GUARDING
THE
PRETEEN

NAME__________________________
CLUB__________________________
BIRTHDATE_____________________
YEARS IN PROJECT______
YEARS IN 4-H______

Unit I:
Growth and Development

by Bill Burk
Human Development Specialist

Florida Cooperative Extension Service
Institute of Food and Agricultural Sciences
University of Florida, Gainesville
John T. Woeste, Dean for Extension
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INTRODUCTION

This project is different from many others in that you will be studying and learning about people instead of products, machines, technology, plants or animals. You won’t be practicing manual skills. You will be learning skills in human understanding and in human relations. You will be learning about human feelings and behavior and how to deal with and relate to other people. You will be learning social and psychological skills, not in a textbook manner but in a practical way.

You will be dealing with people, as individuals and in groups, and learning concepts and skills in relating to people. It will be difficult to measure or record what you have learned—and impossible to demonstrate a “finished product.” The fact is that you will never have a “finished product” because human life, its development and its relationships, are ongoing, ever-changing processes. Only you will know best and fully appreciate what you are able to learn through this project.

A human of whatever age is a highly complex form of life. No matter how much one knows or understands about human behavior and motivations, one can always learn more. Every day one can use this knowledge in beneficial ways regardless of the person’s occupation, career or situation in life. And you can learn valuable lessons from every person you meet, as each individual has his or her own unique blend of skills, talents and viewpoints.

You will be interviewing some people and observing youngsters in group activities to learn about the feelings and behavior of preteens.

You will read a couple of books that are popular with preteen boys and girls along with your project group’s educational meetings and the lessons in this manual. The activities are intended to help you toward a better understanding of how preteens grow and develop toward maturity.

The activities for this project are in the back of the manual. However, you should preview what they will require of you at the beginning of the project. You will need enough time to complete them and you probably will need to work on more than one of them at a time. So begin as soon as possible.

Hopefully you will enjoy this project and the people you will meet through its activities. And hopefully you will value the experiences and skills that you gain during the course of the project.
Project Pointers

- This project may be taken individually or as a member of a project group. However, it will be much more enjoyable and you will learn more if you can take it as a part of a project group. Should you have to take the project alone it will be helpful for you to have a willing adult adviser—someone who can help you with suggestions, activities and with whom you can discuss activities and study topics. Your project leader or adviser should have a copy of the leader’s manual and the project manual.
- The activities required for this project will require some time and some careful planning. So get started soon.
- It is suggested that this project be completed within a 6 to 12 week time span. Also your project group should meet 6 to 12 times and try to have educational programs at three or four of the project meetings. These programs should be in addition to your regular sharing, reporting and discussions that are related directly to the activities or to the material in this manual. The leader’s manual has suggestions for educational programs.
- The subject matter or content of this manual is not divided into chapters or lessons. Hopefully this will allow and encourage your project group and your project leader to determine the sequence of study and project meeting lessons that best fits your situation.

Suggestions for Illustrated Talks or Demonstrations

As a teen 4-H member an important part of your educational experience could be the opportunity to speak before other groups of people. This experience helps one to develop poise, self-confidence and leadership skills.

If you get the chance to take part in such events, the following are some suggested topics:

- Preteens and Parent Relations
- Coping with Preteen Brothers and/or Sisters
- Preteens and Responsibilities
- Special Health Needs of Preteens
- The Preteen as a Group Member
- Special Likes and Dislikes of Preteens
- The Handicapped Preteen—Special Needs
- Nutrition Needs of the Preteen
- Appropriate Sports and Games for the Preteen
- The Preteen’s Need for Sex Education

The above are merely suggestions. Feel free to use your own ideas that relate to working with, teaching, or understanding the preteen.

Skills in leading groups.

Why Take this Project?

All people have their own personal reasons for doing things. We are motivated or pushed into action by the desire to fulfill certain needs. You will have your own reasons for taking this project.

