



MODULE 2:

Adolescent Development

Learning Goals

During this module, participants will:

- ◆ Define terms such as adolescence, identity, self-esteem, autonomy and social environment.
- ◆ Learn about the stages of adolescent development (e.g., need for independence, identity formation, etc.).
- ◆ Understand the importance of self-esteem and emotions in the process of healthy development.
- ◆ Reflect on developmental milestones and consider forthcoming milestones.
- ◆ Consider how identity development relates to issues faced by runaway youth.

MODULE 2: ADOLESCENT DEVELOPMENT

DEFINE THE ISSUE

In the words of Charles Dickens, "It was the best of times, it was the worst of times..."

Adolescence is a developmental stage generally thought to begin with puberty and extend into a youth's late teens or early 20s. It could be considered more stressful than other periods of development because of the biological, psychological, and social changes that may be taking place simultaneously.

Youth run away for many reasons which often include issues related to adolescent development. For example, some youth run away to gain a sense of autonomy or independence in their lives. Others may run to connect with a peer group that bolsters their self-esteem and self-image.

Module 2 is designed to teach participants about the aspects and challenges associated with adolescent development.

ICONS:

For further details see the Introduction Module.



MODULE 2: ADOLESCENT DEVELOPMENT

MODULE ACTIVITIES



ACTIVITY	TIME	METHODOLOGY
A. Making Sense Of Adolescence	10 minutes	Activity/Discussion
B. Updating Your "I-Space" Page	15 minutes	Activity/Discussion
C. Would You Run Too If It Happened To You?	20 minutes	Activity/Discussion

Total time required: **45 minutes**



MATERIALS

- ◆ Poster paper or chalk/dry erase board
- ◆ Markers
- ◆ "Adolescence FAQ Sheet" handout
- ◆ "Terms To Know About Adolescence" handout
- ◆ "'I-Space' Page Template" worksheet
- ◆ "Would You Run Too If It Happened To You? Page 1" handout
- ◆ "Would You Run Too If It Happened To You? Page 2" handout



Consider showing the curriculum companion film "1-800-RUNAWAY".



MODULE 2: ADOLESCENT DEVELOPMENT

ACTIVITY 2A. MAKING SENSE OF ADOLESCENCE

10 minutes



INTRODUCE

the topic of adolescent development.

STATE

For the next few minutes, we're going to talk about how we develop from youth to adults during a period called adolescence.

ASK

Who can tell me the age span of adolescence?

ALLOW

one or two participants to respond.

HAND OUT

"Adolescence FAQ Sheet" and "Terms To Know About Adolescence" handouts.

STATE

As you can see, there are some important facts and terms related to adolescence on the "Adolescence FAQ Sheet". Let's spend the next few minutes becoming familiar with these terms before moving on to learn more about each of these areas.

We will take turns reading these FAQs.

HAVE

participants take turns reading the FAQs.

ASK

Do you have any questions or comments?

DISCUSS

responses.



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ACTIVITY 2B. UPDATING YOUR "I-SPACE" PAGE

15 minutes



INTRODUCE the topic of identity development.

STATE *Take a few moments to look around the room. Look at each person. Notice how unique he or she is. No two people look exactly the same - each has different physical features or clothing styles. And even those who may look similar or are dressed similarly may have very different outlooks on life. Our identities are a large part of what make each of us unique.*

Identity development is about asking ourselves, "Who am I?" and "Where am I going in life?" These questions are not unique to adolescence. In fact, throughout our lives, we ask ourselves these questions.

However, in adolescence, sometimes these questions can be very challenging. This may be especially true for people who are in situations where they feel they have little or no control.

For the next few minutes, you're going to work on developing a personal web-page that displays your identity. We'll refer to it as an "I-Space" page.

HAND OUT markers and sheets of poster paper to each participant.

REFER to the "'I-Space' Template."

INSTRUCT participants to design a personal webpage that reflects the following categories from the template:

- My Favorites
- My Important Identities
- I Describe Myself As
- I'm Good At...
- In My Spare Time
- I Feel Happy When...
- In 3 Years, I'll Be...

ALLOW 5 minutes for participants to design their "I-Space" pages.

ASSURE participants that additional time will be provided at the end of the lesson for them to complete their "I-Space" pages.

ALLOW 2 additional minutes for participants to share their work with the larger group.



Participants do not have to share if they are not comfortable.



ASK

What aspects of this "I-Space" activity relate to the development issues we discussed earlier?

- *Self-Concept (Self-Pic; My Important Identities; I Describe Myself As)*
- *Self-Esteem (I'm Good At...)*
- *The developmental question "Where am I going?" (In 3 Years, I'll Be...)*
- *Emotions (I Feel Happy When...)*

DISCUSS

responses.

