



Life of a PreTeen/ Teen/Adolescent Development

WORD ASSOCIATION AND GUIDED REFLECTION ACTIVITY

Words adults use to describe
adolescents
(younger & older)

Think Back Way Back ...

What were you like when you were in high school, an older adolescent?



What are the Youth of today like?

WORD ASSOCIATION AND GUIDED REFLECTION ACTIVITY

Words that describe what it
is like to be a teenager

WORD ASSOCIATION AND GUIDED REFLECTION ACTIVITY

Whip

- ▶ I was surprised by
- ▶ I was reminded by

Generation Z

Born 1995-2010



MOBILITY

17 JOBS
15 HOMES
IN A LIFETIME*

TOP NAMES

William	1	Lily
Jack	2	Chloe
Jacob	3	Isabella
Lachlan	4	Mia
Oliver	5	Olivia

GENERATION Z

★ BORN 1995-2009 ★

ZEES GLOBAL GEN
GEN Z iGEN
DIGITAL INTEGRATORS
COTTON WOOL KIDS
UPAGERS
THE ZEDS
TEENS
CLICK 'N GO KIDS
SCREENAGERS
BUBBLE WRAP GENERATION
TWEENS



EFFECTIVE ENGAGEMENT

Verbal	→	Visual
Sit & listen	→	Try & see
Teacher	→	Facilitator
Content (what)	→	Process (how)
Curriculum centred	→	Learner centric
Closed book exams	→	Open book world

EDUCATION

1 in 4
1 in 3
1 in 2*

UNIVERSITY
EDUCATED

WEALTH

avg. annual earnings in
2063 (as Gen Z retire)*

\$222,000

average capital city
house price (2063)*

\$2.5 MIL.

DIGITAL INTEGRATORS

10 HRS 19 MINS
TECH. USE/DAY

5,100,000,000
SEARCHES/DAY

4,000,000,000
VIEWS/DAY

1,000,000,000+
ACTIVE USERS

500,000,000
TWEETS/DAY

1,000,000+
APPS

% IN WORKFORCE

NOW	2020	MALE
1%	0%	
34%	17%	1946
42%	36%	1965
21%	35%	1980
2%	12%	1995

AGE RANGE

FEMALE	AGE RANGE
1945	69+
1964	50-68
1979	35-49
1994	20-34
2009	5-19

POPULATION (THOUSANDS)

SLANGUAG

Selfies
Cray cray
Onesie
LOL
Defs
YOLO

HEALTH

% likely to be obese/
overweight when all
Gen Z have reached
adulthood (2027)*

77.9 61.8

GLOBAL GENERATION

2,000,000,000 2 BILLION GEN Z

COUNTRIES WITH LARGEST NUMBER

1 India 2 China 3 USA

REDEFINED LIFESTAGES

21ST CENTURY: CHILDHOOD TEENAGER ADULTHOOD
TODAY: CHILDHOOD TWEEN TEENAGER YOUNG ADULT KIPPERS ADULTHOOD CAREER-CHANGER DOWNAGER

The high school “class of 2021”

They can't imagine a time without personal electronics and instant communication. A large number have smart phones as their main “screen”.



The high school “class of 2021”

They were not alive when the terrorist attacks occurred on September 11, 2001. We have been at war in Afghanistan and Iraq for all of their lives.



The high school “class of 2021”

They have never owned records or tapes.

They know what a Compact Disc is (because their parents have some.)

They download or stream music.

The radio is what their parents listen to in the car.



The high school “class of 2021”

They probably have never seen a rotary dial. There is a good chance they live in a home without a landline.



The high school “class of 2021”

Have grown up with sleek cell phones and have not used a a pager or a beeper.



The high school “class of 2021”

Digital cameras became mainstream around the time they were born. They’ve never dropped off a roll of film for processing. Their only camera is possibly on their phone.



The high school “class of 2021”

Most have never seen a TV set with only 13 channels & no remote control. Many don't even use cable. They primarily watch NETFLIX.



The high school “class of 2021”

Popcorn has always been prepared in the microwave.



The high school “class of 2021”

Have seen a woman run for president. Have lived through one term and re-election of the presidency of an African American president



The high school “class of 2021” young Catholic



The Second Vatican Council is as ancient history as the Council of Trent.

The high school “class of 2021” young Catholic



They have no
memory of the Latin
Mass or altar rail.

The “class of 2021” young Catholic



Women have always been lectors and Eucharistic ministers at Mass. Girls have always been altar servers.

