Chapter 2

Your Growth and Development

Section 2:1
Growth Patterns

Section 2:2
Your Personality

Life Sketch

Janine stares into space, wishing she could skip gym class. Today the class will be swimming, and she can't bear the thought of wearing a swimsuit in front of her classmates. "They'll see how awful I look and laugh at me!" she says to herself.

She notices Rhonda is already in her swimsuit. Kim, also in her swimsuit, catches up with Rhonda. "Wow, they both look great," Janine thinks.

Janine slowly changes into her swimsuit. A feeling of discomfort grips Janine as the bell rings. She takes one last look at herself in the mirror and realizes it's time to face her peers.

Key Questions

Questions to answer as you study this chapter:

- **What choices can help teens reach physical, intellectual, social, and emotional maturity?**
- **How can people develop strength in character?**
- **How can teens develop a healthy personality?**

Getting Started

Most young people have fears about being different from others. They are afraid they will be rejected or laughed at by their peers.

When you look at your peers, you rate yourself by what you see in them. Compared to others, you may say "I'm too fat (or thin)." "I'm too tall (or short)." "Parts of me are too big (or too small)." These differences in development compared to your peers can be a concern to you.

This concern can make the process of growing seem complex. However, learning more about your own unique growth and development patterns can help you understand yourself. As you grow to maturity, there are certain patterns of development you will follow.

Chapter Objectives

After studying this chapter, you will be able to

- **describe** physical, intellectual, social, and emotional growth patterns of teens.
- **determine** factors that influence character development.
- **identify** factors that influence personality formation.
- **explain** how personality is related to self-concept, temperament, and human needs.

section 2:1

Growth Patterns

Sharpen Your Reading

Organize your notes with a graphic organizer. Create a chart with the headings *Growth Pattern*, *Characteristics During Teen Years*, and *Actions to Promote Maturity*. Chart subheads should include *Definition*, *Physical*, *Intellectual*, *Social*, and *Emotional*.

Boost Your Vocabulary

For each term related to brain structure, draw a picture, diagram, or symbol of the type of brain activity each area controls.

Know Key Terms

physical development
puberty
intellectual development
brainstem
cerebellum
limbic system
cortex
emotional development
social development
socialization
role
character
ethics

Typical growth patterns have been identified in the following four areas:

- physical
- intellectual
- social
- emotional

The chart in 2-1 describes some growth patterns linked to these four areas. Growth patterns follow an orderly sequence—the steps occur in a specific order. For instance, babies move their arms and legs randomly at first. As their muscles develop, they learn to use their arms and legs to pull themselves around. Next, they learn to crawl on hands and knees. Finally, the young child reaches the stage of walking. This is an example of a physical growth pattern. Patterns can be identified in all areas of development.

Although normal growth follows a pattern, each person proceeds along the pattern at his or her own pace or rate of development. For instance, some teens develop physically at an earlier age than others. Some are tall; others are short. Some are well-developed; others are barely beginning to develop.

Your rate of development does not affect the limits of your overall development. If you develop early, it does not mean you will grow taller or bigger or be more intelligent. For instance, one boy in eighth grade may be five feet tall while another is six feet tall. When both finish growing, they may be the same height.

Reaching your full growth potential depends on other factors, too. Heredity and environment both influence your overall growth and personality development. For instance, the way you look and behave are traits inherited from your parents. The way you take care of yourself is an environmental influence.

Think More About It
How do you think different growth rates affect the feelings that young teens have about themselves?

Adolescent Growth Patterns	
Physical	• Hormone production increases. • Primary sex characteristics develop. • Reproductive organs mature. • Secondary sex characteristics develop. • Hair grows under the arms and in the pubic area. • Male voice lowers in pitch. • Males develop facial hair and hair on chest. • Breast formation increases in females. • Females experience widening of hips.
Intellectual	• Formal thinking skills increase. • Abstract ideas are used. • Logical reasoning improves. • Ability to visualize the future increases.
Social	• Social skills improve. • More ideas are shared. • Others' viewpoints are considered. • Cooperation to complete a task increases. • Close relationships with peers develop. • Personal identity is formed. • Personal standards develop.
Emotional	• Intense emotions are felt and expressed. • Emotions fluctuate. • Ability to verbally identify emotions increases. • Ability to control emotional behavior increases.

2-1 Growth patterns explain the unique way teens grow. In each of these areas, teens grow and develop at their own rate.

Physical Development

Physical growth patterns are the easiest to observe during your teen years. **Physical development** refers to the growth of your body. Growth affects your internal body systems as well as your height and weight. Physical growth and development continues from birth to adulthood.

Adolescent Growth Spurt

Growth patterns during the teen years include dramatic physical changes. Sudden growth as early as age 11 for girls and age 13 for boys marks the beginning of these changes. This is called the *adolescent growth spurt*. Noticeable body changes occur during this growth period.

Boys become stronger as their muscles develop rapidly. Their shoulders widen and their waists narrow. They reach adult height at about age 21. Adolescent girls usually start their growth spurt before adolescent boys. They grow rapidly in height and weight. The average age for girls to reach adult height is 17.

The adolescent growth spurt occurs at puberty. **Puberty** is the time when reproductive organs mature. Hormones bring about sexual maturity and other physical changes within the body. Chart 2-1 lists primary and secondary sex characteristics

Reaching Physical Maturity

Factors such as accidents, disease, and illness can prevent complete growth and development from occurring. To avoid health risks, take good care of yourself and get periodic physical checkups. Get the rest you need. Get regular physical activity. Avoid harmful substances and activities. Take safety precautions. Make wise decisions about what you do and where you go. Eat healthful, nutritious meals. By doing so, you should be able to reach physical maturity and live a long healthy life, 2-2. These topics are so important to your growth that whole chapters in this book focus on these factors.

2-2 Being active and adventurous is natural during the teen years. Following safety precautions will help you reach your physical potential.

