

*Chapter 20 Adolescence and the Life Cycle Adolescence is a time of physical, mental/emotional, and social changes. List three ways that adolescents differ from children.*

Explain how the human body develops from infancy through the toddler years. According to the American Journal of Clinical Nutrition, the human life span, or the maximum length of time possible for human life, is years. Human bodies change significantly over time, and food is the fuel for those changes. People of all ages need the same basic nutrients—essential amino acids, carbohydrates, essential fatty acids, and twenty-eight vitamins and minerals—to sustain life and health. However, the amounts of nutrients needed differ.

Throughout the human life cycle The span of a human life, which consists of different stages, including childhood, adolescence, adulthood, and old age. The major stages of the human life cycle are defined as follows: The development of a zygote into an embryo and then into a fetus in preparation for childbirth. The earliest part of childhood. It is the period from birth through age one. Occur during ages two and three and are the end of early childhood. Takes place from ages four to eight. The period from ages nine to thirteen, which is the beginning of adolescence. The stage that takes place between ages fourteen and eighteen. The period from adolescence to the end of life and begins at age nineteen. The period of adulthood that stretches from age thirty-one to fifty. Senior years, or old age. Extend from age fifty-one until the end of life. Changes during Pregnancy This ultrasound image shows a four-month-old fetus. We begin with pregnancy, a developmental marathon that lasts about forty weeks. It begins with the first trimester weeks one to week twelve , extends into the second trimester weeks thirteen to week twenty-seven , and ends with the third trimester week twenty-eight to birth. At conception, a sperm cell fertilizes an egg cell, creating a zygote. The zygote rapidly divides into multiple cells to become an embryo and implants itself in the uterine wall, where it develops into a fetus. Some of the major changes that occur include the branching of nerve cells to form primitive neural pathways at eight weeks. At the twenty-week mark, physicians typically perform an ultrasound to acquire information about the fetus and check for abnormalities. By this time, it is possible to know the sex of the baby. At twenty-eight weeks, the unborn baby begins to add body fat in preparation for life outside of the womb. Human Development and Health Promotion Philadelphia: Davis Company, , 81— Changes during Infancy A number of major physiological changes occur during infancy. The trunk of the body grows faster than the arms and legs, while the head becomes less prominent in comparison to the limbs. Organs and organ systems grow at a rapid rate. Also during this period, countless new synapses form to link brain neurons. The posterior fontanel closes first, by the age of eight weeks. The anterior fontanel closes about a year later, at eighteen months on average. Developmental milestones include sitting up without support, learning to walk, teething, and vocalizing among many, many others. All of these changes require adequate nutrition to ensure development at the appropriate rate. Weldon Owen, , Changes during the Toddler Years Major physiological changes continue into the toddler years. Unlike in infancy, the limbs grow much faster than the trunk, which gives the body a more proportionate appearance. By the end of the third year, a toddler is taller and more slender than an infant, with a more erect posture. As the child grows, bone density increases and bone tissue gradually replaces cartilage. This process known as ossification is not completed until puberty. Davis Company, , Developmental milestones include running, drawing, toilet training, and self-feeding. How a toddler acts, speaks, learns, and eats offers important clues about their development. Nutrition and Early Development In this chapter and the next, we will explore how the dietary decisions we make affect our health and wellness throughout the life cycle. We begin by examining the developmental changes that occur during pregnancy, infancy, and the toddler years, and how nutritional choices affect those changes. From pregnancy through the toddler years, children are entirely dependent on parents or caregivers for nutrients. Key Takeaways The human body constantly develops and changes throughout the human life cycle, and food provides the fuel for those changes. The major stages of the human life cycle include pregnancy, infancy, the toddler years, childhood, puberty, older adolescence, adulthood, middle age, and the senior years. Proper nutrition and exercise ensure health and wellness at each stage of the human life cycle. Discussion Starter In

## ADOLESCENCE IN THE LIFE CYCLE pdf

preparation for this chapter and the next, predict how you think nutrient needs might differ at the beginning of life compared to the end of life. Then, after reading this chapter and the one that follows, discuss if your predictions were correct or incorrect.