ASK

Do you have any questions or comments?

DISCUSS

responses.



MODULE 2: ADOLESCENT DEVELOPMENT

ACTIVITY 2C. WOULD YOU RUN TOO IF IT HAPPENED TO YOU?

20 minutes



INTRODUCE the final activity.

STATE *Young people may find themselves in a variety of difficult situations that make the option of running away appear like the only way out.*

I'm going to read a profile describing a difficult situation. As I do this, try to imagine yourself in this person's position.

HAND OUT "Would You Run Too If It Happened To You? Page 1" handouts.

STATE *Please follow along as I read the profile of a 15-year-old.*

READ the profile.

DIVIDE participants into six groups.



If there are fewer participants, make sure to have 3-4 participants in each group and assign 2-3 topics to each group.

ASSIGN topics to each group:

- Communication
- Family roles and responsibilities
- Planning for the future
- Emotions
- Social environment
- Identity

HAND OUT "Would You Run Too If It Happened To You? Page 2" handouts.

STATE *Discuss how the topic you have been assigned has played a role in the difficult situation we just reviewed. Consider the questions listed beneath your topic.*

You may refer to the "Terms To Know About Adolescence" handout or "Adolescence FAQ Sheet" to help you consider how your assigned factor plays a part in this situation.

After your group has spent about 5 minutes discussing this issue, ask yourselves: "Would I run too if it happened to me?"

DIRECT each group to designate a group member as a recorder who will be responsible for writing down the groups' main discussion points.

ASK *Do you have any questions?*

ALLOW 5 minutes to discuss the issues.

ASK *Now we're going to share the results of your discussions. How would your factor relate to the difficult situation?*



WRITE

responses on poster paper or the chalk/dry erase board.

Responses might include:

Communication

- Disbelief by case worker or group home staff
- Difficulty staying in touch with mother and father

Family roles and responsibilities

- Being a half sibling and child
- Not being in contact with family and unable to act on responsibilities
- Having a mother in drug abuse recovery

Planning for the future

- Putting school aside
- Unable to keep playing soccer
- Not knowing the future

Emotions

- Feeling upset in current situation
- Being disappointed in the case manager
- Being concerned for female friend at group home
- Feeling scared about being hurt

Social environment

- Not having support from others
- Being isolated
- Living in a group home

Identity

- Especially challenging to find identity in current situation
- Question of "who am I" is hard to determine
- Question of "where am I" is unclear and may depend on situation to run away

STATE

Based on what we've discussed, would you run too if it happened to you? Why or why not?

ALLOW

1 -2 minutes for responses and discussion.

ASK

If you were in this person's shoes, what would you do instead of running away from the group home?

What are some possible consequences (both positive and negative) of this person's decision to run away?

In what ways has being involved in this workshop helped you to think about these types of situations?

ALLOW

1 -2 minutes for responses and discussion.

STATE

In any crisis situation, you can always call the National Runaway Switchboard at 1-800-RUNAWAY and speak confidentially with a trained NRS frontline team member or liner.

ASK

Do you have any questions or comments?

DISCUSS

responses.



MODULE 2: ADOLESCENT DEVELOPMENT

SUMMARY

STATE

Now I'd like to summarize the key points from this session.

- *Adolescence is the transitional period from childhood to one's early to mid-twenties.*
- *Adolescence includes biological, psychological and social transitions as a young person develops into an independent, goal-oriented adult.*
- *The three stages of adolescence begin with early adolescence from age 10 to 14, late adolescence from age 14 to 18, and emerging adulthood from age 18 to 25.*
- *A key activity during adolescence is identity development. While we may ask ourselves, "Who am I?" and "Where am I going in life?" throughout our lives, young people can find these questions particularly challenging.*
- *The " 'I-Space' Template" is one way to help people identify what is important to them, including their:*
 - *Self-Concept*
 - *Self-Esteem*
 - *The developmental question "Where am I going?"*
 - *Emotions*
- *Factors that influence whether an adolescent decides to run away include:*
 - *Communication*
 - *Family roles and responsibilities*
 - *Planning for the future*
 - *Emotions*
 - *Social environment*
 - *Identity*



MODULE 2: ADOLESCENT DEVELOPMENT

HANDOUTS AND WORKSHEETS

- A. Adolescence FAQ Sheet
- B. Terms To Know About Adolescence
- C. "I-Space" Template"
- D. Would You Run Too If It Happened To You? Page 1
- E. Would You Run Too If It Happened To You? Page 2

REFERENCES

Arnett, J. J. (2007). *Adolescence and emerging adulthood: A cultural approach*, (3rd ed). Saddle River, NJ: Pearson-Prentice Hall.