Use What You Learn
How could your daily choices affect your ability to reach physical maturity?

Intellectual Development

A second area of growth is intellectual development. **Intellectual development** refers to the growth of the brain and the use of mental skills. These include your use of words, numbers, and ideas. You take information into your brain through your five senses. What you see, hear, taste, touch, and smell all provide information. You then use this information to respond emotionally and socially, as well as reason, solve problems, make decisions, and think creatively.

The Parts of the Brain and Their Functions

The diagram in 2-3 shows the different parts of the brain and the main functions of each. There appear to be three main areas. The brainstem and cerebellum control action activities. The limbic system controls emotion-related responses. The cortex controls thinking responses. As you mature, you develop the thinking part of your brain so it controls your responses to your environment.

- The **brainstem** controls life functions such as the beating of the heart and breathing. The brainstem is made up of different parts that are involved in getting information out to different body parts and producing a physical response. When there is a threat to the body, the brainstem controls the body's responses and ensures survival.
- The **cerebellum** controls automatic movements. For instance, once you learn to ride a bike, you do it automatically. You have stored this information in the cerebellum and use it automatically.
- The **limbic system** consists of four main structures in the brain that control emotions and hormone production as well as eating,

Side View of Brain

Cortex

Limbic System

Midbrain

Brainstem
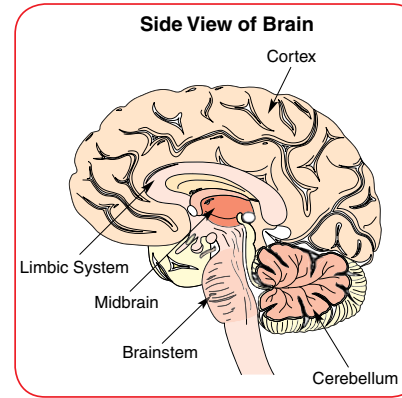
Cerebellum

2-3 The side view of the brain shows the three major areas: the brain stem and cerebellum, which control movement and motor responses; the limbic system, which controls emotions and their interactions with other parts of the brain; and the cortex, which controls thinking, decision making, and judgment.

drinking, and sleeping. This system is also involved in long-term memory storage.
- The **cortex** is the part of the brain that controls thinking, decision making, and judgment. This is the part of the brain that is most often referred to when people talk about intellectual development. It is divided into different regions. See the diagram of the cortex in 2-4 to learn what brain functions each region controls.

The cortex is also divided in half vertically, so each of the five regions has a left brain half and a right brain half. Each half processes information from a different perspective. The two halves of the cortex "talk" back and forth to each other continuously as you take in information and process it. Together, the two halves help you get a clear picture of the stimuli you are receiving. The *corpus callosum* is the cable of neurons that connects the two halves of the brain. This cord appears to change and grow during the teen years.
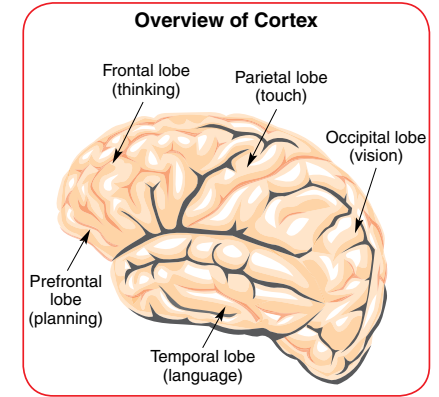
The Development of the Adolescent Brain

The *parietal lobe* (touch), *occipital lobe* (vision), and *temporal lobe* (language) are quite developed by the teen years. Your abilities to sense and process touch, vision, and language stimuli are mature.

A major growth spurt takes place in the *frontal lobes* of the cortex around age 11. This is the part of the brain responsible for thinking, problem solving, planning, and making judgments. Growth spurts also occur between ages 14 and 16 and again between 18 and 20. The frontal lobes do not fully mature until young adulthood. Therefore, the teen years are important years in developing this part of the brain.

After a growth spurt, your brain again starts to prune the neural connections. The pathways you use create more dendrite connections with other parts of your brain. The pathways you do not use get pruned, and the connections die off.

The physical growth of brain cells and the connections between them is directly related to mature intellectual skills. When people develop intellectually, they can think in abstract ways. They can use logic and judgment, and are able to visualize the future.

Overview of Cortex

Frontal lobe (thinking)

Parietal lobe (touch)

Occipital lobe (vision)

Prefrontal lobe (planning)

Temporal lobe (language)

2-4 The overview of the cortex shows five major regions. Each controls different brain functions.

Thinking Abstractly

The development of thinking skills proceeds through stages. Early thinking follows concrete patterns. *Concrete thinking* is related to specific objects that can be seen and touched. The school-age child can think about a cup of water. If the water is heated, rising steam can be seen by the child. Thinking about water turning into steam is an example of concrete thinking.

During the teen years, thinking patterns involve more abstract ideas. *Abstract ideas* refer to thoughts of something you cannot see, touch, taste, smell, or hear. Love is an example of an abstract idea. You cannot touch or taste it. You cannot take it apart and examine it, but you can think about it and experience it. Topics such as love, happiness, friendship, loyalty, and bravery are all abstract ideas.

Developing Logic

As young people mature, they begin to use abstract ideas in a logical manner. This process includes connecting several abstract ideas to support a decision or build a viewpoint. For instance, Doug wonders if he is in love. He likes Erika and enjoys talking to her. He thinks she is friendly and cute. He feels happy when she is around and likes being with her. He concludes that these feelings could be the beginning signs of love. Doug has connected several thoughts about love into a logical conclusion.

Developing Judgment

Maturity also brings an increase in the young person's ability to judge if a viewpoint is strong or weak. New information may cause a change in position. For instance, Doug gains some new information about himself when Melissa stops by his locker to talk. He learns that he likes talking with her, too. She is friendly and interesting, like Erika. After talking to Melissa, he begins to question his first conclusion about his feelings for Erika.