Below are several reasons for taking this project or relating to what one can expect to learn from it. Read these items carefully and give each one some consideration. Some of them may not seem to fit in with your own personal reasons, but by making yourself aware of the possibilities mentioned you will be alerting yourself to new things that you might learn. This will help prepare you mentally to get the most out of your efforts and activities.
Reasons for Taking the Project

Leading Youth Groups

Examples: 4-H Project Groups
4-H Clubs
4-H Junior Leadership
Little League, Etc.
Girl Scouts
Campfire Girls
Boy Scouts
Recreational Programs
Camp Counseling
Church Youth Groups

The preadolescent age range (roughly 9-12) is the age at which kids are most interested in being part of organized groups. It is the age of belonging to clubs, gangs, cliques, and so forth.

A better understanding of the age group will be most helpful for any person who is interested in a leadership role with boys and girls.

Developing Your Qualities of Leadership

We learn best by doing, so we learn leadership best by leading. We learn through the real experience of guiding and being responsible for the leadership of another group.

Becoming Capable Parents

There are many resources available for helping parents understand and deal with babies and young children. But babies and young children soon grow into school-age youngsters. This is a critical stage of life during which adjustment problems of the teen years and of later life begin to make themselves known. There is a need for parents and others to have a better understanding of the preteen age group.

Social Work as a Career

Counseling
Churchwork
Ministry
Recreational Work
Juvenile Probation Work
Psychology
Social Services
Public Health
The Healing Arts (physicians, nurses, etc.)
Many others

Many occupations or careers require individuals who are understanding, tolerant and supportive of the personal needs of others. Only by working with or for the benefit of others can one gain this type of experience.

Teaching or Coaching as a Career

We learn to teach best by teaching, to coach best by coaching. Sincere teachers and coaches learn as much as or more than their students. Not only do they learn more about teaching but they also learn more about the subject they are teaching.

Self-Development and Self-Understanding

We all strive to know ourselves better. We all need to know ourselves better. Through a better understanding of others we come to understand ourselves better; where we came from and how we came to be what we are now.

Understanding Others Better

Through a focused study of any group we learn things that give us clarification and insights into
the attitudes and behaviors of people in other groups. Thus we can relate better to their feelings, attitudes, opinions and experiences.

Improving One's Personal Communication Skills

All through life, and day by day, a person's relationships with others are influenced by the ability to communicate well (both verbally and non-verbally) one's feelings, thoughts, opinions and attitudes. We can improve our own skills in communicating by practicing them in real life situations of working with, teaching and helping others.

Just Because the Topic Interests You

If that is one of your reasons (or your only reason) for taking this project, then that is reason enough. All people have interests of various sorts. And we are not always able to express or articulate (put into words) why we are interested in something. Sometimes we just are! By pursuing that interest we not only enjoy ourselves and fulfill a personal need, but we often discover the reason for our initial interest thus learning something else about ourselves.

ASK YOURSELF

After having read and considered some reasons for taking this project, what are your thoughts and feelings? Putting your thoughts in writing is a helpful way to clarify your ideas. Space is provided for your answers.

1. Can you list and explain your own reasons for taking the project?

2. In what ways do your reasons match those that were suggested?
3. In what ways do your reasons differ from those suggested?

4. a) What are some things you hope to learn from the project? (Be as specific as you can.)

b) Relate how you think learning those things will be helpful to you.

5. a) What other projects have you taken or what other experiences have you had that will be helpful background for this subject?

b) In what ways do you think those experiences will be helpful?

6. List some activities or experiences that you think will be helpful in learning about preadolescent boys and girls.

Share the ideas and thoughts you have written with your project group or with your project leader.
When You Were a Preteen

The major emphasis of this project is to help you understand boys and girls in their preteen years. You have one obvious advantage over adults. It hasn’t been too long since you were a preteen yourself. So in remembering your preteen years chances are your memories will be a bit more accurate, more intense and subject to more honest interpretation of feelings and attitudes.