### 2: Adolescence - Wikipedia

*Life Cycle: Adolescence. Many social historians have argued that adolescence emerged as a distinct life stage only with the advent of industrialization. Using case studies from regions where the historical record is plentiful, such as France, England, and the United States, scholars contend that prior to the industrial revolution, the physical processes of maturity did not necessarily signal a.*

Many cultures around the world value late adulthood more than any other, arguing that it is at this stage that the human being has finally acquired the wisdom necessary to guide others. The truth of the matter is that every stage of life is equally significant and necessary for the welfare of humanity. In my book *The Human Odyssey: We need to value each one of these gifts if we are to truly support the deepest needs of human life.* Here are what I call the twelve gifts of the human life cycle: Potential – The child who has not yet been born could become anything – a Michelangelo, a Shakespeare, a Martin Luther King – and thus holds for all of humanity the principle of what we all may yet become in our lives. Hope – When a child is born, it instills in its parents and other caregivers a sense of optimism; a sense that this new life may bring something new and special into the world. Hence, the newborn represents the sense of hope that we all nourish inside of ourselves to make the world a better place. Vitality – The infant is a vibrant and seemingly unlimited source of energy. Babies thus represent the inner dynamo of humanity, ever fueling the fires of the human life cycle with new channels of psychic power. Early Childhood Ages Playfulness – When young children play, they recreate the world anew. They take what is and combine it with the what is possible to fashion events that have never been seen before in the history of the world. As such, they embody the principle of innovation and transformation that underlies every single creative act that has occurred in the course of civilization. Middle Childhood Ages Imagination – In middle childhood, the sense of an inner subjective self develops for the first time, and this self is alive with images taken in from the outer world, and brought up from the depths of the unconscious. This imagination serves as a source of creative inspiration in later life for artists, writers, scientists, and anyone else who finds their days and nights enriched for having nurtured a deep inner life. Late Childhood Ages Ingenuity – Older children have acquired a wide range of social and technical skills that enable them to come up with marvelous strategies and inventive solutions for dealing with the increasing pressures that society places on them. This principle of ingenuity lives on in that part of ourselves that ever seeks new ways to solve practical problems and cope with everyday responsibilities. Adolescence passion thus represents a significant touchstone for anyone who is seeking to reconnect with their deepest inner zeal for life. Early Adulthood Ages This principle of enterprise thus serves us at any stage of life when we need to go out into the world and make our mark. This element of contemplation represents an important resource that we can all draw upon to deepen and enrich our lives at any age. Mature Adulthood Ages Benevolence – Those in mature adulthood have raised families, established themselves in their work life, and become contributors to the betterment of society through volunteerism, mentorships, and other forms of philanthropy. All of humanity benefits from their benevolence. Moreover, we all can learn from their example to give more of ourselves to others. Wisdom – Those with long lives have acquired a rich repository of experiences that they can use to help guide others. Life – Those in our lives who are dying, or who have died, teach us about the value of living. They remind us not to take our lives for granted, but to live each moment of life to its fullest, and to remember that our own small lives form of a part of a greater whole. Since each stage of life has its own unique gift to give to humanity, we need to do whatever we can to support each stage, and to protect each stage from attempts to suppress its individual contribution to the human life cycle. We should protect the wisdom of aged from elder abuse. We need to do what we can to help our adolescents at risk. We need to advocate for prenatal education and services for poor mothers, and support safe and healthy birthing methods in third world countries. We ought to take the same attitude toward nurturing the human life cycle as we do toward saving the environment from global warming and industrial pollutants. For by supporting each stage of the human life cycle, we will help to ensure that all of its members are given care and helped to blossom to their fullest degree. Navigating the Twelve Stages of Life.