Visualizing the Future

Thinking about the future and your place in it is also part of formal thinking. Doug can think about his future relationship with Erika. He can consider his feelings for her now and how these feelings may change over time. He can even visualize Erika as his wife.

As you mature and develop, you learn to organize and think about your ideas logically. Your skill in visualizing your future will increase. Your ability to predict the consequences of a decision will improve. You will be able to make judgments based on your past experiences by using your maturing thought processes. This is all part of growing.

Link to Your Life

What factors in your environment make it hard to use mature thinking skills?

Reaching Intellectual Maturity

Remember the use-it-or-lose-it principle of brain development? The teen years are the time to expand your knowledge base. You can do this by reading more. Think about new ideas and connect them to what you have already learned. Expose yourself to developing as many new skills as possible.

By learning and developing new skills, you make use of your intelligence. This can help you grow to intellectual maturity. There are eight different types of intelligences, 2-5. Most people possess all eight intelligences in varying degrees. However, some will perform better than others in certain areas. For instance, people with more musical intelligence may excel in playing instruments or writing music. Those with more interpersonal intelligence may interact well with all types of people. By seeking ways to use all eight intelligences, you can reach your maximum intellectual potential.

Link to Your Life

Examine the eight multiple intelligences and then analyze your own preferences for learning. What type of intelligence do you think influences you the most?

The Eight Human Intelligences		
Type of Intelligence	**Description**	**Examples**
Linguistic (verbal)	Using words; communicating through language	Edit, interpret, speak, read
Logical (mathematical)	Using math concepts, logic skills, or abstract reasoning	Analyze, calculate, propose theories
Musical	Using sounds to create meanings; hearing patterns in sounds	Compose, harmonize, sing, play an instrument
Spatial (visual)	Perceiving images and transforming them; recreating images from memory	Draw, design, map, sketch, sculpt, create fine art
Kinesthetic (bodily)	Moving the body in highly skilled ways	Dance, mime, use complex tools skillfully, show athletic talent
Intrapersonal	Understanding oneself	Reflect, set goals, improve behavior
Interpersonal	Relating to other people	Persuade, motivate, teach, inspire
Naturalist	Classifying and using features of the environment	Observe, discover, cultivate, harvest, hunt

Dr. Howard Gardner, Harvard University

2-5 To reach intellectual maturity, seek ways to use all eight of your intelligences.

Emotional Development

Emotional development refers to the ability to experience and express emotions. It also involves the ability to control emotional behaviors.

You have many emotions. During the teen years, they are continually changing. Sometimes you feel loved and accepted. You may feel happy, excited, and successful when others give you positive comments and encouragement. They may laugh at your jokes and invite you to become part of their group. This makes you feel successful.

Then there are times when you feel insecure, left out, and alone. You may think no one really cares about you. At times like these, you may feel depressed, discouraged, and unhappy.

Emotions usually arise from your interactions with others. Understanding how your brain responds to emotional stimuli in your environment can help you understand your own emotions. It can also help you understand how to control your emotional responses.

Your Brain and Your Emotional Responses

When you see an event, you process your emotional reaction to it through the limbic system first. The connections between the limbic system and your actions or responses are fast. It is designed to provide protection to your body. However, in times when you are not in danger, you still may react before your brain has even had a chance to send a response to the cortex. Some people call this brain pathway the *low road.* The brain pathways in the low road travel from the senses to the limbic system to the brainstem and result in quick actions that people may regret later.

Learning to control your emotions and the responses that go with them takes practice. This means getting the high road to function. Some people refer to the connections between the limbic system and the thinking cortex as the *high road.* This brain pathway is a little slower than the low road, so it means you have to force yourself to stop and think—just for a few seconds—so the information has time to get to your thinking brain. As you learn to think about what you are feeling before you respond, you will have a more controlled reaction.

Use What You Learn

What are some steps you could take to give your brain time to travel the high road before you react?

Identifying Your Emotions

Emotional responses will be more controlled as the thinking part of your brain takes over. A first step is to recognize your emotions. Practice sharing your emotions when you are not upset. Then it will be easier to say "I feel angry" or "I feel upset" when you are under stress. Sometimes others can help you recognize your emotions by identifying them for you.

Controlling Your Emotional Responses

Controlling emotional behavior means that you communicate your feelings in acceptable ways. For instance, if you are angry because someone used your MP3 player, you can say "I am really angry because you used my MP3 player without asking." This is an acceptable, healthy response—a high road response. Uncontrolled responses—low road responses—include hitting people or taking something of theirs to get even.

Another controlled response is to remove yourself from the situation. You may decide to take a walk or go to your room until you can handle the conflict. This can give you time to cool down and think through your feelings. Consider what you are feeling and why you are feeling this emotion. In this way, you can activate the high road and think through your feelings. You can think about your response and the effects it will have on others.

Link to Your Life

Think of an example when you responded quickly with an emotional response. What could you have done to slow down the emotional response?

Reaching Emotional Maturity

Emotionally mature persons experience mature emotions such as love, self-esteem, concern, and empathy. They are also able to activate their thinking brain enough to be able to control their emotional responses. What factors help a person grow to emotional maturity?

A strong supportive family network is important in the development of mature emotions, 2-6. Being in such an environment helps you develop positive emotions, like feelings of being loved, cared for, and valuable to others. Positive feedback and warm, affirming touches from others actually affect the chemicals that are produced in your brain. Growing up in such an environment will help you experience positive emotions. However, not every person has a warm, loving, and relaxed environment at home.

A close relationship with at least one significant adult has been found to stimulate the development of mature emotions. Is there at least one adult with whom you can develop a warm and caring relationship—someone who cares about you, and encourages you to grow to be the best you can be? This might be a parent, grandparent, youth leader, religious leader, or teacher. It only takes one close relationship to stimulate the growth of mature positive emotions.