Berger, K. (2005). *The developing person through the life span* (6th ed). New York: Worth Publishers.

National Runaway Switchboard (2001). *Runaway Prevention Curriculum For Classroom and Community Educators*, Chicago, IL: NRS

RESOURCES

KidsHealth is a website that provides doctor-approved health information about children from before birth through adolescence for all ages (<http://kidshealth.org/index.html>).

National Runaway Switchboard is the federally-designated national communication system (hotline and website) for runaway and homeless youth. Youth and family members call 1-800-RUNAWAY or access the website to work through problems and to find local help (<http://www.1800RUNAWAY.org>).

Spinks, Sarah (2002) Inside the Teenage Brain: Resources for parents and teenagers to help improve mutual understanding and communication. *PBS FRONTLINE* Retrieved 2007, from <http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/etc/aliens.html>



ADOLESCENCE FAQ SHEET

Directions: This is a quick reference guide with Frequently Asked Questions (FAQ) about adolescence.

What is adolescence?	<i>Adolescence is the transitional period from childhood to adulthood. It is considered to begin at the onset of puberty; in the U.S. it generally continues until one develops into an adult in one's early to mid-twenties.</i>
What happens during this period?	<i>During adolescence an individual undergoes biological, psychological and social transitions as she or he develops into an independent, goal-oriented young person.</i>
What are the transitions of adolescence?	<i>Biological:</i> Physical and hormonal change, genital development <i>Psychological:</i> Thought processes become more complex <i>Social:</i> Development of identity, self-concept, self-esteem, peer relationships, and emotions
What are the stages of adolescence?	There are three "stages" of adolescence beginning with (1) <i>early adolescence</i> , (2) <i>late adolescence</i> , and (3) <i>emerging adulthood</i> . Each of these developmental periods is described in more detail below.
What is early adolescence?	Roughly between the ages of 10 to 14. This period begins with the onset of puberty, which involves changes in hormones that cause physical growth, genital development, the ability to reproduce, and a range of emotions. At this age, even the way one thinks changes, and one may find him or herself having more intense and complex thoughts than ever before.
What is late adolescence?	Roughly between the ages of 15 to 18. Hormonal changes as well as physical and sexual maturation continue through this stage of development. One also begins to form relationships with peers. At this age, one is often more likely to consider the opinions of our peers than the opinions of family members or caregivers.
What is emerging adulthood?	Roughly between the ages of 18 to 25. In industrialized countries like the U.S., this period is when young people's minds and bodies develop into adulthood, with a stable sense of personality and consideration of "where they've been and where they're heading." Also during this time, many young people in the US begin to be more independent in their decision-making and consider the consequences their decisions may have on themselves and others.

Need to talk? Call us.
1-800-RUNAWAY
National Runaway Switchboard
www.1800RUNAWAY.org



TERMS TO KNOW ABOUT ADOLESCENCE

Directions: This is a quick reference guide with Frequently Asked Questions (FAQ) about adolescence.

<u>TERMS</u>	<u>DEFINITIONS</u>
Autonomy	Refers to a healthy sense of independence in three areas: 1) emotional independence in relationships with others, 2) the ability to make decisions independently, and 3) the development of independent beliefs or values.
Identity Development	Begins before adolescence and extends throughout one's lifespan. Forming a sense of identity is a key challenge in adolescence as one asks oneself "who am I and where am I going?" Identities can be based on one's racial identity or ethnicity (e.g., African American, Latino, Irish American, etc.), gender (e.g., male, female, transgender, etc.), religion (e.g., Christian, Jewish, Muslim, etc.), and sexuality (e.g., lesbian, straight, gay, bisexual, etc), etc.
Self-Concept	Refers to how individuals think of themselves. During adolescence individuals begin to distinguish who they really are from who they imagine themselves to be (e.g., "I'm the smartest person in the whole school" versus "I am an intelligent person").
Ideal Self	Refers to a perfected image of who an individual believes she or he is or will become.
Self-Esteem	Refers to the degree to which an individual values her or himself. Can be secure (e.g., My brown eyes are beautiful) and less secure (e.g., I'm not dressed well today).
Social Environment	The influential atmosphere in which we interact with others directly (e.g., school, home, etc.) or indirectly (e.g., media, lawmakers, etc.)

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“I-SPACE PAGE” TEMPLATE

Directions: Design a personal webpage that reflects what makes you unique.

