

## 11 & 12 Years Old:



### ***Social and Emotional Development***

- Views self-image as very important; typically defines self in terms of appearance, possession, or activities; may also make comparisons to much admired adults.
- Organizes group games and activities but may modify rules while the game is in progress.
- Becomes increasingly self-conscious and self-focused; understands the need to assume responsibility for his or her own behaviour and that consequences are associated with one's actions.
- Begins to think and talk about occupational interests and career plans; daydreams and fantasizes about the future.
- Adopts dress, hairstyles, and mannerisms of popular sports figures and celebrities.
- Develops a critical and idealistic view of the world; realizes the world is larger than one's own neighbourhood; expresses interest in other cultures, foods, language, and customs.
- Recognizes that loyalty, honesty, trustworthiness, and being a considerate listener and prerequisites to becoming a good friend may spend more time now with peers than with family members.
- Handles frustration with fewer emotional outbursts; is able to discuss what is emotionally troubling; accompanies words with facial expressions and gestures for emphasis.



### ***Growth and Physical Characteristics***

- Height and weight vary significantly from child to child; body shape and proportion are influenced by heredity and environment; birth length is tripled by the end of this period.
- Girls are first to experience a prepuberty growth spurt, growing taller and weighting more than boys at this age; may gain as much as 3.5 inches (8.75 cm) and 20 pounds (44 kg) in one year; this period of rapid growth ends around age twelve for girls; boys' growth rate is much slower.
- Muscle mass and strength increase, especially in boys; girls often reach their maximum muscle strength by age twelve.
- Posture is more erect; increases in bone size and length cause shoulders, collarbone, rib cage, and shoulder blades to appear more prominent.
- Complaints of headaches and blurred vision are not uncommon if children are experiencing vision problems; added strain of schoolwork (*smaller print, computer use, longer periods of reading and writing*) may cause some children to request an eye examination.





## Motor Development

- Displays movements that are smoother and more coordinated; however, rapid growth spurts can cause temporary clumsiness.
- Enjoys participation in activities such as dancing, karate, soccer, gymnastics, swimming, and organized games in which improved skills can be used and tested.
- Concentrates efforts on continued refinement of fine motor abilities through a variety of activities (*model-building, rocket construction, drawing, woodworking, cooking, sewing, arts and crafts, writing letters, or playing a musical instrument*); has not perfected all fundamental gross motor skills.
- Requires outlets for release of excess energy that builds during the school day; enjoys team sports, riding bikes, playing in the park, taking dance lessons, going for a walk with friends, shooting hoops, playing soccer.
- Has an abundance of energy but also fatigues quickly.
- Uses improved strength to run faster, throw balls farther, jump higher, kick or bat balls for accurately, and wrestle with friends.



## Speech and Language Development

- Completes the majority of language development by the end of this stage; only subtle refinements are still necessary during the next few years.
- Talks and argues, often nonstop, with anyone who will listen.
- Uses longer and more complex sentence structures.
- Masters increasingly complex vocabulary; adds 4000-5000 new words each year; uses vocabulary skillfully to weave elaborate stories and precise descriptions.
- Becomes a thoughtful listener.
- Understands that word statements can have implied (intended) meanings. (When your mother asks, "Is your homework done?" she really means you had better stop playing, gather up your books, and get started).
- Grasps concepts of irony and sarcasm; has a good sense of humor and enjoys telling jokes, riddles, and rhymes to entertain others.
- Masters several language styles, shifting back and forth based on the occasion (a more formal style when talking with teachers, a more casual style with parents, and a style that often includes slang and code words when conversing with friends).





## **Perceptual-Cognitive Development**

- Begins thinking in more abstract terms; expanded memory ability enables improved long-term recall; now remembers stored information, so no longer needs to rely solely on experiencing an event to understand it.
- Succeeds in sequencing, ordering, and classifying because of improved long-term memory capacity (skills necessary for solving complex mathematics problems).
- Accepts the idea that problems can have multiple solutions; often works through problems by talking aloud to oneself. Develops solutions or responses based on logic.
- Enjoys challenges, problem-solving, researching, and testing possible solutions; researches encyclopedias, the Internet, and dictionaries for information.
- Exhibits longer attention span; stays focused on completing school assignments and other tasks.
- Develops detailed plans and lists to reach a desired goal.
- Performs many routine tasks without having to think; increased memory sophistication makes automatic responses possible.
- Shows more complex understanding of cause and effect; learns from mistakes; identifies factors that may have contributed to or caused an event (combining baking soda with vinegar releases a gas; attaching a longer tail helps a kite fly higher in strong wind).

### References:

Marotz, L. & Allen K. (2013) *Developmental profiles: Pre-birth through adolescence* (Instructor's Edition). Belmont, CA: Wadsworth, Cengage Learning.