

Observation Project

Caroline Nadler 025336244

EDP 302 Adolescent Development: A Cross-Cultural Perspective

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Introduction

Abby is a white 16-year-old junior at a local Orange County high school. She is biologically female and identifies as a female. Her school activities include band and going to school functions such as dances, sport games, and band competitions. Outside of school, she enjoys watching Netflix and spending time with friends. Her immediate family that lives in the house she grew up in and still lives in consists of her father and mother. Her father was married three times before he married her mother. Her father's previous marriage of nine years produced two sons, her older half-brothers. She keeps in contact with her oldest brother and doesn't consistently communicate with the other brother.

The first observation session on February 10th, 2019 was at her house from 3 to 6 pm, where she was working on her computer at the dinner table while conversing with her mom. This observation was conducted through visual and auditory typed notes on a computer. The second observation session on February 12th, 2019 was mostly in her father's car and grocery stores from 4 to 6:30 pm. This observation was conducted through mostly auditory typed notes on a computer when in the car and visual memory when in grocery stores.

Developmental Markers

The observed adolescent, Abby, is 16 years old. She has physically matured from adolescence, grown considerably in height and is displaying secondary sex characteristics in both mental and physical capacities, including menstruation, thus completed puberty (Arnett, 2018).

Self-Image

Abby has demonstrated concerns about body size and shape. The aspect of healthier eating habits is a relatively new development. She and her mother actively participate in dietary restrictions and emotionally support one another. Abby does not regularly partake in recreational

activities, causing an increased body fat percentage, which is normal for teenage girls (Arnett, 2018). Her body happened to change and develop quickly over this past year, which took her a few months to adjust. She has accepted this reality and is satisfied with the way she looks. Abby is not embarrassed about how she looks; her self-image is not governed by an unhealthy lack of confidence with her body. Additionally, Abby vitalizes self-esteem by designing her hair and make-up with modern style when attending school and hanging out with friends.

Image, demeanor, and speech heavily influences style within youth culture. How Abby chooses to present herself might be influenced by audience imagery and/or her personal fable (Arnett, 2018). She displays signs of influence from differential gender socialization via social media. Other communal pressures are evident in her daily routine of time and thought spent on personal appearance (Arnett, 2018). Abby's mother is an esthetician, which bares a significant influence on her, with constant pressure on beauty and finding ways improve outward appearance.

Cognitive Development

Within her own unique personality, Abby demonstrated abilities to rationalize her opinions which is a development that is in line with the average teenager. She speaks confidently about her opinions relating to outlooks about "the ways of the world" from lessons learned from school and social experiences. She demonstrates cognitive development with relation to Piaget's concrete and formal operations stages (Arnett, 2018). Abby is capable of complex conversations and pseudo-political debates with her elderly father, a 74-year-old Vietnam veteran, who suffers from post-traumatic stress disorder (PTSD). The relationship with her father is unique; she incessantly displays reflective judgment, dualistic thinking, and multiple thinking in order to make her voice heard (Arnett, 2018).

Independence and Responsibility

Abby is organizing herself for more independence and responsibility through future college and work-related strategies (Arnett, 2018). She has discussed, at length, her aspirations of working for the Federal Bureau of Investigation (FBI) – of which she has completed observation hours for a school-related career program. She is relatively independent with completing her homework and creating long-term goals for college aspirations. Abby has repeatedly proclaimed her fascination with visiting Paris, France and even insisting on studying abroad. She is currently seeking employment, with her attempts vying mostly in food and beverage service. Abby has a provisional learner's permit to drive and is nearly finished with training to obtain her driver's license.

Relationships

During adolescent years, relationships associated with friends are very important and benefits the development of social and emotional characteristics. Abby has been careful with choosing a limited number of close friends – using selective association (Arnett, 2018). As friendships go, Abby experiences tough times, but usually makes an effort to patch things up and move on. When attending social events, Abby is highly selective as she finds other adolescents as boring and their conversations, uninteresting. Abby is an understanding person but still partakes in the normal adolescent habits of girls, including sarcasm and ridicule towards one another (Arnett, 2018). Abby has experienced a few romantic relationships – this past year she dated a boy for the first time and initiated her first breakup with this boyfriend. Though she has taken a daily interest in her physical appearance and her chosen clothing, hair, and make-up to be attractive – sexuality is definitely a factor on her mind. However, observations did not show apparent interest in physical sexual acts.