The following exercise will help you remember and feel what it is like to be a preteen.

Remember yourself when you were about 10 or 11 years old. In your mind go back to that age in your life and try to recapture the feelings of being that age—the hopes, dreams, fears, joys, anxieties, etc. The more you can remember, the better you will be able to understand and relate to children of that age range. Try to be honest with yourself. These questions will help get you started on your trip down memory lane:

1. Who were your best friends?

2. What were your favorite foods?

3. What were your favorite TV shows?

4. Who were your favorite movie or TV stars?

5. Who were your favorite personalities in sports?

6. What were your favorite activities?

7. What did you want to be when you grew up?

8. How did you feel about members of the opposite sex in your age group?

9. How did you feel about your own abilities?

10. What were your special skills, talents or abilities?
11. What were some of your failures or shortcomings that may have caused you concern?

12. What were your fears and anxieties?

13. What irritated you the most?

14. What were your hopes and dreams?

15. Basically what attracted you to group types of activities?

16. How did you feel about teenagers?

17. What were the best things about being a preteen?

Now go back over each answer thoughtfully and ask yourself, "Why?"
Your project group should enjoy sharing and discussing the answers to this questionnaire.
Important Years

Boys and girls in the 9-12 age range are in an interesting and important stage of life. The teen years are studied more and people seem more interested in those years. But the years between early childhood and adolescence are years in which tremendous growth and development take place. The development is not merely physical in nature. It also involves intellectual, social and emotional development and the development of skills and talents.

These are years of great change; change from a little child to that of a person nearing physical maturity. They are crucial and important years. They are the years when youngsters are expected to master the fundamentals of education that will carry them through life; when personality and character traits are more fully defined and developed; and when group activities and group membership are most important.

Somewhat mistakenly, perhaps, we commonly consider the teen years as the years of conflict, confusion, crises; in general, problem years. However, it is the preteen years of development that determine what the teen years will be like. Any person who is involved in the guidance and development of the 9-12 year age group has a very important responsibility. Your positive influence on youngsters in this age range can be a vital factor in guiding them successfully from one stage of life into readiness for the next stage. Take your job seriously. But also look forward to it. It will present exciting challenges and long-lasting rewards.

The preteen years can be considered a “developmental stage” with certain tasks to accomplish or things to learn. In the next two sections we will take a closer look at “developmental stages and tasks.”

Developmental Stages and Tasks

A developmental stage is a period in a person’s life when certain types of growth take place and when certain skills and tasks are learned. It is a time when these skills or tasks are learned most naturally and easily.
People who study human development and human behavior divide the human life cycle into several categories or stages. They base their divisions or categories on certain characteristics that seem to be typical of different age groups. We were interested in and we did different things when we were 12 than we did when we were six. A 19-year-old is naturally interested in different activities than a 13-year-old. They are in different developmental stages. And they have different tasks to accomplish and different skills to learn.

The following discussion relates several examples that perhaps will help you in your understanding of developmental stages.

You have probably heard someone say something like, “It’s just a phase he’s going through. He will outgrow that behavior in time.” A comment such as that could very well apply to a 10 or 11-year-old boy who is behaving in a “show-off” manner. All kids that age are not “show-offs,” but show-off behavior is common at that age. Showing off is one way of getting attention, and most people enjoy attention from others. For the pre-adolescent boy, showing-off may seem like a great way to say, “Hey, look at me. Recognize me. I am somebody.”

By the teen or adolescent years we still need attention. But for the most part we have outgrown the show-off phase. We get attention by more subtle ways. We may strive towards specific accomplishments that will bring us recognition, respect and attention. We may put our energies into the achievement of some definite goal. We will continue to strive for attention. And that is good because it is a basic human need. But we may not get it “right now” as by showing off. More likely we will earn it by accomplishment over a period of time.