Development changes of adolescents



The changes of early adolescence

- ▶ Physical development
- ▶ Intellectual development
- ▶ Emotional development
- ▶ Moral development
- ▶ Spiritual development
- ▶ Social development

Physical Development

- ▶ Physical changes of puberty
- ▶ Heightened awareness of own and other's bodies
- ▶ Often self conscious and dissatisfied with appearance and rate of growth
- ▶ Growing curiosity about sexual matters and relationships
- ▶ May express a poor self-image in destructive ways

Intellectual Development

- ▶ Begins to develop formal reasoning
- ▶ Increasingly capable of abstract thinking
- ▶ Aware of what is going on in the outside world, yet might not understand it
- ▶ Eager to discuss real life issues

Emotional Development

- ▶ Self-absorbed, thinks mostly of own needs
- ▶ Often experiences mood swings
- ▶ May use rebellious behavior to compensate for fears and insecurity
- ▶ Friendships become closer, yet may seem to withdraw from family

Moral Development

- ▶ Seems to conform to the stands of the influential group (often peers rather than family)
- ▶ May reject or rebel against authority in an attempt to establish identity
- ▶ Needs help thinking through decisions

Spiritual Development

- ▶ Growing out of childhood notions about faith and religion
- ▶ Has many questions and doubts; wonders if that is wrong
- ▶ Can become uncomfortable with long periods of silent reflection
- ▶ Increasingly turns to God (Jesus as friend/confidant)

Social Development

- ▶ With similar-minded friends (cliques)
- ▶ Peer group gives a sense of security, belonging
- ▶ Can be highly judgmental of others who do not fit in
- ▶ Need help coping with an increasingly complex world

Developmental Needs of Young Adolescents

- ▶ Physical Activity
- ▶ Self Definition
- ▶ Competence and Achievement
- ▶ Positive Social Interaction with Adults and Peers
- ▶ Meaningful Participation
- ▶ Creative Expression
- ▶ Structure and Clear Limits
- ▶ Personal Religious Experience

Physical activity

- ▶ Young adolescents experience very rapid and uneven physical development. They have a tremendous amount of energy, so they require a great deal of physical activity and time for having fun, as well as time for relaxation and rest.



Self definition

- ▶ Young adolescents are at a uniquely vulnerable time in their lives. They require time to reflect upon the new reactions they receive from others and to construct a consistent self-image from the many different mirrors in which they view themselves.

Competence and Achievement



- ▶ Young adolescents need to find out what they are good at doing. They can be painfully self-conscious and self-critical and are vulnerable to bouts of low self-esteem, so they require many varied opportunities to be successful and have their accomplishments recognized by others.

Positive Social Interactions with Adults and Peers

- ▶ Young adolescents identify with their peer groups' values and desperately want to belong, so they require opportunities to form positive peer relationships with adults who like and respect them and who will serve as role models and advisors.

Meaningful Participation

- ▶ Young adolescents are intensely curious about the world around them, so they require exposure to situations in which they can use their skills to solve real-life problems. They need to participate in the activities that shape their lives.



Creative Expression

- ▶ Young adolescents need opportunities to express to the external world who they are on the inside, be that in music, writing, sports, art, cooking, fashion, or making up games for younger children.

Structure and clear limits

- ▶ Clear expectations are crucial to unsure, self-critical young people. Explicit boundaries help define the areas in which they may legitimately seek freedom to explore. In search for independence, and autonomy, young adolescents often feel immune to risks and dangers, so they require structure and guidance in setting clear limits that involve them in the process of decision making.

Personal Religious Experience

- ▶ Young adolescents are beginning the process of identity formation, and struggling with life questions that challenge their thinking and beliefs from childhood. As they struggle with establishing a sense of autonomy they begin to make a distinction between faith in God and religious practices of their family and church. They need opportunities to question and explore their beliefs as they seek to discover what they value, trust, and will adopt as their framework for living.



**Older adolescence
usually begins
around 14 or 15
and can last until
age 22!**

Identity Development

- Starting to establish a personal identity
- Acceptance of one's sexuality, sex role identity (self-definition as a man or woman)
- Decision making regarding education or career choices, value , religious beliefs, vocational goals, and philosophy of life.
- Shifting from inherited authority (especially family)
- Period of questioning, reevaluation and experimentation
- Assume responsibility in making personal decisions, assuming responsibility for one's own behavior.