Abby exhibits a deep capacity for caring and sharing with others thereby developing more intimate relationships. For instance, she enjoys preparing food for her parents and guests – displaying a nurturing side she has learned from her mother (Arnett, 2018). Abby has a great understanding of her parent's individual personalities and has been establishing a positive relationship with her older brother through sibling-bonding activities, such as running errands and driving a car. Her ability to have mature conversations and ask for relevant advice creates opportunities for such a relationship to grow. Maturity in social relationships shows her development via Selman's Theory of Perspective Taking by demonstrating social and conventional system perspective and the theory of mind (Arnett, 2018).

Abby does not spend an abundant amount of time with her friends outside of school. Perhaps this is a limitation resulting from not owning a driver's license, yet. She appears to spend a lot of time at home, not necessarily with her parents, in her bedroom, on her phone and/or computer, perhaps socializing with friends. As with most students in high school, Abby claims to have enormous amounts of homework and studying to do all the time, but admits to watching Netflix instead. As an adolescent, she has a closer relationship with her mother since they do more activities together and her mother helps her out with social and academics issues more than her father. As with many females, Abby gravitates closer to her same sex parent (Arnett, 2018). Her father is easily frustrated due to numerous health afflictions regarding cancer remission, chronic obstructive pulmonary disorder (COPD) and high blood pressure. She respects and loves her father a lot, however, they disagree on numerous of topics ranging from sociopolitical to religious viewpoints. Abby's view of self has developed behind her innate sense of right versus wrong based off her choice of words involved in these kinds of conversations at home (Arnett, 2018). Abby appears empowered by her independence and finds joy in helping out

her parents with responsibilities around the house, avoiding unnecessary conflict, cooking her own meals for school and assisting with family dinners. She doesn't need outside influence to do her schoolwork, chooses her own classes at school, including the extra-curricular activities she takes part in.

Mood Changes and Perspectives

Many adolescents experience extreme changes in moods. Neglecting these emotions can lead adolescents to poor grades, substance abuse, and unsafe sex (Arnett, 2018). There was no perceived indication from Abby through observation and discussion that suggests she experiences extreme mood changes. When she is struggling with a class, she admits not understanding the material, or the teaching methods of the teacher that doesn't resonate with her. As far as drinking or smoking weed, she has partaken in a small amount in the past to "experience" it or "have fun," but has not continued any of these activities since.

Sociocultural Context

Family

The observed adolescent's surrounding environment impacts the decisions and behaviors that occur in her life. Abby's family relationship influences her outlook and relationship with finances, health, relationships, and expectations of herself. Her parents are a regulatory element and emotional support system – they create structure for their adolescent through household rules. Some of those guidelines include a reasonable curfew, assisting with household chores, maintaining several pets, and participating in grocery shopping and preparing meals. The family subsystem preserves their dynamics through respect of individual roles and responsibilities (Arnett, 2018). Abby's role, other than being a decent daughter and human being, are her responsibilities as a student such as securing additional assistance like with a mathematics tutor.

The high academic expectations and support from her parents reflect in her school work ethic, her own motivation, and the successful outcomes of well-deserved grades (Arnett, 2018). The supplementary parental support with extracurricular activity choices like band and decisions such as a career driven curriculum path, helps her not feel alone in these decisions. The guidance with homework and school affiliated activities, learning organizing strategies for big opportunities such as college, and engaging active listening regarding her friendships demonstrates their authoritative parenting style approach (Arnett, 2018). These goals help her to create and maintain good habits to inevitably be more self-sufficient.

