

Tutorial Letter 102/3/2018

Child Development

EDT1601

Semesters 1 and 2

Department of Psychology of Education

This tutorial letter contains important information
about your module.

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Dear Student

Welcome to this module where our main focus is on the adolescent. We hope you will find this module interesting and valuable and will soon be able to apply your theoretical knowledge in practice. It is important for you as teacher in the intermediate and senior phase to obtain information about your learners. This will give you a better understanding of this specific stage and enable you as a teacher to establish better relations with learners.

The aim of this tutorial letter is to help you working through the prescribed book. The textbook prescribed for this module is:

Gouws E, 2015. The Adolescent. 4th edition. Johannesburg: Pearson Publishers.

Make sure that you buy the fourth edition of the prescribed book. All the information in this edition is updated and new sections have been added.

We advise you to follow the instructions and references to each chapter in this tutorial letter when working through the textbook chapter by chapter. It is therefore essential to study **this tutorial letter and the prescribed book** together. The purpose of **this tutorial letter** is to guide you through the prescribed book. The prescribed book covers the module contents in full, but if you wish to read more on a particular theme, you are welcome to consult the bibliographies at the back of the prescribed book. In some cases, where you have to answer general questions or do activities, it will be helpful to have more information.

The fourth edition of the prescribed book is divided into ten separate chapters. You need to use **this tutorial letter** when working through the prescribed book.

Each chapter deals with a different aspect of adolescent development. Always keep in mind that, although we are looking at each one of these aspects of development as a separate unit for the sake of clarity and for study purposes, it is in fact impossible to separate them. For example, the physical development of an adolescent will also influence other aspects of development.

Look at the following example:

A teenage girl suffers from chronic asthma which makes her easily affected by changes in weather and as a result she is often sick and absent from school. Because she has missed work at school she does badly in her tests. Her inability to perform well affects her motivation. She feels inadequate and

stupid. When she writes her next test she tries to make up for her lack of knowledge by copying a friend's work.

- Can you identify the different domains of development (physical, cognitive, affective and moral)?
- Can you see how different aspects or domains influence one another?

Please note:

You need to go through all the chapters to prepare for the examination. The multiple choice questions, true/false questions and discussing concepts will be asked from any of the chapters.

The paragraph questions will be asked from chapter 2-5

1 chapter 1

Chapter 1 of the prescribed book is regarded as an introduction only. However, it is important that you read through this chapter because it provides explanations and definitions of important concepts that are used in the book.

2 chapter 2

In this chapter we discuss the physical development of the adolescent. We pay special attention to the characteristics of physical growth and health problems generally experienced during this phase. However, it is not enough to know about the characteristics of physical development and health problems. As a teacher you need to be able to apply your knowledge in real life situations.

Please note:

Study all the sections in chapter 2, as discussed in the fourth edition of *The Adolescent*.

Multiple choice questions, true/false, define concepts and paragraph questions may be asked from this chapter

As a teacher you should be familiar with the physical changes that take place during adolescence in order to help the learners in your class to cope with them. Remember that these changes can give rise to great stress and insecurity. You should therefore be sensitive to adolescents' emotions and empathise with their problems, fears and sometimes inexplicable moodiness. The following guidelines will be helpful in your relations with adolescents.

- Be prepared and able to discuss difficult situations with the group.
- Help the adolescents in your care to maintain a high standard of hygiene and a healthy lifestyle. Because of increased hormonal activity, adolescents and adults

may easily develop unpleasant body odours. Be a model of cleanliness, tidiness and healthy habits.

- Point out the dangers of malnutrition and eating disorders and encourage your group to have enough exercise and rest.
- Finally you should be knowledgeable about the support systems available to you and the adolescents in your group. If they have problems that are outside your own experience and field of expertise and you are unable to help them, you should not hesitate to seek assistance from a professional or any other service organisation.

3 chapter 3

In this chapter we discuss the cognitive development of the adolescent. A person's cognitive abilities increase rapidly during adolescence. . During adolescence the adolescent acquires knowledge and self- knowledge in informal and in more formal ways. In other words, adolescents become more rational, capable of more complex thinking and tend to evaluate and criticise before arriving at a definite conclusion, they also start to question things around them more and more. They argue about things and begin to form their own opinions.

Please Note:

Study the following sections, as discussed in the fourth edition of *The Adolescent*.