2-6 A warm, loving, and caring relationship promotes the development of the emotional center of the brain.

Another strategy for promoting emotional maturity is to reduce stress in your life. Eliminate whatever stress you can. Consider your choices of music, video games, movies, places to frequent, and friends. Reduce the stressful stimuli that you can control.

Avoid the use of alcohol or other controlled substances. Such substances slow down and dull the functioning of the thinking parts of your brain. When your thinking processes are slowed or dulled, you may express yourself in ways you do not like or want.

Focus on learning new facts and skills that make you feel more positive about yourself. You may like to read, draw, paint, work with tools, or follow some other interest. Find areas in which you can succeed. As you succeed, these positive emotions will be stored in your long-term memory along with the new skills learned. This focus on growth will help you develop more mature emotions and sharpen your ability to control your responses.

Link to Your Life

What factors in your environment could hinder your growth to emotional maturity?

Social Development

Social development is concerned with the way you relate to others. Every time your life path crosses another person's life path, you relate in some way. The way you relate to others changes as you grow and develop.

When you were very young, you related to others from your own point of view. Your ideas centered on yourself. You were concerned about your toys, mom, dad, or home. When you began to play with other children, you had to consider their viewpoints. You had to share the ball during recess. You had to take turns jumping rope. You were learning to consider the thoughts and feelings of others. You were beginning to develop social skills.

As you grew and developed, you learned how to share in your relationships with others. Sometimes you were asked to lead a group in a class project. At other times, you were asked to assist and cooperate with others to get a job done. To do this, you had to consider others' thoughts and ideas as well as your own.

During the teen years, you continue to mature socially. You learn give-and-take as you consider others' viewpoints. You use social skills as you try to understand and accept others even though they are different from you. This helps you develop close friendships with them, 2-7.

Social development occurs throughout your lifetime. You will continue to meet new people and face new personalities. You will have to work at understanding them and trying to help them understand you as well.

Investigate Further

Which of the skills involved with social development use the thinking part of the brain—the frontal and prefrontal lobes of the cortex? Which social skills involve the maturation of the limbic system?

2-7 Friendships can help you develop skills for building close relationships.

Socialization and Roles

Socialization is the way you learn the behavior that society accepts. This learning process, which includes the beliefs and standards of your society, begins with your family.

In your family, you learn what will be expected of you in the many roles you will have in life. A **role** is a way of acting to fulfill certain responsibilities. One role you have now is that of son or daughter. In this role, you may be expected to talk to your parents, show them love and respect, and help do household tasks. At school, your role of student means that you must act in a certain way. You are expected to participate in class, read assignments, write papers, and take exams. Your future roles might include husband or wife, parent, employee or employer, and community leader. Each of these roles will have certain responsibilities.

Use What You Learn

What roles do you have in your family?

By observing family members and interacting with them, you learn how to respond to various life situations. You learn what is important, what guidelines to use, and what actions are acceptable.

Young people develop socially as they adopt these beliefs and standards as their own. Part of this process includes thinking about and questioning parents' standards. By providing answers and reasons for their standards and beliefs, parents can help children understand their future roles.

Character and Ethics

Character is developed as part of the socialization process. Your **character** serves as your personal judge for every situation you face. Certain desirable traits are found in persons who have strength of character. These traits help them make choices that benefit not only themselves, but also others around them and society as a whole.

Ethics are the moral principles or standards that you use to judge what is right and wrong. Society sets some of these standards in the form of laws to protect everyone's welfare.

Some of these moral principles are taught to you by parents and family members. They teach you acceptable behavior, which is often based on the family's religious beliefs. These standards serve to guide and protect you, your family, and others.

When people make choices that benefit only themselves, usually someone is hurt. It may even be the person making the choice. For instance, they may be taking work that someone else did and claim it as their own. They may take money that belongs to someone else. In both examples, people are hurt, and problems with the law could result. Ethical behavior protects everyone's welfare.

Character Traits

What are some of the inner traits or moral qualities that define a person's character and contribute to ethical behavior?

- *Self-discipline* is one. This is the ability to control your behavior. For instance, can you control your desire to watch television until your homework is done? This takes self-discipline. Self-discipline is also referred to as *self-control.*
- *Dependability* means that you are reliable and true to your word. If you tell a friend to meet you at a certain time and place, are you always there on time? If you do what you promise, you are dependable.
- Being *responsible* means answering for your behavior and obligations. For instance, how well do you do your part when working on a group assignment? Do you get your part done? Do you complete it on time? Are you careful and thorough so your share of the task is done well? This shows you are responsible, 2-8.
- *Integrity* means honesty. Honest people can be trusted because they are truthful. If you are honest, other people know they can believe what you say. For instance, when honest students say they have done their own homework, their teachers believe them. When an honest person takes a test, he or she can be trusted not to cheat. These are examples of integrity.
- *Motivation* is a drive that moves a person to do a task, sometimes beyond what is expected. Manuel offers to carry Lori's books.

2-8 Doing your part in team class projects shows you are able to be responsible.

He walks her to the door and holds it open for her. The reason is motivation. Manuel is motivated by his desire to know Lori better and maybe date her.

- A sense of *mercy and justice* moves a person to uphold the laws of society and show regard for others' rights and feelings. Your thoughts, feelings, and actions reflect your concern about the rights of others. A sense of mercy and justice is displayed when you treat others in a caring way, with fairness and respect for their rights and views.

These are some of the character traits that may be present or absent in a person's life. People who often show these traits are considered strong in character. They respond with ethical behavior. A person who rarely shows these traits is considered weak in character.

Think More About It
What are some ways that unethical behavior is promoted in society?

The Development of Character

Character development starts when a child is young and continues throughout life. The teaching, training, and examples provided by families are the first influences on a child's character development. Many character traits are learned through *direct teaching* by parents. Children may be taught to be kind to others or to tell the truth. They may be told to never take what belongs to someone else.