Abby's parents are still her major support system, providing shelter, food, health accessibilities, and transportation. They discuss health with her such as sex talks, doctor appointments, changes with her body and thoughts (Page & Page, 2015). Her parents will share their car once she gets her license, which indicates trust and a higher value of responsibility. Abby's parents have a healthy, loving relationship with each other as well as towards their daughter. Displaying a good sense of humor, flexibility, understanding, and open communication. This allows Abby to experience a healthy, loving relationship and hopefully model this example of positive influences on how she approaches her relationships in the future (Page & Page, 2015). This parental support impacts Abby's self-esteem and socioemotional well-being in positive ways.

Friendships

Most people will befriend others similar to them in gender, age, and other characteristics. Ethnicity, preferences of media and activities, views on education, and risky behavior participation are similarities that are important amongst adolescent friendships (Arnett, 2018). Abby has a few close friends that are white girls and the same age and they all dress and style

themselves alike (Arnett, 2018). These adolescent girls' speech patterns are related in diction and tonal inflection. They share topics of interest such as watching the same Netflix series and using the same social media apps. Like many adolescents, she uses her friends as companionship support for social gatherings (Arnett, 2018). Instrumental support is demonstrated with school-related studies and encouragement to succeed in school; and discussions about college and careers plans (Arnett, 2018). Reliable friendships give Abby the comfort and reassurance during the development of her self-identity and positively impact her self-esteem.

Due to selective association, Abby can be influenced within certain peer environment circumstances when with her friends. For example, she smoked marijuana with both her close friends and school peers as a one-time experiment. There is a possibility she engaged in this activity due to her choice friends that act similarly and have the same interests, therefore, it was inevitable that she would participate; not because they influenced one another in this behavior (Arnett, 2018). Additionally, with peers present in the activity, a different kind of pressure might have been felt to not stand out and concerns of peers' perceptions of her in contradiction to knowing the acceptance of her close friends.

School

School impacts Abby's mental and physical health by affecting her sleep, social life, and connection to learning through obtaining and maintaining knowledge for future opportunities. She does not sleep as much as she should due to staying up late with a large amount of classwork and studying. Adolescents are to sleep 9 to 10 hours, but on average they sleep 6 to 7 hours (Page & Page, 2015). Sleep deprivation has different consequences that could be affecting Abby such as stress on the body causing weight gain, being tired at school resulting in attention issues, patience with others, and not understanding certain curriculum (Page & Page, 2015). School can

be a stationary place for certain students like Abby who does not participate in sports at school or after school physical activities. As a non-year round activity, there is little movement with band because it is mostly standing. Since she sits for most of her school day, goes home to sit and do homework for most of her night explains another factor for her weight gain at this time in her life. Throughout the school year, she is involved in multiple academic extracurricular activities including band which results in over scheduling. Even though a large amount of time and effort these constant activities require are stressful for Abby and her family, she attends to her mother's pressure to participate in other organized activities with school and as additions to her college applications (Arnett, 2018).

High school helps develop Abby's social abilities such as interacting with social acceptance or lack thereof and experiencing awkwardness. School creates social opportunities to work in groups and collaborate in class and breaks throughout the day. Abby is an average social adolescent that does not normally go out of her way to socialize with other groups during school hours. As a tool, cellphones have allowed her and many other adolescents to not feel so awkward when alone during social dedicated times. Attending school opens connections with other adolescents such as the special needs population integrated at her high school. Such exposure helps develop a grander understanding of diversity. Learning in a social environment supports adolescents' development as a whole being (Page & Page, 2015).

School provides a place of learning for Abby. School has inspired her willingness to challenge and improve her academia with study and test-taking skills, which reflects a connection to abstract thinking (Arnett, 2018). She understands that this stage in her life will be a factor in her future's outcome. Adolescents thrive with structure, thus school participation benefits Abby by creating structural routines and expectations within each class (Arnett, 2018).

Her curriculum is based on a career drive path and this style of learning creates opportunities for growth and exposure to the reality of a real-life job and the qualifications.

Work

Abby does not have a job yet, but she is currently looking for one. Through work, she would gain more independence and show her ability for more variety of responsibility. Being employed will further develop her work ethic and learning to work well with others, including other adolescents and adults (Arnett, 2018). In retrospect, it might be best for her not to work while in high school since it could negatively affect her academic performance (Arnett, 2018). A big comparative difference between her situation and other adolescents is that she does not need to work for her family to survive or for her to further her education. Her parents are smart financially, are not frivolous, and invest in Abby's future by keeping her educated and healthy. Abby is influenced by this financial responsibility and wants to provide for herself to start saving money through working.