Somewhere along life’s path we hope to reach the point where attention and recognition from others is still appreciated, but even more important is how we feel about ourselves. We want first to have feelings of personal pride, satisfaction, accomplishment and integrity (that feeling of being complete or “all together”). If this happens we have progressed in our development step by step or stage by stage.

Human development is by stages. One stage follows another in sequence. An infant first learns to crawl. His muscular strength and coordination have reached the point in development which makes crawling the natural task or skill to accomplish. After the physical skills of crawling, sitting alone and standing have been mastered, the child is ready for walking. Most children are walking by around 12-15 months of age. A few walk as early as eight or nine months and some don’t walk until 18 months or so. But they all crawl, sit up and stand before they walk. And they each have their own time schedule. It is unreasonable to expect a child to run before he or she can walk well. Likewise it is unreasonable to expect one child to walk at 12 months just because many others do.

In intellectual development a child grasps or understands certain ideas and concepts in stages or steps. What he or she understands influences how he or she behaves. Most two year olds have difficulties when it comes to sharing toys. “Sharing” is a complex idea which takes years to really understand. Two-year-olds can be forced to let others play with their toys, but cannot be forced to share. To understand sharing a child must first understand the idea of “personal possessions.” Certain things belong to certain people. At one, two or three the child merely “sees” and “wants.”
Later on he or she will come to understand that individuals “have” certain things. These things “belong” to them. The child “has” the toy box. The father “has” the tool box.

Learning intangible concepts.

If, by the age of four or five, the child understands “personal possession,” then he or she will be ready to begin to understand “sharing.” If it is “my” toy box and they are “my” toys, you can play with them and they will still be “mine.” I will get them back when you are finished. If Daddy lets me play with the pliers from “his” tool box, they are still “his” and I must put them back.

After the concept of sharing is mastered then the youngster is ready to tackle the concepts or ideas of fairness and justice. In general, preadolescents are at this stage. They are very concerned about fairness and justice, especially when they are personally involved. They fuss, quibble and feud about “taking turns,” the size of portions of dessert, who has the most or hardest chores, etc. That can be very tiring and exasperating to parents or leaders. But for the kids, it is “a stage” they are going through and it is one of the ways in which they will master the concepts of fairness and justice.

If for some reason a child never fully understands personal possession and sharing, he or she will never be able to really understand what is fair or what is just. A person who is a habitual thief may not truly understand any of these concepts. If they want something, they take it. They likely cannot really understand why they are always in trouble. In their mind, being punished may not be related to “right” or “wrong” but only to the misfortune or bad luck of getting caught.

The Preadolescent Developmental Stage

The examples in the previous section were intended to clarify the sequence of steps that individuals must take to move smoothly from one developmental stage to another. For this project we are concerned primarily with learning about the preadolescent developmental stage. We should remember that each individual is different. Also each year of life is different for each individual. Each year brings its own interests, its own problems to overcome, and its own things to learn. But there are enough general similarities in the 9-12 age group for us to consider that age range a “developmental stage,” at least for purposes of this project.

By this time in life a child has been through several definable developmental stages:

Infancy, 0-18 months
The Toddler Years, 18-36 months
The Young Child, 3 years to 8 or 9 years.

Now at 9-12 years the child is into, or preparing for, the stage we call “preadolescence.” Adolescence represents roughly the teen years. Preadolescence represents those years just before the teen years. During this time the child is developing and preparing for the rapid changes and growth that naturally are part of the teen years. Thus we group this age range together and call it a developmental stage.

What Do You Think?

1. What, in your words, is a developmental stage?
2. List some tasks or things 9-12 year olds need to learn that you think would be common to pre-teens (as opposed to younger children or teenagers).

3. Would you like to be a preteen once again? Why or why not?

4. What would you think are some important things for parents, teachers and leaders to understand about the 9-12 year old child?

Compare and discuss your answers with the others in your project group.
Characteristics of Growth and Development

We know that certain characteristics are typical of certain ages. But these common characteristics are merely guidelines or generalities. They are not rules. Each child is an individual. Each child grows or develops in his or her own way.

