

Dr. Debrah C. Sickler-Voigt Presents...

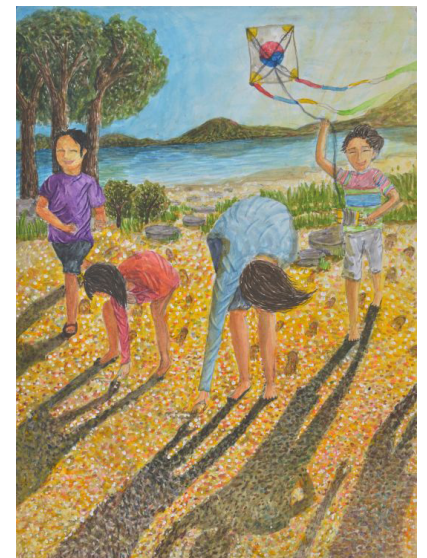
# Milestones in Early Adolescent Development

(6th Through 8th Grades)

I am thinking.

## Around Sixth Through Eighth Grades...

- I remain a mostly concrete thinker, but have further developed my abstract and analytical thinking abilities. These will continue to develop through early adolescence.
- I have deductive reasoning skills.
- I can understand an issue from multiple perspectives.
- I can answer hypothetical questions.
- I prefer open-ended lessons that provide me with the freedom to make decisions.
- I appreciate lessons that center on current events and issues I care about, such as fairness and justice.
- I am interested in connecting current events and global happenings to my life.
- I want to know more about possible career opportunities.
- I like learning together with my peers; however, sometimes I prefer to work alone.
- I can make long-term plans.
- I am beginning to use metacognition to understand my place in the world.
- I am augmenting my academic vocabulary with abstract terminology.
- I can produce metaphors and make connections using synectics.
- I prefer active hands-on learning opportunities to passive learning.
- I can see multiple sides of an issue and select pertinent contextual information to make my case.
- Although my brain is becoming more efficient, I may experience difficulty focusing at times.
- My short-term memory has increased. This assists me with my problem solving capabilities.
- The prefrontal cortex section of my brain is not fully developed. Therefore, I experience difficulties with being organized. It can affect my social skills as well.
- I have formed ethical perceptions based on my personal beliefs.



## I am growing.

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### Around Sixth Through Eighth Grades...

- I am experiencing a major growth spurt and am experiencing significant physical changes.
- My body may appear awkward and disproportional. I am self-conscious about physical changes.
- My skeleton and muscles are developing at a rapid pace. (This begins at age ten for girls and twelve for boys.)
- My brain is developing rapidly through a process called hypergrowth that builds physical connections.
- I have further developed my fine motor skills.
- I notice distinctive physical differences between my growth and those of the same-aged peers and the opposite sex. Female students may be taller than males because they have entered puberty before male students.
- Boys are entering puberty around age 12.
- I am experiencing hormonal changes.
- I need more sleep since my body and brain are growing.

## I am feeling.

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### Around Sixth Through Eighth Grades...

- I am egocentric. My sense of identity is important to me. I am developing my unique personality.
- I can set goals and be self-initiative.
- My peers are most important in my life. I need to feel a part of my social group.
- Although I may push adults away, I want and need them to be there for me.
- Due to hormonal changes, I may be moody, sarcastic, experience outbursts, and overreact at times.
- I can become overly critical of myself, which can produce feelings of poor self-esteem and self-doubt. I have the feeling that everyone is watching me.
- I may demonstrate narcissism to cover up for my insecurities.
- I do not want to be embarrassed and look inferior to my peers. Because of this, I may shy away from new activities or things I do not understand.
- My behaviors can be impulsive. I will test and question authority.
- I am aware of peer pressures. My peers may try to encourage me to engage in self-destructive behaviors. Bullying and pressures to use harmful substances may affect my life. I am more likely to seek thrills.
- I can have difficulty with time management skills and may stall.
- I can take on more responsibility.
- I enjoy personal freedoms.
- I am interested in fairness, justice, and other moral issues. However, I may treat others outside of my group unfairly.
- I can be inspired by gender roles and stereotypes that I see in visual culture.

### Around Sixth Through Eighth Grades...

- I may come to school with varying artistic abilities than my peers. Part of this is based on my elementary art experiences. I may experience art blocks at this age because I want my art to look good and for my peers to like it. I feel uncomfortable if it does not turn out the way I want it to.
- If I have had a strong elementary art foundation, I am competent in mixing colors. I can include details in my art that include my observations and design qualities.
- I can represent three-dimensional spaces in two-dimensional works through various shading and size depictions.
- I can show diverse angles and perspectives in my art. These include close up views, overlapping busy scenes, and open spaces.
- I can talk and write about art using academic vocabulary.
- I am developing an individualized style.
- I can use technology to research ideas for my art independently.
- I may include influences from visual culture in my art. These include fantasy drawings, cartoons, gaming, graffiti, and zentangles.
- I am refining my artistic skills and learning advanced art methods.
- I am developing more advanced graphic symbols.



- (Page 1 Top) A medal to the school for their collection of paintings: Ogeredova Ira (12 years), Detskaya khudozhestvennaya Shkola, Kamenogorsk, Kazakhstan. ICEFA Lidice, 38th Exhibition
- (Page 1 Bottom) A medal to the school for their collection of paintings and drawings. Lee Min Hye (13 years), Busan Middle School of Arts, Busan, Korea, South. ICEFA Lidice, 43rd Exhibition
- (Page 3 Left) Honourable mention: Jeanne Leroy (12 years), Pointe La Rue Secondary School, Mahé, Seychelles. ICEFA Lidice, 41st Exhibition
- (Page 3 Right) Honourable mention: Suzuki Haruka (12 years), Kamon Children Art School, Tokyo, Japan. ICEFA Lidice, 41st Exhibition

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Note: This milestones list is not exhaustive. All children develop as unique individuals.

## Acknowledgements

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