Media

Media bombards Abby through multiple forms such as TV, movies, social media, and advertisements through electronic and paper formats. Her generation is overloaded with social media platforms which creates overwhelming feelings and being overly stimulated with the pressures of staying connected. Media has the influential power to sell values, attitudes, beliefs, and behaviors to anyone (Page & Page, 2015). The over-exposure to such media platforms selling ideas of beauty and gender ideals heavily influences adolescent girls. For instance, Abby's style is influenced by these exposures of trending clothing, hair, and beauty products. Media portray successful women as a certain slim shape with other specifically labeled attractive features that are goals for females of all ages. Naturally, as an adolescent seeking identity, she

compares herself to these ideals and feminine stereotypes that are gender normative standards for her to idealize, especially body size and weight (Arnett, 2018). Advertisements target specific demographics of viewers, such as women, and communicate a problem with them and then a solution with a sellable product or idea. With cellphones, adolescents have instant access to information, which is beneficial for obtaining knowledge related to school and health, exposure to a broader range of music and the arts, their community, and world events. However, because there is no censoring or legal obligation for posting correct information online, Abby has been learning how to read media and filter through these propositions (Page & Page, 2015).

Developmentally Appropriate Practices

Academic Expectation and Opportunities

An art teacher can uphold a variety of ways to engage an adolescent student like Abby with challenging academia. Through a teacher's encouragement of exploration with medium usage and thematic contexts conveyed may influence Abby to think more abstractly and problem solve her design and creative process through trial and error. Problem solving art projects will help her develop an advantage of thinking differently and trying unique ways to investigate rather than only thinking linearly.

By writing reflection responses of her creation process and the meaning behind her artwork creates a different way of thinking that affects the relationship to the curriculum of the assignment and the finished art piece. Class discussion opportunities such as critical analysis of student artwork can be guided successfully through strategically prompted questions. She will be asked to describe the piece and explain what she sees which will be flexing her observational skills to recognize art elements seen within an artwork and vocally demonstrate subject oriented vocabulary knowledge but also will learn additional key terms

and concepts from teachers and peers. Abby will be asked to analyze the artwork to describe how it is organized and interpret the work to share what she thinks is happening which are good ways to practice critical thinking. She will also be asked to judge the art piece and explain what she thinks of the work. As an adolescent, Abby would benefit from participating in analyzing artwork because it will further develop her active listening and communication skills. The art teacher should model positive ways to communicate so that through organized discussions Abby and her classmates will engage with respectful and intellectually stimulating expression of their points of view.

Visual Thinking Strategies (VTS) is a class activity that is very similar to student work critiques, but the focus is on the analyzation of historical and modern artwork. These art examples should be used to tie in themes relating to the curriculum within the lesson. VTS can inspire Abby to think about an art concept with new views and open her to different demographics and backgrounds represented outside of her school and community. Abby would benefit from the connection of using art terms to describes what she sees within these professional art works because these pieces will give more relatable concrete examples of the different personalities that art elements and art principles share. Studying professional work helps her to recognize a larger variety of the different attributes that make up artwork. Also, hearing her fellow classmates' perspectives to the same artwork creates an opportunity to connect to the community within a classroom and opens her up to the different depictions of a scenario and/ or image.

An art teaching method that ties in great opportunities for relatable conversations within the adolescent population is asking essential questions when introducing a new art concept. These questions are thought provoking and are largely open ended to be taken in

many directions by various student participation. These questions begin class discussions with such big ideas such as “What is an image?” or “How do life experiences influence the way you relate to art?”. Essential questions may engage Abby to connect a purpose behind the learning of any art concept. Through these discussions, she will hear different perspectives from her peers which may open her to a more diverse way of thinking and give her a platform to express her views as well.

