students divide a sheet of paper into three columns. Label the columns "Mental Change," "Emotional Change," and "Social Change." Have students list the ways they have changed in each area in the past two years. Explain that as adolescents, they are presently changing in many areas of their lives. Refer back to these lists as you discuss the information in Option #3.

OPTION 3--Competencies 1, 2, 3, and 4

DISCUSSION: Discuss the teacher information "Adolescence" with the class. Refer to the transparencies, "Female Puberty Time Line" and "Male Puberty Time Line."

OPTION 4--Competencies 1, 2, 3, and 4

CARTOONS: After discussing some of the typical attributes of an adolescent, have the class members draw a cartoon illustrating one of the changes that occur in adolescence. (You may wish to start a file of cartoons from the newspaper that deal with this subject.)

OPTION 5--Competencies 1, 2, 3, and 4

CASE STUDIES: Have the class members write short case studies of experiences they may have had during adolescence. Have the students resolve the case studies in class.

OPTION 6--Competencies 1, 2, 3, and 4

DEVELOPMENTAL TASKS: Review the teacher information "Developmental Tasks" with the class. Have the class members work alone or in small groups to develop some type of graphic design that illustrates Havighurt's developmental tasks. Share the projects with the class.