The family also teaches character by setting behavior guidelines. For instance, a teen might be expected to complete his or her homework before going out with friends. When parents require that children follow these guidelines, they are helping the child learn responsibility.

Families reinforce their teachings through *training*. This is a second way that families teach character. Children are provided opportunities to practice how to act responsibly. They may be given responsibilities around the house. They may help with household chores or care for siblings. Caring for a family pet can teach children to carry out daily responsibilities. All these experiences help children develop strength in character.

Families also teach their children by *example*. Certain adult character traits may be modeled, or copied, by young family members. For instance, a sense of justice can be taught by example. When children are treated fairly, they usually learn to treat others the same way. When children see adults act with integrity, they tend to likewise be honest.

Religion can be a strong influence in character development. Various religious faiths teach standards of right and wrong. Many people feel these standards give meaning and direction to their lives. Their religious beliefs serve as a foundation for their character formation.

Schools also influence character development. Students learn dependability and responsibility through homework assignments and group projects. Schools set standards for acceptable behavior, too. Such standards encourage integrity and self-discipline by requiring students to do their own work. Standards of performance help students learn to do a job well. Standards for treating other students with respect and fairness teach a sense of mercy and justice. Teachers influence character development by modeling strong character traits that support these standards.

Encouraging character development is easiest when a child is young. However, character traits evolve over time, and character development continues throughout life.

Think More About It
What other sources of training, modeling, and examples might affect the growth of children's character?

Developing Strength in Character

A person's character is not shaped in a day, a week, or even a year. You may have certain traits that you do not like and want to change. Developing new character traits takes effort and time, but it can be done.

1. The first step in improving your character is to identify the trait(s) you want to change or develop. Questions similar to those listed in 2-9 can help you identify some of these areas. Any question to which you answer "mostly never" may pinpoint an area needing improvement.

2. After you identify a weak area, focus on specifics about it. For instance, if dependability is sometimes a problem, identify the circumstances when you are not dependable. Is it when doing homework? Is it when doing a task at home? Is it when trying to be on time for appointments?

3. The next step in improving your character is to develop a plan that addresses a specific trait. List some specific actions to take to improve the trait. Then work on one area at a time.

4. As part of your plan, choose someone to make regular checkups. A person who is close to you could check your progress without offending you. Regular checkups by a friend will help you implement your plan.

Examining Character Traits	
Trait	**Questions**
Self-discipline	Do I accomplish what I plan to do?
	Can I say no to myself?
	Do I keep myself neat, clean, and appropriately dressed?
Dependability	Do I arrive on time for a date or appointment?
	Can I be counted on to get a job done?
Responsibility	Do I do my share of the work when assigned to a group project?
	Do I feel that I have a part in helping others grow to their potential?
	Do I carry out my jobs without being reminded?
Moral principles	Do I respect others' rights and privileges?
	Do I obey the law?
Integrity	Do I try to be honest?
	Do I present a truthful picture?
Motivation	Do I believe that hard work is useful and worthwhile?
	Am I enthusiastic about my work?
	Do I find satisfaction in a job well-done?
Sense of mercy and justice	Do I feel compassion when others are ill-treated?
	Do I help others when I see others in need?
	Am I able to look beyond my own desires to consider the welfare of others?

2-9 These questions help you examine your character traits. Your answers can identify areas that you may want to develop.

Link to Your Life

How do you think being involved in a community service project could help you develop your character and grow in social maturity?

Reaching Social Maturity

Developing a strong character will help you achieve *social maturity*. This is a set of qualities that makes you an enjoyable person. When you have social maturity, the important people in your life will be able to count on you, depend on you, and trust you. They know you will also consider their well-being when making decisions. They know you will respond with ethical behavior.

Being involved in community service projects can help you grow socially. Such projects are usually group efforts that focus on helping others and supplying their needs. Community service projects can help you see situations from other points of view. In what group projects have you participated? Is there some type of need in a person's life that you could help fill? Perhaps you could be the one to step in and make a difference. As you help others, you grow socially and become more mature.

Review Section 2:1

1. Name the four typical growth patterns and summarize the characteristics of each.

2. When are differences in growth rates most obvious?

3. List three steps that an adolescent can take to promote physical growth to maturity.

4. List three characteristics of intellectual development.

5. List three strategies that could help a person reach intellectual maturity.

6. Describe an emotionally mature person.

7. Describe three characteristics of a socially mature person.

section
2:2

Your Personality

Sharpen Your Reading

Use the equation "All you are + All you do = Personality." Under each part of the equation, summarize the key points from the text that illustrate that part of personality.

Boost Your Vocabulary

For each key term, write an example of words that people use to describe that trait in a person.

Know Key Terms

personality
self-concept
self-esteem
temperament
extrovert
introvert

If your best friend were asked to describe you, what would your friend say? "She's a lot of fun, rather quiet, but a true friend." "He is tall, very outgoing, and a starter on the basketball team."

When your friend describes you, he or she is listing different parts of your personality. Your **personality** is the sum of all your personal and behavioral traits. These traits combine to make you a unique person with your own personality.

Many researchers have studied the factors that affect personality. Some look at the growth of the self-concept and how a person's view of "self" affects behavior. Others study the natural response patterns that people use to express themselves. Still others study personality by looking at how people respond to their human needs. Your personality development will be influenced in some way by each of these factors.

The Influence of Self-Concept

Your **self-concept** is the mental picture you have of yourself, 2-10. If you like the way you see yourself, you will have a positive self-concept. If you do not like what you see, you will have a negative self-concept.

2-10 Your personality is influenced by how you see yourself and feel about that mental image.

If you have a positive self-concept, you feel good about yourself. You accept yourself as you really are—a worthwhile person. When you know and accept yourself, you can be realistic about judging your personal traits. You know your good points and feel positive about them. You also know that you have areas to improve. You feel good about who you are, even though you know you have room to grow.