Abby will benefit from cooperative and collaborative learning as an adolescent that does not participate in social face-to-face settings as much as she should with fellow adolescents. By interacting with other adolescents on such activities as art production techniques and exploration of perspectives of thematic concepts, Abby’s social and communication skills will blossom. Her comfort level with group collaboration in multiple settings will heighten and she will gain confidence as she participates and engages over time.

Integration of other academic subject matters into an art class helps a student see the relationships between the curriculum and how they support one another. Combining subjects can create more validity of the purpose of an artistic idea and a different way to connect to the material of the integrated subject. For instance, through integrating a mathematic concept relatable to the age range in the class can help create a better understanding of that mathematic concept by looking at it with an abstract artistic lens. Furthermore, playing with a mathematic concept such as geometry through an artistic lens gives more logical connection to a reason behind the practice and the importance of the knowledge of an artistic element such as form and shape. Creating these connections between these separated subjects matters, can help Abby understand how the many aspects

of her education is built off one another and how subjects can support each other.

Integrating subjects will provide Abby an opportunity to understand other curriculum on a deeper level of critical thinking verses just memorizing facts and theories to survive testing.

Communicate Course Expectations

One of many good teaching habits is the ability to maintain consistent communication of course goals, expectations, and requirements accessible in multiple ways. Visual and vocal reminders and announcements of class assignments, due dates, and rubrics help guide a student like Abby with expectations for a class. A teacher can give multiple vocal announcements and reminders throughout a class period for a number of chances to be heard or questioned. This prompts opportunities for Abby to self-check and make sure she is completing the correct steps to meet a goal. Visual postings can be conveniently displayed on a wall in an organized chronological grid fashion to help Abby take initiative and use as references to maintain productiveness. She will prosper by having her rubrics and lesson objectives attainable in paper handout form and on an online class website portal. Having multiple ways for Abby to obtain information caters towards supporting her choices of different learning methods she may lean towards for an assignment.

A class portal will create opportunities for Abby to self-regulate and be organized with due dates and expectations through open accessibility to information. Instruction for each lesson and assignment will be provided for review if needed and to stay current if not present for a class. Other aspects of a website to be used as an additional communication tool such as a discussion page will allows for more chances of questions and concerns about the class to be asked and answered by peers or the teacher. As an adolescent participating in a career driven curriculum program at her school, Abby is busy with a higher level of

expectations and responsibilities. Her access to the multiple forms of all the information needed for an art class gives her the structure and scaffolding to build towards her individualized success. Having open access to information will help her own her responsibilities as a student and exercise her organizational and planning skills as a person. As a true representation of an adolescent in her generation, Abby has a close connection to computer literacy; in turn, this electronic accessibility will give her the tools to thrive.

Furthermore, this class portal is an available communication tool for parents and/or guardians to access class information. This constructs possibilities for families to participate and support their adolescent's education. Abby's family will also have the same access that she has to the class goals and lessons, requirements and expectations, and grading criteria and rubrics. Even though Abby and her parents have good communication skills, some information may still get lost in the business of their lives. By providing a communication connection to her family, her parents are able to see her academic progress and participate more in her education through this accessed knowledge. This will create an opportunity for them to have increased interest in her education and creative life as well, which can translate into better connection, communication, and support from home life.

This use of a platform for communicating class announcements for students and their family can help further strengthen a class community through engaging announcements of class projects, art shows, and museum field trips to entice excitement and conversations. Another website capability that would help a teacher would be to automatically email the families new class announcement updates because many parents may not participate in consistent visits to the class website. This form of reaching out to parents develops further opportunities for inclusivity with families that are very busy and/or

are English language learners or do not speak English at all. Through use of technology for instance, Google translate, a teacher can open more doors of communication across a diverse classes' demographic. Individually emailing to check-in privately with a parent about their child's work or behavior is still a necessary action if needed. Calling the parents if email does not work as a communication device for that family is an option as well.