Intellectual



- Dealing with more complex intellectual challenges.
- The ability to think about what they know, value, and believe.
- This makes it possible for them to grow toward a personal identity, a personal moral value system, and personal faith.
- Thinking about and planning for the future.

Moral Development

- Exercising moral judgments in more complex matters as they seek a more personal form of moral reasoning.
- Reevaluating moral values received from family, church, and significant others (adults, peers)
- Searching for a moral code which preserves their personal integrity and develops an internalized moral value system to guide their behavior.



Interpersonal Development




- Moving towards a greater personal intimacy and adult sexuality.
- Developing the capability for more mutual, trusting and deep and long lasting personal friendships with members of the opposite sex and same sex.
- Yearn to be accepted, loved, and affirmed for “who I am”.
- They desire the opportunity to honestly share their deepest selves.
- They are expanding their perspective to encompass the larger world. They seek to understand motives and feelings of individuals and groups outside their personal experience.

Faith development

- Exploring and questioning the faith handed down by family and church as they search for a style of faith and belief which is more personal to them.
- Beginning the process of taking responsibility for one's own faith life, commitments, lifestyle, beliefs and attitudes.
- Exploring a personal relationship with God who knows, accepts and confirms them deeply, and with Jesus Christ through his teaching example and presence in one's life.





In light of the developmental characteristics of younger/older adolescents, how can we respond effectively when working with them?



James Fowler's stages of faith development

Stage 1

Young Children, during this first stage of faith follow the beliefs of their parents.

Stage 2

Children tend to respond to religious stories and rituals literally, rather than symbolically.

Stage 3

Individuals tend to have conformist acceptance of a belief with little self-reflection or examination of these beliefs.

Stage 4

Individuals begin a radical shift from dependence on others' spiritual beliefs to development of their own.