With a negative self-concept, you do not feel good about yourself. This may cause you to feel insecure or less important as a person. A lack of confidence makes it hard to try to improve. You may not want to try new experiences because you fear failure.

Your self-concept affects your self-esteem. **Self-esteem** is how you feel about yourself. A positive self-concept indicates high self-esteem. A negative self-concept shows low self-esteem. High self-esteem means you respect yourself, have self-confidence, and feel secure in your world. You value yourself as a person.

Three factors influence the development of your self-concept: (1) how you see your physical traits or appearance, (2) what you are able to do, and (3) how people respond to you. Knowing how these factors influence your self-concept will help you understand how your own personality is formed.

Physical Traits

Your height, weight, appearance, and sexuality are traits that influence your self-concept. How do you see yourself? Are you tall, short, or average? Are you thin, heavy, or just right? Are you cute or plain? Your responses to these questions form a part of your self-concept. If you feel good about your appearance, you are more likely to have a positive self-concept.

Skills and Talents

What you are able to do is also a part of your self-concept. Can you play football, tennis, soccer, baseball, or basketball? Can you draw, sing, write, or play the piano? Are you good at math, computer programming, or woodworking? You might include your abilities when you describe yourself. These various skills and talents form a part of your personality.

How do you feel about your skills? Again, these feelings affect your self-esteem. If you feel capable of doing a good job in some area, your feelings of worth increase. Your confidence in your ability to succeed grows. This expression of confidence is part of your personality.

Link to Your Life

What are some ways that you could celebrate successes and help build your self-image?

Responses from Others

Your overall view of yourself is affected by the way others respond to you. Are they friendly to you? Do they compliment you? Do they show you respect? Do they recognize your achievements? Their responses or feedback help you form your self-concept.

If the feedback is positive, you likely see yourself as worthwhile. These feelings add to your positive self-concept and increase your self-esteem.

If their responses are negative, you may judge yourself in a negative way. For instance, your height may be average according to your doctor's chart. If a peer calls you short, though, you may think of yourself as too short.

You can see how your self-concept forms part of your personality. It affects the way you feel about yourself and the way you express your thoughts and feelings to others. Your self-concept also affects your relationships with others and the plans you make for yourself. See 2-11.

Your Temperament's Influence

Individuals tend to relate to others in a consistent manner. In other words, their individual behavior is predictable. Your family and friends generally know how you will respond in given situations. This consistency of behavior is based on your **temperament**, which is an inborn pattern of responses.

A Positive Self-Concept
• I enjoy getting up in the morning.
• I am usually in a good mood.
• I like the way I look.
• Most people like me.
• Others think I am attractive.
• I am happy with my friends.
• I can laugh at my mistakes.
• I am continuing to grow and change.
• I look at the positive side of things.
• I enjoy what I do.
• My life is interesting.
• I plan to do something important in life.
• Others like to have me with them.
• Others care about my opinions.
• I can tell others how I feel.
• I can talk to others with ease.

2-11 This list describes some of the thoughts and feelings expressed by a person with a positive self-image.

Although you inherit your temperament, the environment has a strong effect on how your behavior patterns develop. For instance, behavior patterns that are encouraged and accepted by parents, siblings, or peers are likely to become stronger. Patterns that are ignored or not accepted by others tend to become weaker.

Your environment shapes the way these behavior patterns develop during your life. Temperament patterns are related to basic behavior in the following four areas:
- how you express yourself intellectually
- how physically active you are
- how you feel and express your emotions
- how social you are

Your intellectual behavior pattern relates to how you use words and numbers. It also relates to how you plan and organize your ideas. For instance, you may be able to describe and explain your ideas very clearly when speaking. Another person may be better at organizing thoughts on paper. Yet another person may have difficulty with words and ideas, but ease with math concepts. These differences reflect individual patterns of intellectual expression.

Use What You Learn

What is your strongest response pattern for expressing yourself intellectually? Is it similar to one of the multiple intelligences?

Physical behavior patterns range from being very active to very inactive. You may be a person who is always moving, working on one task or another. You may enjoy active sports such as running, basketball, or tennis. On the other hand, you may be a person who prefers quieter activities such as reading, playing the piano, or building models. Working on projects that require great thought and precision might appeal to you.

Emotional behavior patterns vary widely. Some people are more sensitive to their emotional feelings. They may also be more aware of the feelings of others. On the other hand, some people are considered insensitive. They seem less aware of their own emotions or the feelings of others. Without realizing it, they may hurt other people's feelings or offend them.

Strong emotional feelings can cause some people to anger quickly or lose control and cry. Others tend to hide their emotions, keep everything inside, and cry rarely.

Think More About It
How could a person's emotional behavior patterns affect his or her social relationships?

Social patterns relate to how outgoing a person is. An **extrovert** is a person who is very outgoing and enjoys being with people, 2-12. This person is usually friendly and seems to have a lot of friends. An **introvert** is a person who is more withdrawn. This person may be shy and anxious about meeting new people. An introvert usually likes to be alone or with a very small group of familiar people.

All areas of your temperament—intellectual, physical, emotional, and social—affect your personality. Your intellectual and physical patterns affect the way you approach a task and complete your work. Your emotional patterns affect the way you feel about others' responses to you. This affects your responses to those people. Your social patterns affect the way you relate to others.

Understanding Your Response Patterns

Have you been able to see yourself in any of these temperament patterns? The list in 2-13 identifies some characteristics of two types of common temperament patterns. The first pattern describes an aggressive, hard-working, impatient, and competitive person. A person who tends to respond in a calmer, quieter, and more relaxed manner is described in the second pattern.

One temperament pattern is not better or more desirable than the other. Each pattern of responding has both strengths and weaknesses. For instance, a person may be talkative and enthusiastic. Sometimes that person may be considered loud and obnoxious. A sensitive person may sometimes be considered touchy. The situation may determine whether the quality is a strength or a weakness.

