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## Tasks of Adolescence

- Emotional – Control
- Physical – Confidence
- Cognitive – Competence
- Social – Community



## A Middle Schooler

"I could use a little more help on being afraid of changes when I want to stay a kid."



## Female Puberty

Between the ages of 8-15 girls will:

- Grow from 2-10 inches
- Gain 15-55 pounds
- Grow breasts
- Develop body odor and pimples
- Grow underarm and pubic hair
- Start their periods



## A Girl

"I don't look forward to any part of puberty. No part looks good except for **MAYBE** breasts."



## A Girl

"Will I be the only one with something unusual?"





## Male Puberty

Between the ages of 8-18 boys will:

- Grow an average of 4 inches a year
- Gain 15-75 pounds,
- Have testicle and penis growth
- Develop body odor and pimples
- Grow facial, underarm and pubic hair
- Have voice changes



## A Boy

"When I'm finished with puberty can I still do the things that I like to do (like building models?)"





## A Boy

"When my voice gets deeper, will I burp deeper too?"



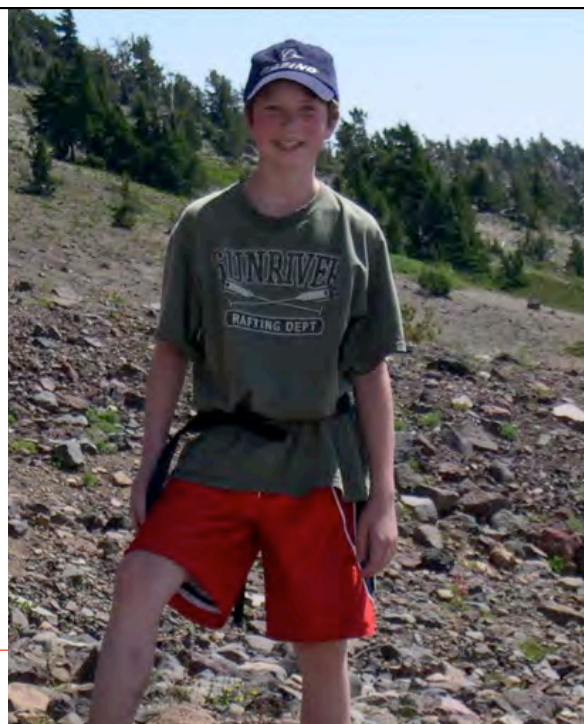
## A Girl

"Most of us are very responsible and are able to take care of ourselves, and we all stress at least a little bit about the way we look."



## A Middle Schooler

"It's hard going through puberty and people should know straight up it gets tough. I am most looking forward to starting it and then ending it."



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## Emotional Task = Self Control



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## A Guy

"I wish people knew we  
had feelings too."

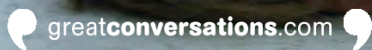


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## A Girl

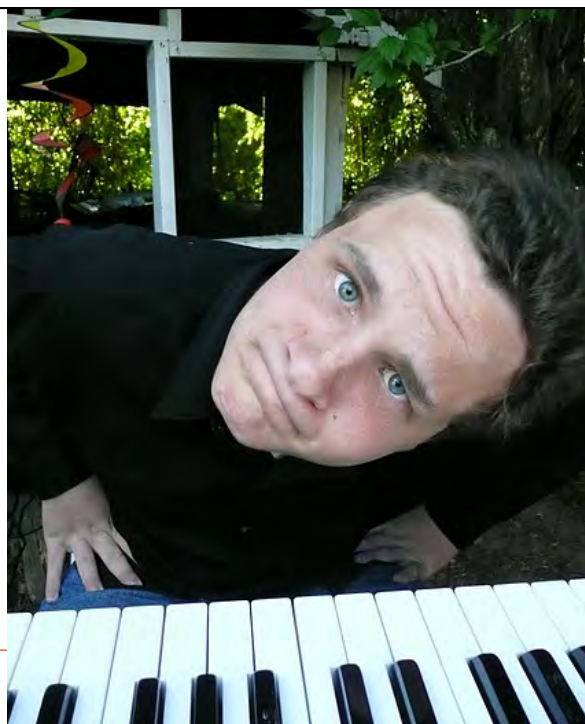
"How should I deal with my feelings if I feel a zillion things at once?"