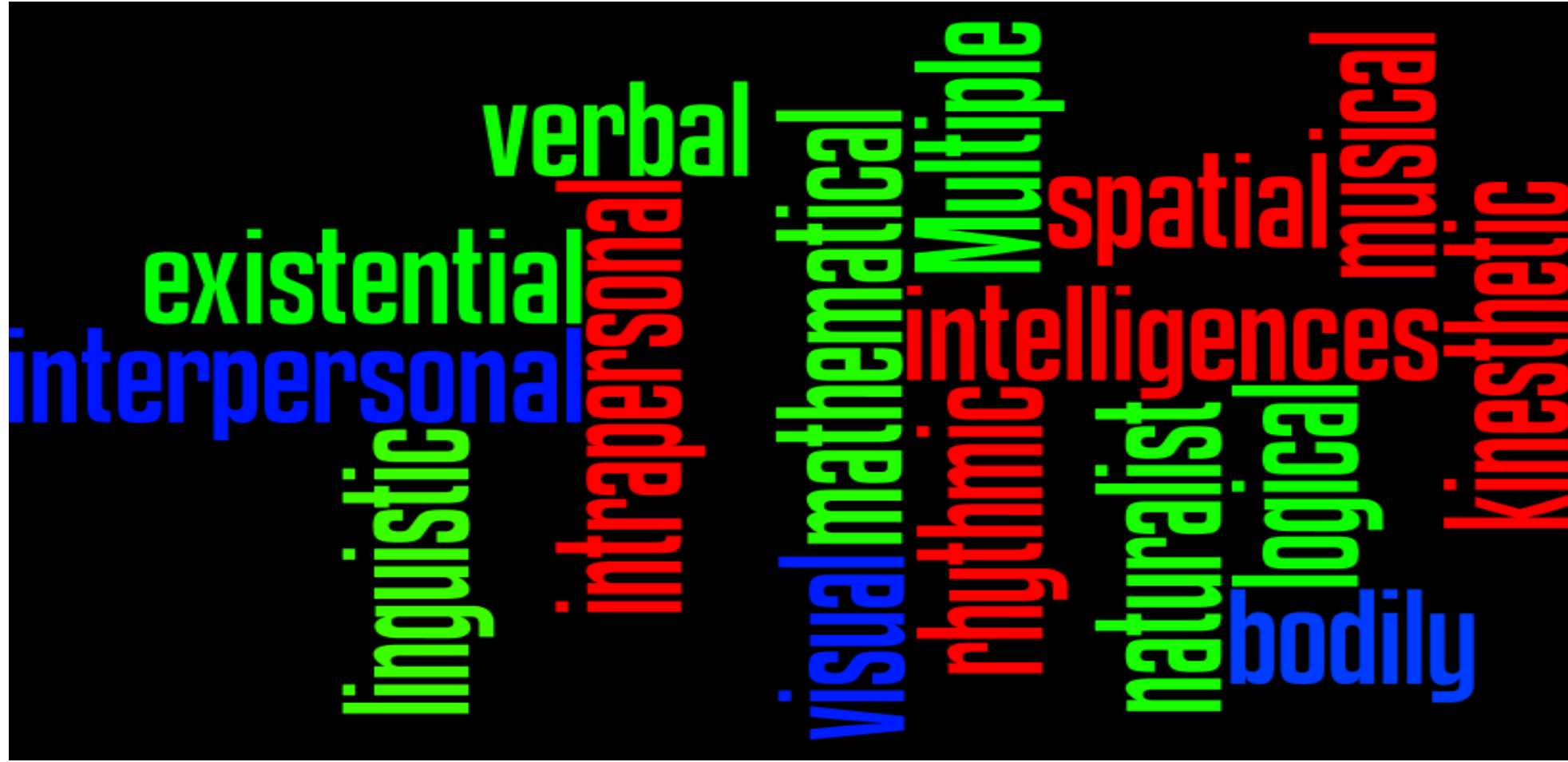
Stage 5

persons still rely on their own views but move from self preoccupation or from dependence on fixed truths to acceptance of others' points of view they tend to be more tolerant and begin to consider serving others.

Stage 6

As older adults, they begin to search for universal values such as unconditional love and justice.