2-12 An extrovert enjoys meeting new people and going to new places.

Behavior Patterns
Type 1: Aggressive, hardworking, impatient, and competitive
I often do several things at the same time.
I ordinarily work quickly and energetically.
I persist at working on a problem even though it seems overwhelming.
I often hurry.
I become impatient when someone slows me down.
In conversation, I often gesture with my hands.
I really like challenges.
I walk quickly.
Sometimes I speak too quickly and put words in another person's mouth.
I often try to persuade others to my point of view.
Type 2: Calm, quiet, relaxed, and easygoing
In comparison to others, I am fairly easygoing.
I usually do not plan more work than I can finish.
I am a good listener and hear people well.
I am relaxed when I work.
I am bothered when people rush me.
Most people consider me quiet.
I like to eat slowly and enjoy my meals.
I can usually wait patiently.
I usually speak more softly than most people.
I rarely worry about being late.

2-13 The natural way people respond to their environment is influenced by their temperament. Some common behavior patterns are described here.

Link to Your Life

How could you use your knowledge of your temperament to help you choose a project you could complete successfully?

Knowing your typical response patterns can be helpful. You can make choices that will focus on your strengths. This will help you experience success. For instance, you may be required to be a leader in class. If you are a quiet and reserved person, volunteer to lead a small group rather than the whole class. When you know your natural response patterns, you can make choices that will help you achieve success.

The Influence of Human Needs

How you respond to your environment may be based on human needs. All people have certain needs that they strive to fulfill. The manner in which human needs are met influences your personality as well as your physical, intellectual, social, and emotional development. Each person attempts to meet the following needs in different ways:

- *The need for food, clothing, and shelter surpass all other needs.* When people are starving, their only thought is finding food. When they are freezing, they search for warmth and protection. Life's basic physical needs are strong motivators for action. These physical needs must be met before the emotional needs are even recognized.

- *The need to feel safe and secure causes people to act in certain ways.* For instance, if a tornado is near, people seek immediate shelter and stay there until danger has passed. People need to feel secure in their relationships, too. A warm family environment is an example of how this need can be satisfied. Feelings of security develop as you learn you can trust others to care for you and guard your well-being. As you mature, feeling secure helps you reach out to others by showing care and concern for them.

- *The need to be loved and accepted by others is a powerful motivator.* Some teens will join a school club because of their desire to belong to a particular group. The need to feel loved and accepted by family and friends is very important. These feelings help you accept yourself, and in turn, love and accept others.

- *The need for recognition and respect also influences personality.* Why does a person try so hard to be the winner of a game or have the best costume at a party? This inner drive may be a need for personal achievement or recognition. Meeting this need can bring satisfaction and a feeling of success, 2-14. These feelings of success increase as your skills increase. When others recognize your skills and success, you see yourself as a capable and worthwhile person.

When people meet all or most of their needs, they continue to strive to reach their full potential. They try to be the best they can be. They work hard at their jobs. They continue to perfect their talents and skills. They become more concerned for others. Although their personalities are well developed, they continue to learn and grow from their experiences.

Muscular Dystrophy Association

2-14 Sharing experiences with friends satisfies the need to be accepted.

Think More About It
How could a person's needs change over time and, therefore, change the way his or her personality appears to others?

A Healthy Personality

Many parts contribute to a healthy personality. A positive self-concept and a sense of worth and value are important. Accepting yourself, with all your strengths and weaknesses, is also part of a healthy personality. These lead to feelings of "I am lovable" and "I am capable."

A healthy personality means you know you are not perfect but you keep trying to improve. You are aware that learning and growing from your experiences can help you become a better person.

Some people put too much emphasis on a single aspect of their personality. They may be overly concerned about how they look. They may have feelings of importance based on just one

area of their lives. Maybe they are too concerned about what others say and do. By focusing on just one part of their personality, they may miss the chance to see other areas that could benefit from change.

How can you develop or change parts of your personality? You can start by looking at yourself. Are there things you can change about the way you look or act? Are there skills that you would like to develop? Would these changes help you think more of yourself? Would they increase your self-concept and self-esteem?

Think about your temperament—how you express your personality to other people. Would you prefer not to be shy in a group of your peers? Does feeling angry when you are criticized by someone bother you? Would you like to be a better listener? If you answer *yes,* you are ready to begin the change. Make a plan for improving that behavior and find a supportive family member or friend to check your progress.

Personality development continues throughout your life. Your self-concept, patterns of interacting, responses to your needs—all these can change. Knowing how personality is formed and how to change it will help you develop a healthier personality.

Review Section 2:2

1. How can personality be defined?
2. Explain how self-concept is affected by physical traits and personal skills.
3. Give an example of a temperament trait in each of the four areas of development: physical, intellectual, social, and emotional.
4. List four human needs that could make a difference in the way a person responds to the environment.

Think It Through

Response Patterns

Gwen was neat and well organized. She was an excellent student at school, particularly in math. At home, her room was the neatest place in the house. She loved to organize items. She had files of all her favorite cards, pictures, and CDs.

Although they shared some interests, Dana was different from Gwen. Dana enjoyed school, but had trouble with math. Her favorite subject was history. She especially liked talking about current affairs. At home, Dana had items all over her room. Her clothes were in one pile. Her homework and favorite magazines were in another.

Gwen and Dana had other friends, but spent most of their time together. Neither had much interest in activities that involved exercise, so they both were a bit overweight. They would go to movies and concerts as well as discuss books they had read. Sometimes they would invite another girl, Roxanne, to join them. Roxanne spent much of her time alone, so they hoped their invitation would help her feel happier.

Questions to Guide Your Thinking

1. What natural patterns of physical activity can you identify in Gwen and in Dana? How were their physical patterns evident in the activities they enjoyed?