## A Guy

"Why do you always insist on talking to me about feelings and try to make me do the things that you would do when I'm not you?"



## A Girl

"I have different feelings about growing older. I feel nervous because it's a big responsibility but I want the responsibility also"



## Cognitive Task = Competence



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## Brains are wired to

- Seek Pleasure/Avoid Pain
- Seek Approval/Avoid Disapproval
- Seek Connection/Avoid Disconnection
- Under stress – Fight or Flight



## Mature decision-maker

- Autonomy in a Group
- Perspective of Time and Others
- Impulse Control

Stanford Center for Adolescence







Social Task = Community

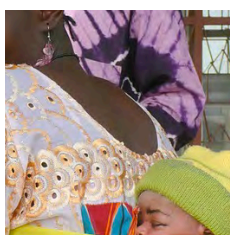


## Sixth Grade: What I wish my friends understood about me

- That I really want to fit in more than anything.
- Sometimes I'm slow to share my ideas.
- I feel like I'm wearing a mask and no one knows me.
- Being popular isn't the answer to everything.
- I'm not always confident.
- I often don't say exactly what I mean, and feel silly afterwards.
- I am very sensitive.



## Developmental Stages



Infant  
Attachment



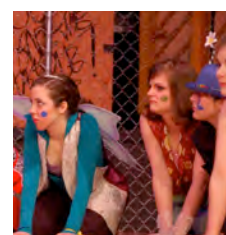
Toddler  
Parallel Play



Elementary School  
Best Friends



Middle School  
Sameness



High School  
Uniqueness





## Girls

- Girls often use words to define relationships.
- Sometimes girls choose relationships over feelings – controlling emotions to preserve friendships.

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## Boys

- Behind boys/ arguments and putdowns is a complicated social system in which friendships are deeply valued.