This class website would also benefit Abby if a teacher were to use this platform as a student gallery and individual portfolio as well. Displaying artwork in a classroom benefits all students at a school through seeing visually representations of peers' perspectives. Displaying student work on a website as a portfolio that expands over time can connect Abby to be an active participant in reviewing her own artistic growth and skill development. This portfolio allows a greater chance for her family to see her artwork and gain more interest in their child's work and education. In addition, a site could be a form of creative communication as an effective inoffensive strategy to entice students' families for support of art materials for the class or for volunteers to participate in the community art related endeavors. Displaying Abby's artwork in multiple environments grants spaces for reflection on her artwork and others. This can help expand her confidence and pride in finished products when displayed in such a professional fashion. A teacher displaying students' work shows their encouraged support of their artistic integrity. Such support for Abby could ignite her further development of the multiple facets that create her confidence and sense of self-worth. This form of active encouragement is also a nonaggressive way to challenge her art to grow with her.

Real Life Connections

An educator should guide students like Abby to understand the connections between curriculum and life after high school. Any classroom could integrate the practice of life skills to be practiced before being utilized within scenarios outside of high school.

Challenging Abby with critical thinking and problem-solving activities within a social learning environment such as an art class creates an opportunity to witness fellow peers' thinking processes as well as her own. She can learn from fellow peers in this inspirational space of exchanging of ideas and perspectives. For example, within a classroom setting, she can experience different avenues to get an end result that reflects different personal goals from her classmates of a particular assignment. Trying out different ways to get an answer is great experiential practice for life beyond high school because there is no one way to accomplish a goal. By creating awareness of having multiple methods to reach a goal, Abby can weigh out her options and be comfortable with trying and maybe even failing. This can help with her outlook on failure not being so negatively damaging but seen as an opportunity to learn and chance to try again. As an adolescent, Abby needs to experience the grounding reality that no one is perfect and a progressive way to learn is to keep trying her best. Experiencing failure or unwanted outcomes through the creative process of visual art helps prepare the emotional reactions that occur which can translate into future adult experiences as well. This class experience can help grow Abby's productive mindset to be used as a tool when unpredictable occurrences in life happen.

The creation of visual art can also support social and individual emotional development. When Abby creates and critiques work in a social environment, she is exposed to interactions with peers' diverse ideas, backgrounds, and perspectives. Providing this artistic school

communal space can influence her to develop a better understanding of her surroundings and the people in it. It is a popular choice for the special education population of a school to participate particularly with visual art classes. Therefore, Abby and her peers will have chances of sharing a creative space with adolescents that process ideas and see concepts in different ways than them. Being exposed to a more unique way of artistically problem solving and expressing ideas is an opportunity for Abby to learn in a different perspective.

An opportunistic platform for openness to the diverse forms of applications for communication can be established in an art class. Critical analysis of artwork will enable Abby to learn and practice the vocabulary and respectfully challenging mindset of having a productive prompted conversation about the various thematic topics shared. These class discussions can help her presently and in the future through listening and observing to her peers which will excel her communication skills. After all, art is a universal form of language. Communication skills obtained in an art class will be useful in classes of other academic subjects such as a reading reflection in an English class. Also, Abby might build skills to advocate for herself when she doesn't understand a mathematic concept, to respectfully communicate her issues with her teacher. For Abby and many other adolescents, active listening and communication skills are beneficial to master for the use within a work place in a successful and respectful manner such as with customers, fellow employees, and bosses or any other social setting outside of school such as home life and time with friends.

Creation and the study of art helps an individual understand themselves; it also defines their relationship to other people, their community, and environment. Art stirs up a conversation within oneself and their environment, which helps them grow as an individual and builds relationships with their surroundings. During the adolescent age they are growing their self-

awareness, so it is important for them to spend time reflecting about themselves and their place in this world. Using visual art as a therapeutic tool to communicate such ideas could help Abby's emotional development. Sketches and art journals are means of independent contemplation and finished art pieces are vehicles to share these thoughts with others. Reflecting on her individual growth and personal narration can help Abby gain a stronger sense of self through meditation on her feelings and the ranges of changes she is experiencing. This artistic expression would benefit her because there is no wrong way to express how you see yourself. This tool can help her not succumb to watching Netflix as a form of escapism or boredom and she could engage in her own abstract thoughts and experience the artistic release of pressure or frustrations she may be experiencing at this emotional age. In addition, she can develop the ability to successfully work better with others in any environment because of a closer connection to the self. This experience allows her to empathize with others. With artistically expressing her inner dialogue, Abby will be able to see how she works and why she is as a person which will also help develop her interpersonal skills.

An art class would benefit from integration of world history and the study of modern and historical art into the curriculum. A teacher may guide discussions on the focus of historical influences and relationships with society then and now. They could connect arts significance for society and how it is viewed. Furthermore, correlating modern art and societal attentiveness of micro and macro communities into relatable lessons can connect Abby to viewpoints she may more familiar with because it is more current. Art throughout history and currently share stories of what happened in society at that time. These communicated stories will help her understand historical and current affairs which gives her broader perspectives to process how they relate to her micro and macro communities of today. Studying historical and present societal perspectives

of art exposes Abby to a more diverse perspective of thinking for her to advance and grow to a higher level of thinking.

Through the process of creation and appreciation of visual art, Abby will be prepared to think abstractly to accomplish goals, communicate successfully in the social world, and see the world through an artistic lens. For a bigger picture, she will be influenced to appreciate and engage in all the creativity that humans display through inventing and developing new ideas that keep our society growing and flourishing.

Consequences of Academic Choices

Any teacher should create a dialogue with their high school students about the meaning behind their present academic and life choices in relation to their future careers, schools, and life options. By a teacher providing guided discussions on the purpose of obtaining knowledge from the curriculum, Abby can gain autonomous power to understand the meaning behind her choices for her future. Art, as a visual language, can assist with meditating about these heavy choices. Morphing internal thoughts into visual imagery is like a mirror but instead of looking at physical characteristics, one is studying what can't be seen by the naked eye. Abby participating in the process of her visual narratives and class discussions about these topics organizes her thoughts and creates a supportive community within the art class for exchange of ideas and reflections. Peer to peer sharing of different ways to obtain these set goals and how to build steps for success creates a different weight and connection to the information for adolescents verses when an adult is relaying information. By being opened to other students' ideas of pathways to take, Abby may see other options that were not in mind prior to these class experiences. Acknowledging the purpose behind an academic choice can shape an understanding of the bigger picture and a gain of more personal responsibility with choices. A teacher can guide adolescents like Abby with

goal-oriented activities that promote the steps to successfully get to college and maintain a good relationship with her education. A teacher can help her with looking at career options and the connection to how the academic choices she has made and will make can affect that outcome. Within art class, Abby can make art projects out of these themes such as creating web diagrams that breakdown various action-reactions through application of hierarchy, color, and design.

As an educator, promoting student health is vital to these adolescents. Exposure to significant consequences of such influences Abby will be approached with currently and in the future helps give further perspective for reasons not to engage in such things as alcohol abuse, substance abuse, nutritious habits, and being physically and mentally active. It is wise for teachers to give students examples of ways to have healthy behaviors and maintain these choices for a promising future. Sharing outside school resources can help students like Abby see the available help in her community.

Behavior

A teacher can form an environment with student opportunities to demonstrate their increasing responsibility for learning. Announcements and reminders about assignments and expectations should be age appropriate and sensitive to various learning abilities. Expectations of students with the cognitive level similar to Abby, should be encouraged to take their education in their own hands and stay on track with their goals. A teacher may create a platform for accessibility to all class information with an online class website portal. Also, having visual reminders as references in the classroom can create more chances for them to control the outcome of their choices. Abby, like many of her peers, will flourish with these different accessibilities to class information as a result of less uncertainty about expectations and accessible reviews of taught concepts. Open access to this tool may

influence Abby to willfully learn at a more responsible level because she is conquering tasks and meeting goals on her own accord. This drive can build a more powerful and deeper connection to her finished product because Abby, like many adolescents, are striving for a chance to prove their independence. By gaining more responsibility with her learning, Abby will gain more pride in her work.

In connection to giving student space for autonomy of their education, teachers should find ways to incorporate promotion of behaviors that will be beneficial to know and practice for current and future jobs. Using class discussions of essential questions as a median with these topics for Abby can bring up her concerns and relationship to the world thus far. An educator can create connections to skills that naturally may happen through guidance within a classroom to eventually be used within a workplace. The practice of following directions in a class with assignments and behavioral expectations will give Abby the skill sets to help her with future careers. This skill is reflected in a workplace through the ability to take directions from a boss or lead, carry out the instruction to completion, and being responsible for these actions. Taking direction well relates to the ability to listen sufficiently and communicate successfully with others. In an art class, Abby is discussing and critiquing art with fellow peers which can further develop her language choices to help her work well with others and alleviate most confusion and anxiety that comes from lack of communication in most settings. Knowing how to communicate well with others associates with the practice of patience, respect, and acceptance of others. These behavior expectations are reflected within any classroom, and also with interactions in the workplace with fellow employees, customers, and bosses. Art analyzing exercises can assist with understanding of socially acceptable communication respectful of a broader range of diversity and age that

are represented within the artists being studied. In an art class, Abby will experience trial and error with her creation process, which prepares the inevitable learning process from experiencing failure within the workplace and life beyond high school. This can relate to Abby possibly experiencing being criticized or fired and help her to take these more intense forms of failure not so harshly on herself. Creative thinking that happens within an art class will help her with the ability to think abstractly and non-linearly. This form of thinking will benefit her currently and, in the future, because she will be able to problem solve a situation in unique ways, come up with solutions that might be different and more productive, and think quickly and efficiently in improvised scenarios.

Student Individuality

An art class is a great space for encouragement and support of students' individuality and diverse identities. Through self-reflective art assignments, Abby can further develop her connection to who she is as an individual and experiment with her evolving identity in relationship to the world. It is imperative for an art teacher to establish a safe place for self-expression so Abby can feel comfortable in this space and play with her growing confidence. Also, setting a foundation for this art class to be a community, helps individuals to be respectful and understanding with one another and in turn creates a feeling of belonging to something- like a form of a family. An educator should be aware and sensitive towards adolescent social pressures and can address these relatable topics by using them as themes for art lessons.

Such personal topics can be healthy to be put out in the open to be heard. Seeing the feelings and perspectives of others creates more empathy within the environment. Introducing such conversations can help Abby gain more support systems within her

adolescent peer groups to grow in confidence with her individuality and see and experience others' uniqueness as well. Within an art class, such themes have the power to be visually shared to create awareness school-wide and spark conversations that are relatable to the majority of this age range. If Abby were to participate in an art project that has a theme of expressing the forms of social peer pressures she experiences, she could allow herself to reflect on how they affect her and her relationship to her environment differently. In result, her self-awareness could grow, and therefore she will view others in a different light to how pressures may affect them too.

It would benefit an art class to be shown a diverse variety of professional artists' work and share their personal stories open students to possible influential figures to admire. Showing the diversity represented within the art community such as LGBTQ individuals, people of color, female artists, and physically and mentally differently abled individuals, can create an inner dialogue and class discussions relating to personal connections to these positive role models. When Abby sees someone else succeeding in life that looks like her or has similar interests like her- representing her; it may boost her confidence and create a larger connection of pride to their own identity. When Abby is exposed to artists that are different from how she identifies, this creates more understanding towards the various attributes that create this diverse world and perspectives. A teacher can use this as a tool of encouragement for Abby to reflect on her own identity, respect other peoples' identity, and open her to knowing that no one is alone in their struggles.

Acknowledging students' social and emotional well-being and practicing sensitivity as an adult figure towards what being different means to adolescent students, forges a chance for trust and a healthy student-teacher relationship to form which constructs a safe space for students to feel

comfortable with themselves. Within this environment, as Abby feels at ease and welcomed in a classroom, she will hopefully develop more confidence to vocalize her ideas or needs to others within additional environments. Because confidence develops at different rates for people, Abby might not feel as comfortable as she could at this point in her life until older with experience and time. Abby is as comfortable with herself as she can be as an adolescent in her environments. Experiencing seeking understanding of her identity motivates her experience life in settings beyond high school such as a job and in the near future, college. She seems ready to change her environment so she can place herself in a new space to see how that relationship supports and benefits her in different ways than what her high school can provide at this time.

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