

## APPENDIX C: (SECTION 2)

# WORKING WITH 10 TO 15 YEAR OLDS

---

### Physical Growth

10 – 12 year olds

Children start to move from a “childhood” view of the world to a more adult view of the world. The physical changes and emotional challenges are not as dramatic for boys at this age as they are for girls. Boys tend to mature physically somewhat later than girls. Boys at this age are very competitive; success at sports and social position on the playground are important. Girls advance physically more quickly and may not be emotionally prepared or welcome the changes in their body. They may feel awkward and embarrassed.<sup>19</sup>

Young people in this age group have boundless energy. There is an increase in large muscle development, manual dexterity, and small muscle coordination.

13 – 15 year olds

Each teenager is an individual with a unique personality and special interests, likes and dislikes. Though all are different, there are specific physical, social, emotional, and intellectual characteristics that teenagers exhibit during adolescence.

A growth spurt occurs at the beginning of adolescence with girls maturing before boys.<sup>11</sup> Boys reach about 80% of their height during this time and girls reach 90% of their height. However, growth patterns vary greatly. Some boys at 13 may still be the size of 11 year olds while others the same age may have grown six inches.

Rapid physical changes are often a source of embarrassment for young teens. Hands and feet grow first which often causes clumsiness. The face a young person is used to seeing in the mirror may be changing due to the more rapid growth of nose and ears and sometimes the appearance of acne. Voice changes and unpredictable menstrual cycles all set up situations with potential for great embarrassment. At the same time, teens developing more slowly may become uneasy about the lack of physical changes.

### Teaching Tips

- Listen to their fears and worries about their physical development without judging or trivializing.
- Plan activities that are not weighted toward physical prowess.
- Be patient with grooming behaviors that may seem excessive.
- Plan a great range of activities.
- Have a location that is secure and enjoyable.
- Provide activities that are challenging, but not overwhelming.

## APPENDIX C: (SECTION 2)

# WORKING WITH 10 TO 15 YEAR OLDS

---

### **Social Growth**

10 -12 year olds

Although youth of this age might have a “best” friend with whom they share activities, they also will begin to have more complicated, competitive, and changeable relationships at school. This is particularly true of girls. Boys seem to be more focused on the details of what they are doing rather than with whom they are doing it. One will see the start of independence. Eleven and twelve year olds start wanting to do things more independently. They do need to stretch their wings.

13 – 15 year olds

Young teens are in the process of moving away from dependence on parents toward eventual independence. They are no longer afraid of being away from parents so will enjoy participating in activities away from home.<sup>12</sup>

The recognition they sought at earlier stages now shifts at this stage to the seeking of recognition from peers. Groups and clubs provide an opportunity for early teens to feel social acceptance. They are beginning to develop mature friendship skills. 12 to 14 year olds are discovering who they are in relation to members of the opposite sex.<sup>13</sup>

### **Teaching Tips**

- Encourage youth to take part in teen councils and planning boards.
- Involve the group in setting rules for the group or the program.
- Involve the group in planning field trips away from home.
- Talk with youth about the public figures they admire.
- Provide opportunities for teens to interact and feel at ease with members of the opposite sex through planning groups, parties, fund-raising activities, etc.

### **Emotional Growth**

10 – 12 year olds

As this age group becomes more independent, they seem to be less welcoming of the love and care they have been pleased to receive over the past years. This is often a difficult time for some parents to accept.

13 – 15 year olds

Emotions begin the roller coaster ride that characterizes adolescence. Changes in hormones and changes in ways of thinking contribute to these mood swings.<sup>14</sup> The early teen years are a time when youth begin to test values as well.<sup>15</sup>

### **Teaching Tips**

- Plan activities that do not compare one young person to another. Help teens compare their accomplishments to their own past performance and standards.

## APPENDIX C: (SECTION 2)

# WORKING WITH 10 TO 15 YEAR OLDS

---

- Be careful to not use comments that could be interpreted as “put downs” or “in-the-face” behaviors.
- Give youth a chance to choose when and if they are “on stage.”
- Avoid singling anyone out in front of others for either compliments or criticism.
- Provide opportunities to master skills.
- Incorporate problem-solving activities where teens can practice their ability to make decisions and think logically.
- Give youth the opportunity to think through a variety of different scenarios and the potential consequences of their actions.

### Intellectual Growth

#### 10 – 12 year olds

Youth vary a great deal in their academic abilities. Their interests are many. Youth often have collections and hobbies, but these may change quickly. This age group prefers to have concrete ideas and judge in absolutes. One way to help them express their feelings is through creative writing. They are more likely to agree to solutions that adults give them.

#### 13 – 15 year olds

Early teens are moving from concrete to abstract thinking and enjoy playing with ideas.<sup>16</sup> They speak in longer sentences, understand multiple levels of meaning, and have increased vocabulary. If a subject is of interest it will be intensely explored. They will be able to play more complex games and to use more complex play in sports activities. Ready-made solutions from adults are often rejected in favor of finding solutions on their own.

### Teaching Tips

- Involve them in planning what the group will do.
- Provide opportunities to question ways of doing things in the program and to explore values and beliefs of the organization.
- Ask questions to encourage predicting and problem solving. “What if this doesn’t work?” “What could happen if we did this?”
- Involve them in finding solutions to problems or issue that arise in the group.
- Offer more complex games or involve them in more complex plays in sports.

## APPENDIX C: (SECTION 2)

# WORKING WITH 10 TO 15 YEAR OLDS

---

Brainstorm and list activities under each age group that will build up the respective characteristic.

		AGE	
		10-12 YEAR OLDS	13-15 YEAR OLDS
CHARACTERISTIC	PHYSICAL		
	SOCIAL/ EMOTIONAL		
	INTELLECTUAL		

What activities could these two age groups do together?

What activities should these two age groups do independently of each other?