

**RE-IMAGINING ADOLESCENTS**  
**YES, YOU CAN!**  
**YES, THEY CAN! YES, WE CAN!**

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# Painting Nasty Stereotypes



# Overview

- HYY, Help Yourself, Yourself Concept and Project
- Curriculum Integration
- Gardner's Five Minds for the Future
- 21<sup>st</sup> Century Skills

# Adolescents' Two Big Questions

- Who Am I?
- What's My Place in the World?



# The Helping Each Other Out Club



# Help Yourself, Yourself Project

- Teaching adolescents development theories allowed them to discover the “secrets” of life. HYY empowered them to make better academic and social choices.
  - Dr. Candy Beal

# From a Classroom Teacher/NCSU Graduate Student

- “It’s not surprising that the project was a hit with my students since usually their studies seem so irrelevant to them.”



# Gardner's Theory of Multiple Intelligences

- Spatial
- Linguistic
- Logical-mathematical
- Bodily-kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalistic
- Existential
- Learning styles yet to come



# Piaget's Cognitive Development Theory

- Concrete to abstract thinking (facts to reflection)
- Disequilibrium - when we are most open to learning
- Schemata - brain's personal concept and fact web that can absorb and make sense of new learning
- Assimilation - facts are "just passing through" and not web caught
- Accommodation - facts hooked to schemata, made sense of and are the student's for life

# Erikson's Theory of Epigenesis

- Stage theorist covering lifespan
- Each stage has a challenge to resolve
- Goal is positive outcome gathering positive tool for your “Personality Toolbox”
- Do-over King



# Charity James' Needs Polarities Theory

- Need to need/the need to be needed
- Need to move inwards/need to affect the outer world
- Need for routine/need for intensity
- Need for myth and legend/need for fact
- Need for stillness/need for activity
- Need for separateness/need for belonging

# Kohlberg's Theory of Moral Development

- **Stage 1:** Obedience and Punishment orientation.
- **Stage 2:** Individualism and exchange.
- **Stage 3:** Good interpersonal relations.
- **Stage 4:** Maintaining social order.
- **Stage 5:** Social contract and individual rights.
- **Stage 6:** Universal principles.

***“Why do people always think they know what’s best for us? Now, we know about ourselves and we can make choices for ourselves.”***

# Components of Curriculum Integration à la James Beane

1. Students ask the Big Questions.
2. Differentiated instruction
3. Continuous informal assessment
4. Public presentation of big project



# Howard Gardner's Five Minds for the Future

- ***Disciplinary*** – mastery of major schools of thought (including science, math and history) and one professional craft
- ***Synthesizing*** – ability to integrate ideas from different disciplines into a coherent whole and communicate that integration to others
- ***Creating*** – capacity to uncover and clarify new problems, questions, phenomena
- ***Respectful*** – awareness of and appreciation for differences among human beings
- ***Ethical*** – fulfillment of one's responsibilities as a worker and a citizen (Gardner, 2008)

# *Arnold, A Curriculum to Empower Young Adolescents*

- Adults believe in the capabilities of adolescents
- Adolescents capable of owning much of their learning
- Adolescents ask and research meaningful questions.
  - “Too often we are answering questions that kids are not asking.”
- Adolescents perform community service
- Adolescents know their enemies...advertisers
  - Big Lie, Imaginary Audience.



***“Our job is simply to make good people.”***

Dr. John Arnold, a Founding  
Father of the Middle School  
Movement in the United States