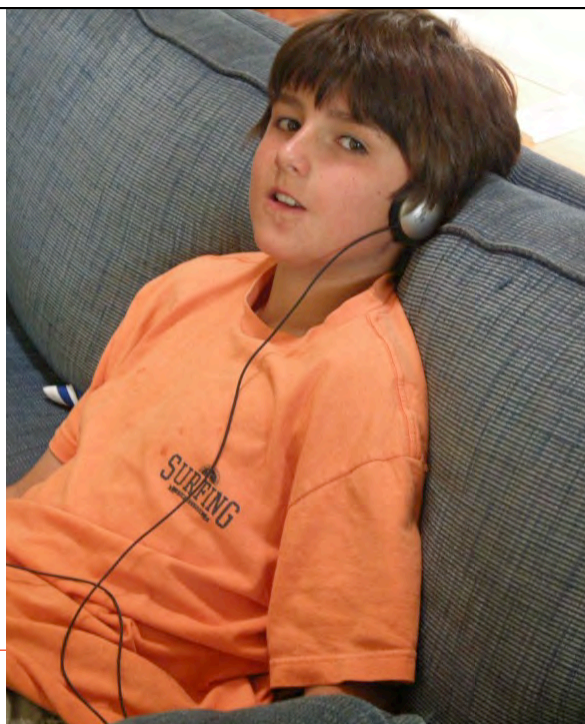
Wiseman

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## A Boy

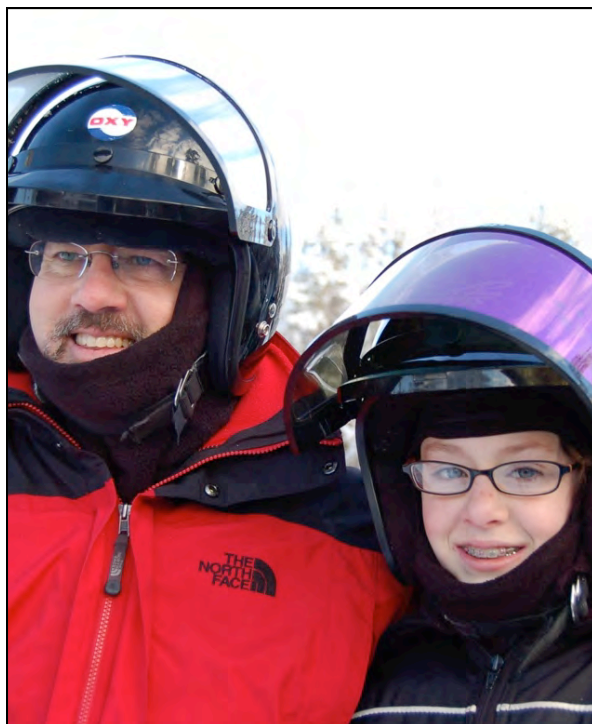
"I want my dad to know that I am basically indifferent about girls although if a girl is friendly, I will reciprocate"



## A Boy

"I want girls to know that we can act mature - we just don't like to a lot."





## Empathy, Experiences, Example

We learn through Experiences and by Example. Offering Empathy sends the message that your child is *Heard*, *Understood*, and *Valued*.



## Growth Mindset vs Fixed Mind Set

Carol Dweck





## Emotion Coaching

- Empathetic response – define emotion  
**Goal: To be heard**
- Opportunity to come up with an action plan  
**Goal: Pause before you act**
- Visualize the consequence of their actions.  
**Goal: Anticipate the outcome**



## Emotion Coaching Toolkit

- It is hard to come up with an Action Plan until your Feeling has been acknowledged.
- Kids who can come up with their own Action Plan are building skills – you are the Coach.
- Strong decision-makers are pretty accurate at predicting the consequences of their Actions.