	<u>I-SPACE NAME</u>	<u>Personal Slogan</u>
Self-Pic	<u>My Important Identities</u> GENDER: AGE: Ethnic Identity: Other:	<u>In My Spare Time:</u> Hobbies: Relationships With Others: Clubs/Sports:
<u>My Favorites:</u> Music: Books: Movies/Shows:	<u>I Describe Myself As:</u> <u>I'm Good At...</u>	<u>I Feel Happy When...</u> <u>In 3 Years, I'll Be...</u>



WOULD YOU RUN TOO IF IT HAPPENED TO YOU? Page 1

Imagine that you've decided to leave the place you're staying. You are 15 years old. You've been living in a group home with eight other kids for about three months now, and you just can't take it anymore!

You miss your parents and your siblings. You used to live with your mom, but she had a drug problem and was found to be "unfit." Now, she stays with your grandma until she can get on her own again. Your dad has a new family of his own, and you have three younger half-siblings - twin sisters who are 4 and a brother who is 8. You miss them so much, but you can't always see them because they live an hour away.

You're still attending the same school you attended before you came to the group home. You're in eighth grade. You pretty much keep to yourself at school. You make C's, with B's in English, and you like the student teacher in that class because she knows you're smart. School's also neat because you get to see your soccer coach, who will sometimes let you play even though you're no longer on the team. You know that, if you run away from the group home, you won't be able to go back to school because school is the first place they'll look for you.

You still attend the same church where you've always gone. Some of the other kids in the group home go there, too, and there's a youth group you're all part of. Pastor Chris and his wife know your situation, and they have been pretty supportive. They even gave you a place to stay once a few years ago when things were rough at home. You know that you can't get in touch with them once you run away because they're bound to tell your caseworker or the youth counselor at the group home.

You don't have many friends. There's this person you were seeing on and off before getting into the home, but that's over. Now, the only thing close to a friendship is a girl at the home who tends to cling to you. She's pretty new and she seems scared, so you stand up for her sometimes. She'll be sad to see you go, but you can't let that hold you back.

The group home has been ok so far. It's not your ideal situation, but people have been supportive and it *is* a safe place to stay with a bed, food, and showers. The thing is, you *really* miss your family. You've tried talking to your caseworker, but he keeps trying to explain how this is the only option right now. You feel like there's gotta be another way, and that's why you've had it. You're ready to leave.



WOULD YOU RUN TOO IF IT HAPPENED TO YOU? Page 2

Topic	Responses
<p>Communication Who could you talk to?</p> <p>How might communication have helped or hurt your situation?</p>	
<p>Family Roles and Responsibilities How has your family helped/hurt the situation?</p> <p>What roles do you play in your family?</p> <p>Who do you see as your family?</p>	
<p>Planning for the Future How might running affect your future?</p> <p>What goals do you have?</p>	
<p>Emotions How might you feel about your situation and toward others?</p>	
<p>Social Environment What is your social environment like?</p> <p>Who is a part of it?</p>	
<p>Identity How do you view yourself?</p> <p>How does that play a role in whether to stay or go?</p>	

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National Runaway Switchboard
www.1800RUNAWAY.org



Module 2: Adolescent Development Pre and Post-Activity Worksheet

Initials:

Directions: Please put your initials at the top of the page and circle "pre" if you are taking the test before class or "post" if you are taking the test after class. Answer the following questions to the best of your ability!

What is your **gender:** _____ **Race/ethnicity:** _____ **Age:** _____

- The age span of adolescence is considered to extend from the ages of _____.
 - 13 to 18 years
 - 12 to 17 years
 - 13 to 22 years
 - 12 to 25 years
- During adolescence, most youth go through all of the following types of changes **EXCEPT?**
 - Social
 - Biological
 - Psychological
 - Gastroenterological
- The three stages of adolescence are early adolescence, late adolescence, and _____ adulthood.
 - late
 - emerging
 - early
 - mid
- An important goal during adolescence in western culture is _____.
 - divorce
 - career advancement
 - autobiography
 - autonomy
- One's social environment might include which of the following?
 - School
 - Internet
 - Home
 - All of the above
- Adolescence is defined as _____.
 - the onset of puberty until the early twenties
 - the transitional period from childhood to adulthood
 - involving the development of independence
 - all of the above
- During adolescence, biological changes include _____.
 - physical changes
 - hormonal changes
 - genital development
 - all of the above
- Autonomy is a healthy sense of independence in what life areas?
 - In relationships with peers
 - In the ability to make decisions regardless of peer influence
 - In the ability to take on beliefs and values of your own
 - All of the above
- Late adolescence is _____.
 - between the ages of 15-18
 - focused around peers
 - both a and b
 - neither a nor b
- Self concept is our perfect image of ourselves or who we want to become.
 - True
 - False

