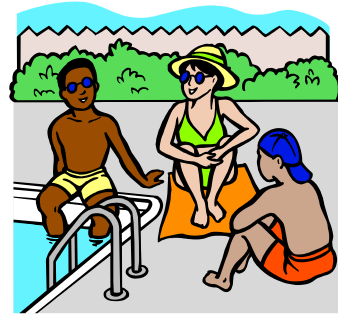


Early Adolescence, Ages 12 to 14



Characteristics of Age Group

Growth spurt, with subsequent self-consciousness about fitting in (don't like to admit it)

Wide span of individual differences, interpretations linked to self-esteem

May be over-critical of self on skills, belonging, likeability

Keenly interested in sex, body changes

Emotions on roller-coaster

Desire independence, yet often need help

Admire older teen or adult heroes (or villains)

Depend on parents, adults for guidelines

Beginning to question authority, values of parents or reference group

Implications & Applications

Encourage learning to understand self, get along; talk about physical changes

Provide varied opportunities to achieve and be recognized by others

Help youth develop special talents; reinforce worth with fun times together

Facilitate open and supportive climate to talk about changes

Accept feelings, remain calm

Allow for work with parents, other adults as coach, mentor

Offer chances to apprentice older teens, adults

Give parameters; allow group to set rules

Show openness, enjoyment of discussions about values and rules

Early Adolescence, Ages 12 to 14

Characteristics of Age Group

Peer pressure mounts from same, then opposite gender

Interested in activities involving boys and girls

Like sports and active games

Ready for in-depth, longer learning events

Can take responsibility to plan and evaluate their own work

May avoid difficult tasks

Want to explore outside their community

Able to imagine grown up world but still unclear of needs and values

Improving in social skills to negotiate worlds of adults and

Implications & Applications

Use positive peer pressure, group engagement, encourage

Encourage co-ed, cooperative activities

Offer active, fun learning experiences

Encourage deeper exploration, record-keeping, leadership

Planning committees for social, recreation, learning events

Help youth choose tasks where they can succeed, participate in all activities

Provide field trips, recreational events outside geographic, social communities

Relate life skills to career choices, preferably through experiential learning

Provide activities that foster social interaction