A 10-year-old may have the physical development of the "typical" 12-year-old, the mental development of a 13-year-old, the social development of an 8-year-old, the emotional development of a 9-year-old, and still average out as "normal."

Following are four significant points about growth that are important to keep in mind when working with children.

Development is a Personal Matter

Each child develops in his or her own personal manner and at his or her own rate. If you expect too much of children in relation to their abilities they will often do even less than they are capable of doing. Instead of comparing one child with another, encourage and help them toward their accomplishments. Challenge them just enough to make learning and development exciting. Avoid unrealistic challenges or the setting of goals that are too far out of reach.

Development Comes From Within

Within each child is the driving force that causes the child to want to learn, to want to grow and to want to develop. The job of the parent, the teacher or the leader of a child is to prepare the atmosphere for learning and to arrange learning experiences that will enable the child to grow and develop according to his or her own potential.

Development Is by Stages

Development is by stages but the stages may vary from child to child as to when they begin and as to how long they will last. One stage must be complete, or nearly complete, before the child is really ready for the next stage. Remember, a developmental stage is not only physical and mental in nature. It also has emotional and social characteristics. And to further complicate matters the four basic characteristics do not always progress along evenly, arm in arm and four abreast. For example: a 12 year old who is physically, intellectually and socially mature for that age may be playing "catch-up" emotionally. He or she may have temper tantrums and show other emotional behavior that would seem to be more typical of a nine year old.

Development Has Some Common Characteristics

There are enough common characteristics of development at each stage to allow us to make some generalizations. And these generalizations, with few exceptions, are reasonably accurate. But always remember that they are generalizations, not rules.

Give Examples

After considering the four characteristics of growth and development, see if you can relate examples that you feel will illustrate each of the four characteristics.

Development is a Personal Matter
Development Is by Stages

Share your examples with your project group and project leader in a group discussion.

**They Are Ready for Group Activities**

The above heading is an example of the kind of generalization that we can make about preteens. They, as a group, have certain needs. And they are ready to learn certain things. These needs and these

Preteens develop through group activities.
learning situations can best be provided through group activities.

- They are ready to expand and refine their social skills—relating to and getting along with others.
- They are ready to develop and expand their concepts of self-identity (understanding who and what they are). This process is aided by activities with other people.
- They are developing physical skills and coordination. The games, sports and activities that contribute to this type of development are made more fun and more exciting with other people.
- They are beginning to seek independence from adults. Thus they especially need the attention, companionship and approval of those of their own age group.
- They want new experiences and adventures. And naturally, they want to share them with others for whom the experiences are also new.
- They definitely need positive feelings about themselves; feelings of being adequate, feelings of worth, feelings of value and of self-esteem. Often these feelings come easier in comparison with those of their own age group than they do with adults who may seem so thoroughly adequate and competent in every situation.
- They, like the rest of us, need to be with others who have similar interests and concerns.

Some Major Tasks for Preteens

During the preteen years a large amount of important growth and development takes place, but we can outline four basic tasks or steps in development that occur most naturally during this period of life.

1. The push begins away from the close parent-child relationship of earlier years. The emphasis becomes that of developing closer relationships with individuals or groups of friends of the same age (peers). The child still needs parents and other adults very much. But he or she has reached the stage in which friends are becoming extremely important. In fact, at this point in life, the influence of friends may become even more important to the child than the influence of parents. The youngster now needs the acceptance and approval of friends and peers even at the risk of displeasing parents and other adults.

2. The child begins to explore and take a more active part in the world of games, activities and work. This requires that new skills (physical, mental, social and emotional) be learned. The child enjoys exploring new things and being involved in new experiences and adventures. They have a new and expanded interest in their surroundings. In a very real sense their horizons begin to broaden and their world expands.

