



Social, Emotional and Moral Development

Information for anyone who lives and/or works with children and young people.

#TheLink

#PositivemindsPositive Futures

Age 11 to 12 years

Developmental tasks

- To develop a sense of accomplishment centred around the ability to learn and apply skills, deal with peers competition, self control and greater physical strength.
- To develop and test values and beliefs which guide the present and future behaviours.
- To come to terms with and accept the dramatic changes in their body associated with puberty.

Indicators Related to Developmental Lag

- Excessive concerns about competition and performance, especially in school
- Extreme rebellion
- Teasing
- Whining
- Headaches
- Nervous stomach
- Ulcers
- Nervous tics
- Consistent procrastination
- Overdependence on caregivers for age appropriate tasks
- Social isolation
- Lack of friends and involvements
- Few interest
- Inappropriate relationship with older people
- Stealing
- Pathological lying
- Bedwetting
- Fire setting

Normal Characteristics	Suggested behaviour for effective parenting
Is increasingly aware of the body.	Answer questions about bodily changes openly and honestly.
Possibility of acting on sexual desires increases.	Be aware of where youth is and with whom; encourage group activities and discourage solo dating.
May show self-consciousness about learning new skills.	Provide support and encouragement for youth's quest for new skills. Don't minimise or dismiss his/her lack of confidence.
Challenges adult knowledge; has increased ability to use logic.	Don't become defensive; the child is not challenging your authority.
Is critical of adults and is obnoxious to live with.	Be tolerant.
Strives for unreasonable independence.	Set limits, but give opportunities for independence whenever possible.
Has intense interest in teams and organised, competitive games; considers memberships in clubs important.	Provide for organised activities in sports or clubs.
Anger is common; resents being told what to do; rebels at routines.	Help children set the rules and decide their own responsibilities. Give children an opportunity to make decisions.
Often is moody; dramatises and exaggerates own positions (e.g., "You're the worst mother in the world!").	Don't overreact to moodiness and exaggerated positions.
Experiences many fears, many worries, and many tears.	Be understanding and supportive.
Has a strong urge to conform to peer-group morals.	Assist child in examining morals of the group without condemnation. Recognise youths need to belong to a peer group outside the family. Be aware of the values of the group and help the youngster understand the consequences of their own choices among group values.

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