- 3.1.1 Piaget's development approach
- 3.1.5 Gardner's approach
- 3.2.1 Cognitive neuroscience
- 3.2.2 Structures of the human brain
- 3.2.3 Development of the brain during adolescence
- 3.3.2 Enhancing Intelligence
- 3.4.1 Stimulating creativity

Multiple choice questions, True/false define concepts and paragraph questions will/may be asked from this chapter

Teachers should take note of the implications of adolescent cognitive development, so that they can guide adolescents in a way that will promote optimal cognitive development.

They should be aware of the existence of individual differences between adolescents. We cannot assume that all 15-year-olds are on the same cognitive level. We should remember at all times that the adolescent may be capable of formal-operational thought on one day, only to lapse into the concrete-operational phase the very next day. This means that, as teachers, we cannot simply sit

back and wait for all the adolescents in our class to reach the formal-operational phase before continuing with our teaching. Teaching should start from concrete considerations, building up where it is applicable to more abstract reasoning. This is reflected in many teaching programmes, including some devised for mathematics and science, which begin with experimental, practical aspects before deductive work is attempted. It is important to expose adolescents to a variety of experiences in order to promote their development of a capacity for flexible, versatile thinking. We must be careful not to force our views on adolescents.

Verbalisation is very important because verbal interaction between adolescents and teachers helps adolescents to assign meaning to their life-world. The teacher must pay due attention to this matter. There should also be a certain degree of discovery learning so that students can learn to solve problems on their own. The teacher must provide learning material that is interesting and challenging, and that sustains pupils' curiosity as they search for solutions.

4 chapter 4

In this chapter we discuss the social development of the adolescent. Socialisation is a critical developmental task during adolescence, because this is the period when adolescents should learn important interpersonal skills, develop tolerance of different people and cultures, and gain self-confidence. In mastering these skills adolescents gradually move away from their parents and become increasingly concerned with acceptance by their peer group.

Although adolescents' relationship with their parents are generally good, there are still periods of conflict. Adolescents tend to question their parents' values, attitudes and interests as they begin to form their own opinions about things. Some parents find it difficult to come to terms with this drive for independence.

Please Note:

Study all the sections in chapter 4, as discussed in the fourth edition of *The Adolescent*.

Multiple choice questions, True/false define concepts and paragraph questions will/may be asked from this chapter

Teachers must create opportunities for adolescents to take part in their peer group's activities. The adolescent not only develops social skills through communication and interaction with peers, but also develops in all other domains of becoming.

In order to act as a facilitator of the adolescent's personality development, prevent psychological problems and secure mental health, teachers themselves have to possess certain characteristics. First, the teacher must show a genuine interest in the adolescent and must accept, prize, trust and

regard him or her as a person of worth. The teacher must be prepared to meet the adolescent on a personal level without entertaining the idea that she or he is superior and the adolescent inferior. The teacher must constantly bear in mind that the adolescent is engaged in an unremitting quest for independence and autonomy, and must respect and support the adolescent in her or his striving to achieve these aims. The teacher must endeavour to build up positive interpersonal relations between herself (or himself) and the adolescent by behaving in an affectionate, warm, caring and considerate way. The teacher must also show understanding for the adolescent's problems and act empathetically. As far as possible, teachers should avoid creating an environment characterised by stress, hostility and anxiety since these factors not only militate against effective teaching and learning, but also prejudice the adolescent's personality development.

It is the teacher's task to guide and assist the adolescent, who is probably experiencing a period of uncertainty about her or his identity owing to changes in the body and changes in social roles and the like that accompany the onset of adolescence, so that by the end of adolescence, there is relative certainty about her or his identity.

A person's self-concept is not inborn, but is acquired through interaction with the self and with other people of importance to the self. It stands to reason, therefore, that teachers have an important role to play in the development of adolescents' self-concepts.

5 chapter 5

In this chapter we discuss the emotional, moral and spiritual development of the adolescent. The first part of the chapter focuses on the adolescent's emotional development and the last section on moral and spiritual development. Certain values, norms, behaviours, traditions and customs are passed on to adolescents as members of a particular social group. Each community sets particular guidelines, principles, rules and norms regarding what they feel are right and wrong, proper and improper, good and bad. Adolescents developing cognitive abilities, enables them to think about optional values and religious practices and to assess them rationally.

Please note:

Study the following sections in Chapter 5, as discussed in the fourth edition of *The Adolescent*.