2. What intellectual patterns can you identify? How did their intellectual patterns affect their favorite subjects in school and the way they organized their rooms?

3. What social patterns can you identify in Gwen and Dana? what emotional patterns? How did these patterns affect their choice of friends?

4. How might their behavior patterns have been affected by their parents? What behaviors do you think their parents may have encouraged?

Chapter Summary

The growth of the human body follows certain patterns. Each person develops at his or her own rate. Rapid physical growth and development of primary and secondary sex characteristics mark the teen years. Taking care of your health can help you reach physical maturity.

A teen's intellectual growth is related to brain development and greater use of abstract ideas and logical reasoning. These formal thinking skills enable you to make more accurate judgments and predict the future consequences of a decision. Try to learn something new every day to help yourself reach your intellectual potential.

Emotional development in the teen years is characterized by an increased ability to identify feelings and control the responses that go with them. Emotional maturity will help you establish close, long-lasting relationships.

Social development is seen as teens learn give-and-take in relationships and develop close friendships with their peers. They also learn to fulfill the expectations that go with various roles in the society.

As teens grow in all these areas, they develop unique personalities. Your personality is strongly influenced by your view of yourself and your temperament. How you respond to meeting human needs also affects personality. As you learn and grow from your experiences, you may realize a need to change poor behaviors. Feeling good about yourself and continually trying to improve are signs of a healthy personality.

Assess...

Your Knowledge

1. What major physical growth changes take place during the teen years?
2. What is the difference between a person who is emotionally immature and one who is emotionally mature?
3. What can a teen do to help his or her brain reach its full intellectual potential?
4. What three factors affect a person's self-concept?
5. What is temperament? How does temperament affect a person's basic behavior?

Your Understanding

6. How is the development of character stimulated?
7. How does the maturing brain help the development of emotional maturity?
8. How does the development of character traits contribute to long-term relationships?
9. How does a society promote ethical behavior?
10. How does a person's self-concept affect his or her personality?

Your Skills

11. Analyze how a marriage relationship would be affected if both partners were intellectually immature.
12. Evaluate how emotional immaturity could affect a friendship.
13. Describe a socially immature person and analyze how those characteristics could impact the person's performance on a job.
14. Analyze your own personal response patterns in the four areas—physical, intellectual, emotional, and social. Explain how your temperament influences your personality.

Think Critically

15. Bring a variety of shoes to school. Include a tennis shoe, work boot, dress shoe, sandal, loafer, or any other type of shoe. Identify all the different characteristics of each shoe. Vote for your favorite shoe. Decide which shoe has characteristics that match your personality (practical, hard worker, carefree, etc.) Make a list of these qualities. Write a paragraph explaining how the shoe you chose matches your personality. *Choice:* Prepare a musical, spatial, or kinesthetic presentation that describes your personality.
16. Choose an area of character development that you would like to improve. Develop a plan of action that you think would strengthen this area. Identify a person who could check your progress.
17. *Writing.* Write a paper analyzing your personal response patterns in the four areas of development. Include how active you are physically, how you express yourself

intellectually, how you express your emotions, and how you relate socially. *Choice:* Present your information in a format using the multiple intelligence you believe you work with best.

18. *Writing.* Write a paper on "Personal Maturity and Success in Relationships at Home and Work." Explain how personal maturity in social, emotional, and intellectual areas can help you succeed in family relationships at home. Also explain how maturity in these areas could benefit your professional relationships on the job. *Group option:* Complete this paper with two partners, with each of you focusing on one area of development.

Connect with Your Community

19. *Reading.* Evaluate several newspaper articles involving human behavior. For each story, explain how the person's behavior helped him or her meet a need. Try to find articles describing examples of behaviors that responded to each of the following needs:
    - basic physical needs (food, clothing, and shelter)
    - safety and security

    Choice: Find articles describing behaviors that responded to the need for love and acceptance and the need for respect and recognition.

20. As a class, brainstorm a list of community leaders who might be available to come to class for a panel discussion. Your teacher can invite them to discuss the importance of social, emotional, and intellectual maturity for success on the job. Prepare a list of questions to ask that would help you understand the specific qualities these leaders seek in employees. Summarize their responses by writing a one-page paper on "The Ideal Employee." *Group option:* Work in groups to create an oral report using presentation software.

21. *Research.* Interview a community leader on the topic of how to build a strong character. Summarize the interview in a report. Include in your report a list of resources and opportunities in your community for building character. *Choice:* Present your information in a flyer or poster.

22. Choose a community service project and volunteer at least three hours. Describe the project in a one-page report. Include a description of your feelings before, during, and after the project. Also explain how participating in such a project can help a person mature. *Choice:* Present your project in an oral or visual report.

Use Technology

23. Search the Internet for a personality inventory. Take the personality test and print the results. Then, summarize your thoughts about the inventory in a paragraph. Was it thorough enough? Did it provide an accurate picture of your personality? Explain why you agree or disagree with the inventory results. *Group option:* Discuss the results with a partner.

24. Design a flyer to advertise yourself to a future employer. Include your strengths, abilities, skills, interests, and any other information you think would help you get a job. Use a desktop publishing format with at least two folds in your flyer. *Choice:* Insert pictures by using a scanner or a digital camera.

25. *Social studies.* Search for information about a psychology career, such as school psychologist, clinical psychologist, social worker, or a career that focuses on developing young adults. Identify the type of work done, personal qualities and educational requirements needed for job success, and the job outlook for the career. Use word processing software to create your report.

26. *Research.* Survey the senior high school class for height and weight data. Collect current data from every student as well as eighth-grade data. Enter the data in a computer to create a line graph for average heights and weights in grades eight and twelve. Prepare averages for the whole class as well as separate averages for males and females. Were males or females taller or heavier in eighth grade? in twelfth grade? Write a paragraph drawing some conclusions about rate of development and overall growth. *Group option:* Complete the activity as a class project.