## 3: The Four Stages of Life | Planet of Success

*Discuss which nutrients adolescents consume in lower than recommended amounts and which nutrients they consume in higher than recommended amounts and how these behaviors may impact overall health status.*

Puberty Upper body of a teenage boy. The structure has changed to resemble an adult form. Puberty is a period of several years in which rapid physical growth and psychological changes occur, culminating in sexual maturity. The average age of onset of puberty is at 11 for girls and 12 for boys. Hormones play an organizational role, priming the body to behave in a certain way once puberty begins, [23] and an active role, referring to changes in hormones during adolescence that trigger behavioral and physical changes. This is triggered by the pituitary gland, which secretes a surge of hormonal agents into the blood stream, initiating a chain reaction to occur. The male and female gonads are subsequently activated, which puts them into a state of rapid growth and development; the triggered gonads now commence the mass production of the necessary chemicals. The testes primarily release testosterone, and the ovaries predominantly dispense estrogen. The production of these hormones increases gradually until sexual maturation is met. Some boys may develop gynecomastia due to an imbalance of sex hormones, tissue responsiveness or obesity. The first facial hair to appear tends to grow at the corners of the upper lip, typically between 14 and 17 years of age. This is followed by the appearance of hair on the upper part of the cheeks, and the area under the lower lip. Facial hair is often present in late adolescence, around ages 17 and 18, but may not appear until significantly later. Early maturing boys are usually taller and stronger than their friends. Pubescent boys often tend to have a good body image, are more confident, secure, and more independent. However, early puberty is not always positive for boys; early sexual maturation in boys can be accompanied by increased aggressiveness due to the surge of hormones that affect them. Girls attain reproductive maturity about four years after the first physical changes of puberty appear. Adolescence is marked in red at top right. The first places to grow are the extremities—the head, hands and feet—followed by the arms and legs, then the torso and shoulders. During puberty, bones become harder and more brittle. At the conclusion of puberty, the ends of the long bones close during the process called epiphysis. There can be ethnic differences in these skeletal changes. For example, in the United States of America, bone density increases significantly more among black than white adolescents, which might account for decreased likelihood of black women developing osteoporosis and having fewer bone fractures there. This process is different for females and males. Before puberty, there are nearly no sex differences in fat and muscle distribution; during puberty, boys grow muscle much faster than girls, although both sexes experience rapid muscle development. In contrast, though both sexes experience an increase in body fat, the increase is much more significant for girls. Frequently, the increase in fat for girls happens in their years just before puberty. The ratio between muscle and fat among post-pubertal boys is around three to one, while for girls it is about five to four. This may help explain sex differences in athletic performance. These changes lead to increased strength and tolerance for exercise. Sex differences are apparent as males tend to develop "larger hearts and lungs, higher systolic blood pressure, a lower resting heart rate, a greater capacity for carrying oxygen to the blood, a greater power for neutralizing the chemical products of muscular exercise, higher blood hemoglobin and more red blood cells". For example, girls tend to reduce their physical activity in preadolescence [48] [49] and may receive inadequate nutrition from diets that often lack important nutrients, such as iron. Reproduction-related changes Primary sex characteristics are those directly related to the sex organs. In males, the first stages of puberty involve growth of the testes and scrotum, followed by growth of the penis. The first ejaculation of seminal fluid generally occurs about one year after the beginning of accelerated penis growth, although this is often determined culturally rather than biologically, since for many boys first ejaculation occurs as a result of masturbation. Menarche, the beginning of menstruation, is a relatively late development which follows a long series of hormonal changes. Changes in secondary sex characteristics include every change that is not directly related to sexual reproduction. In males, these changes involve appearance of pubic, facial, and body hair, deepening of the voice, roughening of the skin around the upper arms and thighs, and increased development of the sweat glands. In females, secondary sex changes