3. Children of the 9-12 age range are becoming mentally alert to the world of adult thoughts, ideas and ways of interacting with one another. They are in the first major transition period between childhood and adulthood. Typically this change is completed during the next stage—that of adolescence. In fact one of the major tasks of the adolescent stage is to complete the change from childhood to adulthood.

4. The outstanding emotional characteristic of the preteen is the discovery and definition of one's attitudes about self. This is the process of sorting out and determining who and what you are. At this stage one attempts to establish a basic sense and feeling of self-identity and self-esteem. Both of these are important as they have to do with one's feelings of worth and value in the world. Though preteens may appear on the surface to be happy and carefree, they often have very real inner struggles and anxieties as they try to redefine and re-establish who they are.
They are no longer little children and they are certainly not grown-ups. For many, the feeling is that of being suspended between two worlds. They can't go back to the secure world of childhood and they aren't ready for adulthood. Sometimes they feel that they are “nobody’s” and they long to jump forward into their teen years. They often think that the teen years must be the best years of life.

Studies have indicated that the preteen years are the years when one’s feelings of self-worth sink to an all time low before gradually picking up again during the teen years. People who counsel and treat those with emotional disturbances often report more problems with the preteen age group than with teens.

While the preteen is attempting to master the four big tasks just mentioned, he or she is also busy trying to learn the fundamentals of formal education such as reading, writing and calculating. In addition they must master all the physical and manual skills that are necessary foundations for future development. Being a preteen is not always easy.

**How Can You Help?**

Consider the four basic tasks for preteens discussed in the previous section. List and explain some specific group activities that can help the preteen in his or her development.

1. Loosening of close parent-child relationships of earlier years and closer relationships with peers.

2. Exploration and taking a more active part in the world of games, activities and work:
3. Responding to and acquiring adult ways of thinking and behaving:

4. Developing and refining ideas and attitudes about self:

Discuss these activities with your project group or with your project leader. Try to share ideas, feelings and attitudes.

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Project Activities

This section contains your project activities. The activities are just as important as, if not more important than, the informational material given in this manual; because it is through the activities that you will actually do things for yourself and with others. It is through the activities that you will gain valuable experience, and it is only through experience that the project information will become meaningful in its fullest sense.

So take the activities seriously. The more sincere your efforts, the more meaningful and valuable will be the experience. All of the activities are required for completion of this project.

Suggestions for Interview Activities

In some of the activities you will be interviewing other people for their opinions and ideas about preteens. You will be a roving reporter, so to speak!

Be sure to fully explain the purpose of the interview to those you wish to interview. Tell them something about your project, and how you will use the information they give you. In some cases you may share the information with other members of your project.

Ask them for permission to interview. When the interview is over thank them for their time and their willingness to help.

When interviewing use the questions that are given as guidelines, but feel free to branch off into other related or relevant topics that are of interest to you or the person being interviewed. You may pick up additional bits of good information or valuable insights this way.
ACTIVITY ONE

They Knew Me Back When
Talk to two different adults who knew you when you were a preadolescent. Examples: Parents, teachers, 4-H leaders, grandparents, uncles, aunts, etc.

Interview One

Relationship to you of person interviewed

Get them to tell what they thought of you as a preteen.
What were their hopes for you?

What were their anxieties or concerns about you?

What did they think of your friends?

What did they like best about you?

What irritated them most about you?

Anything else you want to ask—
Interview Two

Relationship to you of person interviewed

Get them to tell you what they thought of you as a preteen.
What were their hopes for you?

What were their anxieties or concerns about you?

What did they think of your friends?

What did they like best about you?

What irritated them most about you?

Anything else you want to ask—
After your talk with those who “knew you back when,” summarize your reactions and feelings about any new information or insights you may have gained about yourself and how you were viewed by others.

How were the answers from the two interviews different/alike?