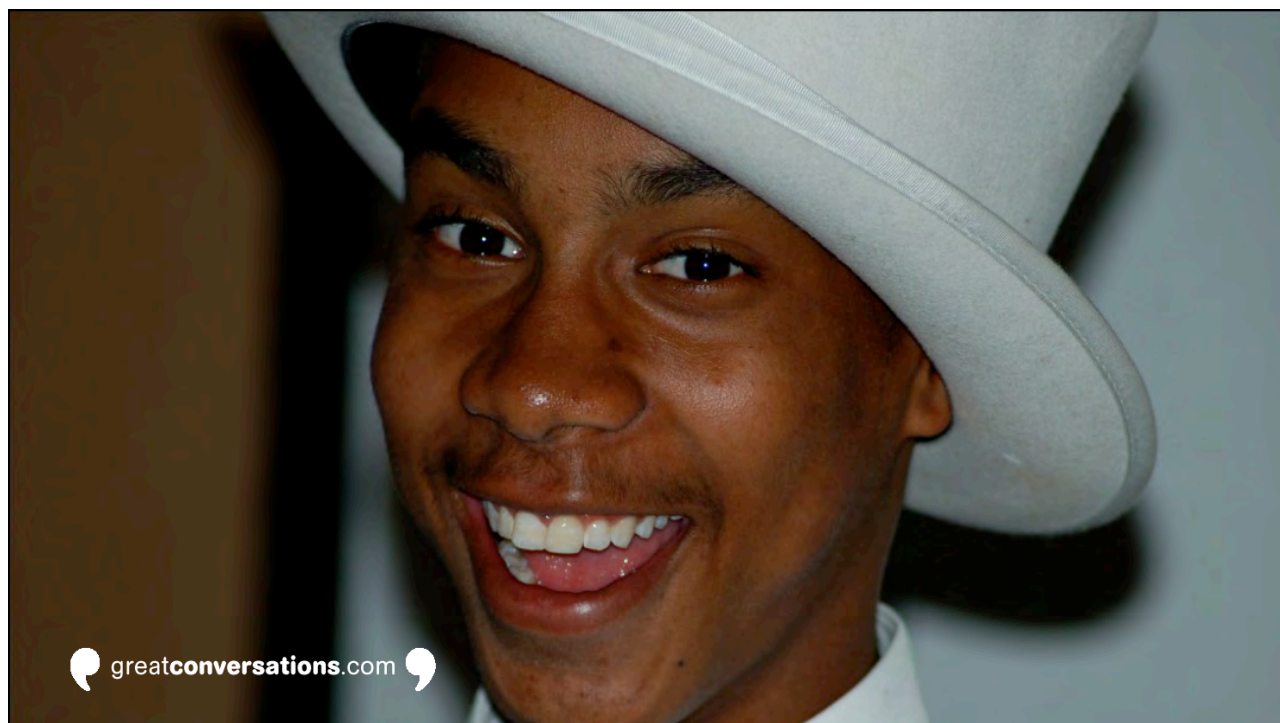


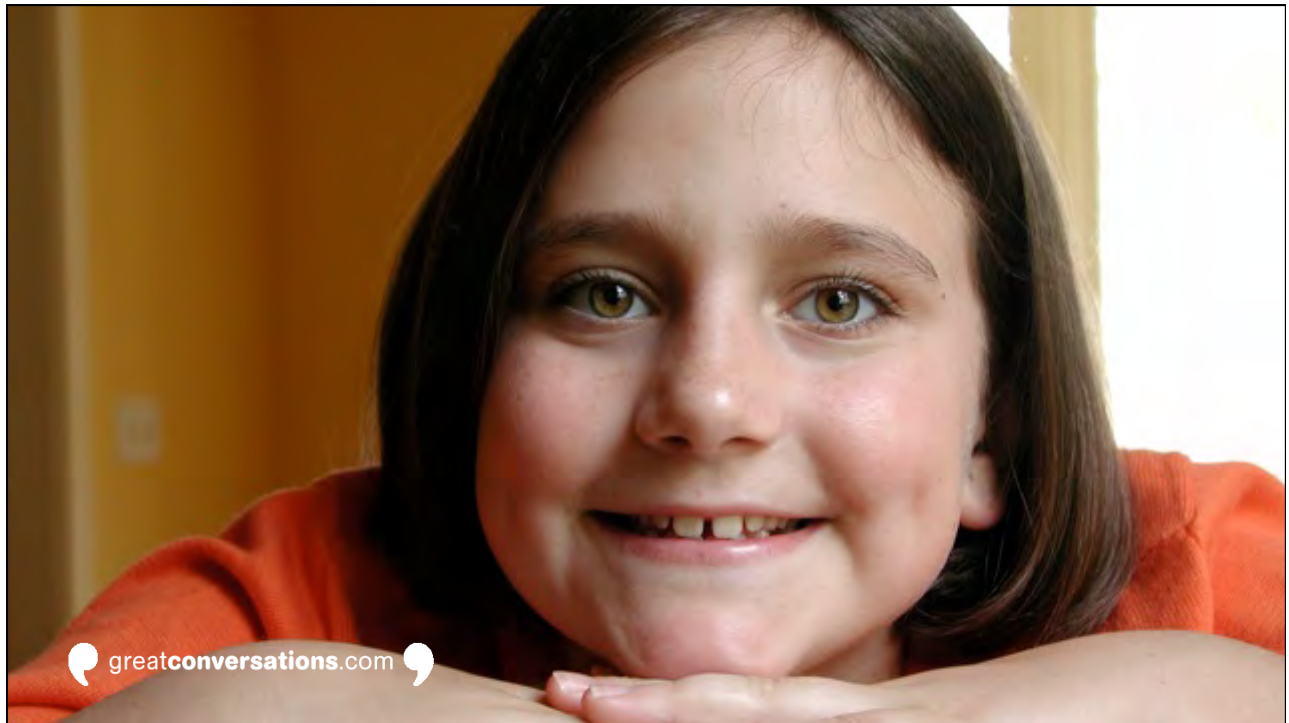




## A Compliment Sandwich

- Observation that is authentic and attached to your child's emotion or effort or shared goal
- The MEAT of the sandwich – a truth tied to the conflict or a place of improvement
- Reaffirm an authentic effort or observation relevant to this moment









Thank You!

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