involve elevation of the breasts, widening of the hips, development of pubic and underarm hair, widening of the areolae, and elevation of the nipples. Changes in the brain The human brain is not fully developed by the time a person reaches puberty. Between the ages of 10 and 25, the brain undergoes changes that have important implications for behavior see Cognitive development below. However, the creases in the brain continue to become more complex until the late teens. The biggest changes in the folds of the brain during this time occur in the parts of the cortex that process cognitive and emotional information. However, this does not mean that the brain loses functionality; rather, it becomes more efficient due to increased myelination insulation of axons and the reduction of unused pathways. The areas of the brain involved in more complex processes lose matter later in development. These include the lateral and prefrontal cortices, among other regions. During adolescence, myelination and synaptic pruning in the prefrontal cortex increases, improving the efficiency of information processing, and neural connections between the prefrontal cortex and other regions of the brain are strengthened. Specifically, developments in the dorsolateral prefrontal cortex are important for controlling impulses and planning ahead, while development in the ventromedial prefrontal cortex is important for decision making. Changes in the orbitofrontal cortex are important for evaluating rewards and risks. Three neurotransmitters that play important roles in adolescent brain development are glutamate , dopamine and serotonin. Glutamate is an excitatory neurotransmitter. During the synaptic pruning that occurs during adolescence, most of the neural connections that are pruned contain receptors for glutamate or other excitatory neurotransmitters. Dopamine is associated with pleasure and attuning to the environment during decision-making. During adolescence, dopamine levels in the limbic system increase and input of dopamine to the prefrontal cortex increases. Serotonin is a neuromodulator involved in regulation of mood and behavior. Development in the limbic system plays an important role in determining rewards and punishments and processing emotional experience and social information. Changes in the levels of the neurotransmitters dopamine and serotonin in the limbic system make adolescents more emotional and more responsive to rewards and stress. The effect of serotonin is not limited to the limbic system: Several serotonin receptors have their gene expression change dramatically during adolescence, particularly in the human frontal and prefrontal cortex. This allows the individual to think and reason in a wider perspective. The age at which particular changes take place varies between individuals, but the changes discussed below begin at puberty or shortly after that and some skills continue to develop as the adolescent ages. The dual systems model proposes a maturational imbalance between development of the socioemotional system and cognitive control systems in the brain that contribute to impulsivity and other behaviors characteristic of adolescence. One is the constructivist view of cognitive development. The second is the information-processing perspective , which derives from the study of artificial intelligence and attempts to explain cognitive development in terms of the growth of specific components of the thinking process. Improvements in cognitive ability By the time individuals have reached age 15 or so, their basic thinking abilities are comparable to those of adults. These improvements occur in five areas during adolescence: Improvements are seen in selective attention , the process by which one focuses on one stimulus while tuning out another. Divided attention , the ability to pay attention to two or more stimuli at the same time, also improves. Improvements are seen in both working memory and long-term memory. Adolescents think more quickly than children. Processing speed improves sharply between age five and middle adolescence; it then begins to level off at age 15 and does not appear to change between late adolescence and adulthood. Adolescents are more aware of their thought processes and can use mnemonic devices and other strategies to think more efficiently. This provides the ability to plan ahead, see the future consequences of an action and to provide alternative explanations of events. Adolescents also develop a more sophisticated understanding of probability. The appearance of more systematic, abstract thinking is another notable aspect of cognitive development during adolescence. For example, adolescents find it easier than children to comprehend the sorts of higher-order abstract logic inherent in puns, proverbs, metaphors, and analogies. Their increased facility permits them to appreciate the ways in which language can be used to convey multiple messages, such as satire, metaphor, and sarcasm. Children younger than age nine often cannot comprehend sarcasm at all. Metacognition A third gain in cognitive ability involves thinking about thinking itself, a process referred to as metacognition. Adolescents are much better able than children to

understand that people do not have complete control over their mental activity. Being able to introspect may lead to two forms of adolescent egocentrism, which results in two distinct problems in thinking: These likely peak at age fifteen, along with self-consciousness in general. Through experience outside the family circle, they learn that rules they were taught as absolute are in fact relativistic. They begin to differentiate between rules instituted out of common sense—“not touching a hot stove”—and those that are based on culturally-relative standards codes of etiquette, not dating until a certain age, a delineation that younger children do not make. This can lead to a period of questioning authority in all domains. Thus, it is during the adolescence-adulthood transition that individuals acquire the type of wisdom that is associated with age. Wisdom is not the same as intelligence: Risk-taking Because most injuries sustained by adolescents are related to risky behavior car crashes, alcohol, unprotected sex, a great deal of research has been done on the cognitive and emotional processes underlying adolescent risk-taking. In addressing this question, it is important to distinguish whether adolescents are more likely to engage in risky behaviors prevalence, whether they make risk-related decisions similarly or differently than adults cognitive processing perspective, or whether they use the same processes but value different things and thus arrive at different conclusions. The behavioral decision-making theory proposes that adolescents and adults both weigh the potential rewards and consequences of an action. However, research has shown that adolescents seem to give more weight to rewards, particularly social rewards, than do adults. Some have argued that there may be evolutionary benefits to an increased propensity for risk-taking in adolescence. For example, without a willingness to take risks, teenagers would not have the motivation or confidence necessary to leave their family of origin. In addition, from a population perspective, there is an advantage to having a group of individuals willing to take more risks and try new methods, counterbalancing the more conservative elements more typical of the received knowledge held by older adults. Risktaking may also have reproductive advantages: Research also indicates that baseline sensation seeking may affect risk-taking behavior throughout the lifespan. Having unprotected sex, using poor birth control methods e. Stanley Hall The formal study of adolescent psychology began with the publication of G. Hall, who was the first president of the American Psychological Association, viewed adolescence primarily as a time of internal turmoil and upheaval sturm und drang.