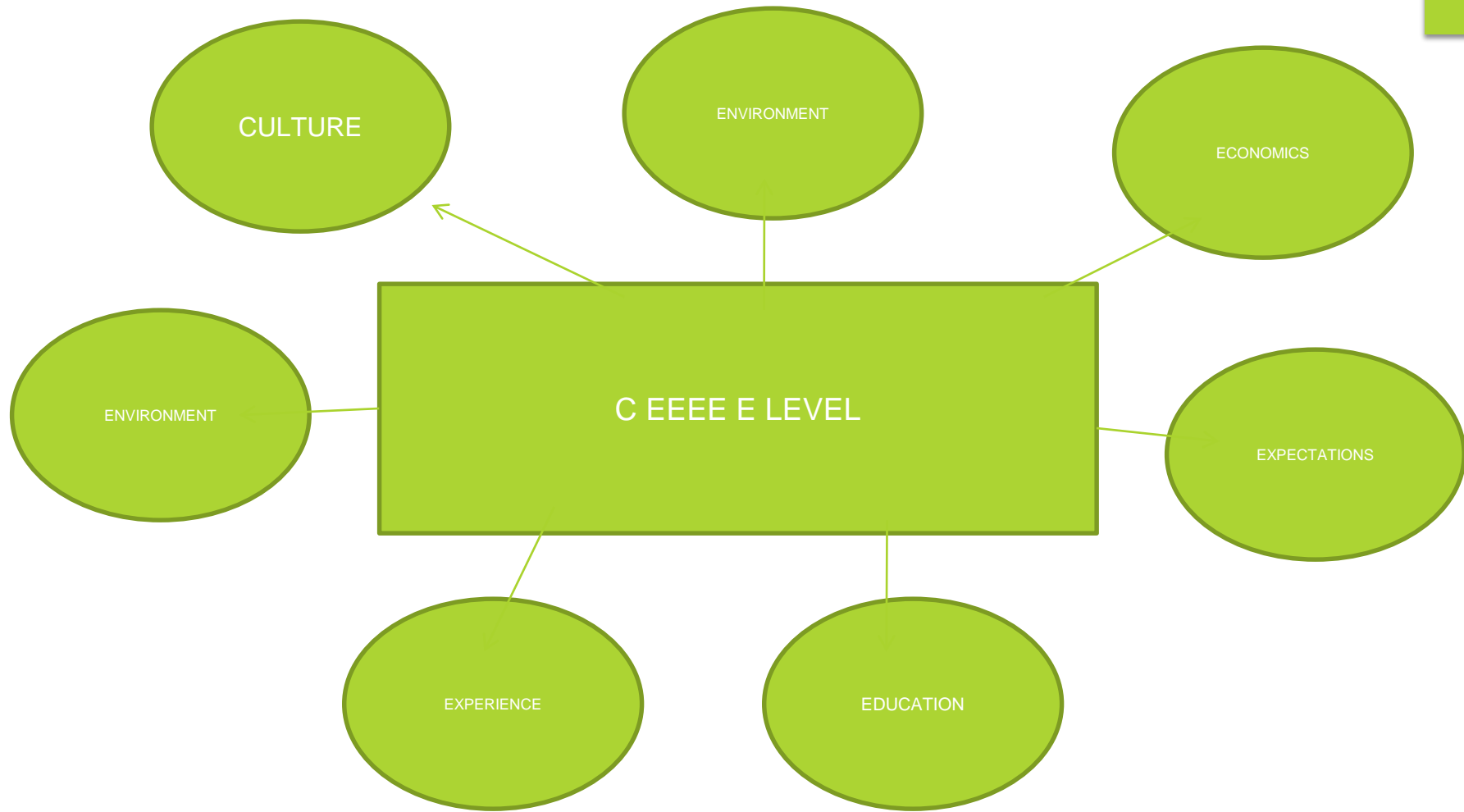
Multiple Intelligences





A Celebration of Difference

C EEEEE E Level



Culture

Irish, Italian, American,
Latino, Asian, etc.

What is origin?

Where we live?

NOT ONLY AM I
PERFECT
I'M
ITALIAN
TOO!



**LATINO
CULTURE**

Environment



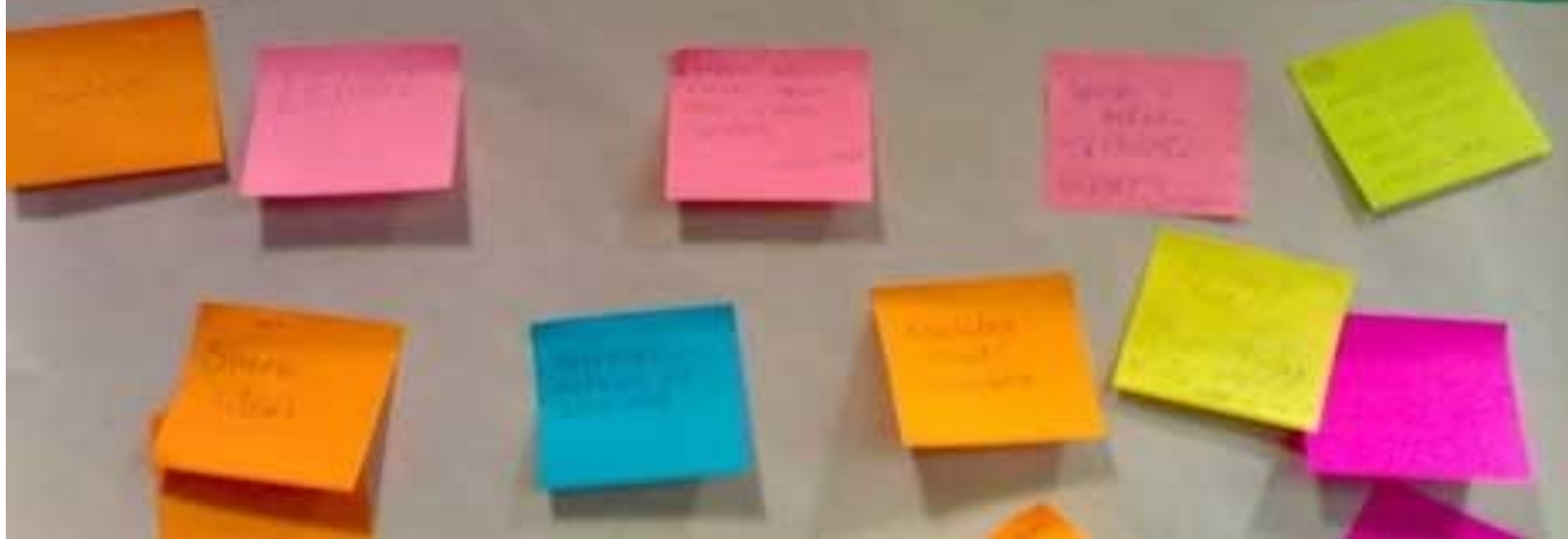
I'm a single parent.

What's your
super power?

Education



EXPECTATIONS





What have you lived up until this moment?

Experience

Economics



The Whole Package

“Dear friends, let us love one another, for love comes from God. Everyone who loves has been born of God and knows God.”

1 John 4: 7