5.1 emotional development

5.2 moral development

Multiple choice questions, true/false define concepts and paragraph questions may be asked from this chapter

In order to assist adolescents to achieve greater emotional stability, Teachers and community workers must be knowledgeable about the manifestation of emotions; possess certain skills at handling emotions in the educational context, and be mature in their own right. They should also be sensitive to the adolescent's emotions and moods. Their task is to help adolescents to come to terms with and handle their emotions by such means as verbalising emotions, displaying a sense of humour, providing the opportunity to cry, and being supportive when crying does occur and by providing the opportunity to get rid of pent-up emotions by means of physical activities.

Research has shown that moral values exemplified in the behaviour of Teachers are an important yardstick for most adolescent behaviour. Teachers are therefore under a clear obligation to ensure that their behaviour constitutes a worthy example for adolescents to emulate. It is important, too, that Teachers instruct adolescents in the practical implementation of their moral value systems. Teachers should educate adolescents and give them the opportunity to make independent and responsible choices concerning moral values. Coercion and conditioning can sometimes eliminate moral freedom.

The teacher should complement the parent's role since moral education is one of the school's main functions. Besides serving as models whose behaviour adolescents can emulate, teachers should also provide opportunities for moral development in their teaching practice, For example, during language periods, learners could be given the opportunity to debate moral issues.

Adolescents need religion and subsist in a world characterised by religious activities. Teachers should also be aware of the religious doubts and frustrations experienced by adolescents — particularly when they are confronted by discrepancies between doctrine and practice. Competent guidance is essential and religious counselling is important since by this means the teacher becomes aware of adolescents' fears and frustrations as well as their ideas. Teachers' overt behaviour exemplifying such qualities as friendliness, respect and esteem, is particularly significant because

adolescents need and want to feel accepted. Remember that Teachers whose human relations are unsatisfactory will have little success in admonishing adolescent about religious and moral issues.

6 chapter 6

In this chapter we discuss the adolescent in transition. Adolescent development is characterised by a growing need for independence and self-reliance. During adolescence, adolescents want to choose and decide for themselves. Furthermore, they need to make some life-changing decisions, for example, choosing a career or career path. Adolescent development is characterised by a growing need for independence and self-reliance. Adolescents want to choose and decide for themselves, but they still want approval from adults who are important to them, and they still need adult guidance.

Please Note:

Read/Study all the sections in chapter 6, as discussed in the fourth edition of *The Adolescent*.

Multiple choice questions, True/false and define concepts may be asked from this chapter

7 chapter 7

In this chapter we discuss the development challenges faced by the adolescent, such as eating disorders, underachievement, stress, depression and suicide.

Please note:

Read/study all the sections in chapter 7, as discussed in the fourth edition of *The Adolescent*.

Multiple choice questions, true/false and define concepts may be asked from this chapter

8 chapter 8

In this chapter we discuss social concerns during adolescence. We pay special attention to sexual attitudes and behaviour, teenage pregnancies, alcohol and substance abuse, gang delinquencies and street children.

Please note:

Read/study all the sections in chapter 8, as discussed in the fourth edition of *The Adolescent*.

Multiple choice questions, true/false and define concepts may be asked from this chapter

9 chapter 9

In this chapter we discuss teaching, learning and motivation during adolescence. This is a new chapter added to the fourth edition of the prescribed book.

Please note:

Read/study all the sections in chapter 9, as discussed in the fourth edition of *The Adolescent*.

Multiple choice questions, true/false and define concepts may be asked from this chapter

10 Chapter 10

In this chapter we discuss pathways to South African adolescent resilience. This is a new chapter added to the fourth edition of the prescribed book.

Study the following section in chapter 10, as discussed in the fourth edition of *The Adolescent*.

10.1 Resilience defined

Multiple choice questions, True/false and define concepts may be asked from this section.

11 Conclusion

If you require more information on a particular topic you may refer to the sources in the bibliography. Remember that educators should do ongoing research for the sake of personal growth and to keep up to date with new developments. It is also clear from the study of this module that the educator's professional responsibility extends far beyond the boundaries of merely imparting knowledge or providing academic expertise and that they must be available to become involved with adolescents who need help on their way to adulthood.

We hope that you will find the fourth edition of *The Adolescent* informative and that it will guide you in your understanding of adolescent development.

Contact us if you have any uncertainty about the content of this tutorial letter or the module.

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