ACTIVITY TWO

Books and Stories for Preteens

Visit with and interview a librarian or elementary school teacher. Find out what kinds of books and stories appeal to preteens. Ask the librarian or teacher to help you select a book that is popular among preteen boys and one that is popular among preteen girls. Read each book and answer the following questions.

Boy's Book
Name of the book
Author
Briefly summarize the story:
Using your knowledge about preteen boys, explain why you think the book appeals to them.

Girl's Book
Name of the book
Author
Briefly summarize the story:

Using your knowledge of preteen girls, explain why you think the book appeals to them.
ACTIVITY THREE

Causes of Conflict

In this activity you will be observing boys and girls in group situations. To complete this activity, select three different groups. Observe each group at least one time in their activity. Be sure to ask the group's leader for permission to observe.

A. One group of boys
B. One group of girls
C. One group of boys and girls

Examples: 4-H Project or Club
          Cub Scouts or Scouting Groups
          Informal Neighborhood Play Groups
          Church Youth Groups
          Others (Groups need not be organized)

1. Look for ways that boys in a group behave differently from girls in a group. Notice any changes in behavior of boys and girls when the group is mixed. Record the differences that you observe.

2. In your opinion what were the reasons for any behavioral differences among the groups?

3. If you observed disagreement or conflict situations, what were they?
4. In your opinion what caused or led to the conflicts?

5. How were the conflicts settled or resolved?

6. What differences did you notice among the groups in types of conflicts, the causes, and the methods of settlement among the groups?

7. What were your observations in relation to degrees or types of competitiveness among the groups? To what extent was there an emphasis on success, winning, struggling to be tops, first, best, etc.

8. In your opinion, what size group seems to be best in terms of working successfully with the preteen in group situations? Explain why you feel this way:
ACTIVITY FOUR

Adolescent Physical Growth Survey

In this activity you will measure preteens for height and weight. For this activity you may work with another project member in getting the weights and measurements. Measure a minimum of two or three boys and two or three girls from different age groups: 9, 10, 11 and 12. You will be measuring at least 16 preteens. As you weigh and measure the children, chat with them and observe their behavior, how they express feelings and so forth. This can give you insights into how they feel about themselves, and why they behave as they do.

Weigh them without shoes. An ordinary bathroom scale will be fine for the purpose of this activity. You can carry it with you from place to place if necessary.

When measuring for height (also without shoes) have the youngsters stand against the wall. Make sure they stand straight but do not stretch. Place a hardback book level across the top of the head so that it also touches the wall behind the head. Make a slight mark on the wall where the bottom side of the book touches. Then remove the book and have the youngster step away. You are now ready to measure from the floor to your mark.

Record the measurements on the chart below.

When your survey of heights, and weights of the boys and girls is completed, answer the following questions:

1. Consider the range of different heights, weights and body builds in each age group among both the boys and the girls. What were the lower and upper extremes in height and weight for each age group?

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a. Were the tallest children also the heaviest? Explain:

b. Were the youngest children the smallest in every case? Explain:
2. Explain how the boys and girls compared in height and weight for each age group.

NINE YEARS:

TEN YEARS:

ELEVEN YEARS:

TWELVE YEARS:

3. In what ways do you think that size and body build affect the behavior of preteens in groups?

4. As you measured and weighed the boys and girls, what types of comments and behaviors indicated their feelings and concerns about their physical development?

Although you may have found a wide range of sizes in the age groups you measured, it is likely that all of the children are within a range of size that is considered normal.

At the age of nine (on the average) boys and girls will be close to the same size in height and weight. However girls usually begin their growth spurt about two years earlier than boys. You may have found that by ages 11 or 12 the girls were beginning to be taller and heavier than boys.
My 4-H Project Story

Include as part of your story responses to the following:

- What are some specific things you learned from each activity?
- Explain and summarize some more general things that you feel you have learned from this project.
- If you were to do the whole project over again what would you do differently to make it a better learning experience?
- Did you gain any insights into your own growth and development through this project? Explain: