

THE PEOPLE (who)
<p>Population: Adolescents aged 15 to 18 years old.</p> <p>Developmental characteristics</p> <ul style="list-style-type: none">• Physical profile and development<ul style="list-style-type: none">○ Approaching their final adult stature.○ Bones continue to grow.○ Most have completed or are completing puberty.○ Some may still experience growth spurts.• Sensory and motor development<ul style="list-style-type: none">○ Motor coordination and fitness levels have developed significantly.○ Gross motor: Growth and refinement phase.<ul style="list-style-type: none">▪ Balance: Balance and vestibular senses are fully developed.▪ Axial movement: Can shake, bend, stretch, twist, jump, leap, skip, fall. More complex skills like off-centre work, turns, and inversions will continue to develop and improve.▪ Locomotor movement: Can run, jump, hop, gallop, skip, do floor work, and asymmetrical traveling steps, as well as more complex movement that involves working off-centre and turning through space. Developing proficiency in challenging coordination activities that include changes in speed, direction, timing, and muscle tension.▪ Throwing, catching, and kicking: Can throw, kick, and catch with proper form.▪ Climbing: Can climb elevated surfaces with little effort.▪ Proprioceptive: Fully developed reflexes, can hold their own weight, move through inversions, and avoid colliding with others.○ Fine motor: Refinement of fine motor skills.<ul style="list-style-type: none">▪ Can hold/manipulate objects with ease, precision, and little effort.• Cognitive development<ul style="list-style-type: none">○ Abstract thinking.○ Critical thinking.○ Can handle several concepts at once.○ Can recognize future implications of their actions.○ Complex problem solving and ability to test theories.○ Some impulsiveness.○ Believe their viewpoint is correct but have awareness of differing opinions.○ Poor risk assessment.○ Have longer attention spans.• Emotional and social development<ul style="list-style-type: none">○ Personal identity forms.○ Has an awareness of their sexuality.○ Intrigued by romantic relationships.○ Friends become more important and can identify with peers.○ Can be critical of adults/people in a position of power.○ Unexpected and sudden emotional and behavioural changes.

Course: DNCE 449 Dance Pedagogy: Children and Youth

Community Profile: Adolescent aged 15 to 18 years old

Compiled by: Maia Stothert, Anika Nocera, Hana Reichel, Anastaciya (Tess) Knoll

- Those struggling with a sense of their personal identity or independence may act out and engage in rebellious or difficult behaviour.
- Are trying to get a sense of where and who they fit in with.

THE CONTEXT (when & where)

Day and time: Weekdays

Location: High school dance program/private dance studio/community dance class. Use a bigger space to fit larger bodies, with high ceiling and sprung floor or a genre specific floor. Notify of potential hazards such as outlets and fire exit(s).

Number: Maximum 20 adolescents per educator

ADDITIONAL CONSIDERATIONS

- Specialization phase of Physical Literacy; keep tabs on implications of higher expectations
- More academic pressure causing stress
- Instinct to compare oneself to their peers
- Often functioning through sleep deprivation
- Dancers may need increased individual attention, being careful to avoid isolating
- Good time to start educating dancers on anatomy and psychology (avoid working out of teacher's scope of practice)
- The physical changes happening in a dancer's body may cause distress for those whose bodies do not reflect their gender identity
- There should be a focus on having teens engage in prolonged activities
- The addition of complementary training to support their dance practice should be introduced at this age

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