### 4: Adolescence Facts | Adolescent Stage Facts | DK Find Out

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We will briefly outline some of the most important milestones for you. Neonatal stage birth – 2 weeks. Born deaf, blind and unable to stay warm, puppies are in a pretty much helpless state. Transitional stage weeks. During this stage, puppies start seeing and hearing. With their eyes open and their ability to stand and walk around a little, puppies start exploring the world. Puppies play a whole lot during this time and learn more about being a dog. However, development is a continual and dynamic process: Dogs do not abruptly leave one stage and enter another, rather the progression is smooth and the stages overlap considerably. Think the teenager phase only happens in humans? When do dogs hit this stage? Generally, the adolescent stage in dogs starts anywhere between the ages of 4 and 6 months. While all dogs go through the adolescent stage, in some dogs it may be barely noticeable, while in others, dog owners may pulling out their hair. This is the most trying time when raising a pet, and a time when most owners reach the limits of their knowledge and fall short of their obligations as a responsible pet owner. **Haug 3 Adulthood Brings Stability!** Once dogs are past doggy adolescence, they will reach adulthood. Generally, adulthood in dogs may start at 18 months for the smaller breeds and 3 years of age for the large ones. Many people find that their dogs at this point of their life-cycle are much easier to manage. Sure, adult dogs will still enjoy exercise and mental stimulation, but generally they are less likely to be bouncing off the walls as they used to in the younger years. Dog owners who have invested their time wisely in socializing their dogs and getting them trained, are now rewarded with an obedient dog. Training though does not end now! Dogs thrive on being kept mentally stimulated and need a job, so this is a great time to enroll an adult dog in advanced obedience or perhaps some fun doggy sports. When dogs get old, you may notice a grey hair here and there on their muzzles and they may slow down a bit. Dental problems are not unusual considering the many years of tartar accumulating. You may also find that your older dog tends to sleep more than before and he may not need to eat as much as he used to. The earlier problems are caught, generally the better the outcome. If you multiply her age by seven, then that would mean that she would be the equivalent of a 7-year old child. Problem is, that, at the age of seven, a child is likely still playing with her Barbie dolls, while Bella is mature enough to give birth to a litter of puppies! Dogs come in many different shapes and sizes, and therefore dogs undergo different life cycles compared to one another. With the size factor kept into consideration, it is therefore more likely to get a better idea of how much a dog year equals in human years. Actually, more than a matter of size or breed, longevity in dogs seems to be a matter of weight. Generally, statistics show us that dogs weighing under 30 pounds are the ones blessed with longer lifespans. And as in people, sex also seems to play a role, considering that generally female dogs seem to live just a bit longer than male dogs. And when it comes to dog owners who elect to have snip-snip surgeries on their dogs, they are rewarded with more time with their pals considering that Science Daily tells us that spayed or neutered dogs live longer. How long a dog lives is therefore ultimately a matter of genetic potential. Every animal is gifted with a certain predetermined average lifespan. For instance, an elephant may live up to 70, whereas a giant tortoise can live a whole century.

*The change from being a child to an adult, which happens during the teenage years, is called adolescence. It includes puberty, a period of rapid growth as the body changes shape and the reproductive system develops.*

Nutrition throughout the life cycle Nutritional needs and concerns vary during different stages of life. Selected issues are discussed below. If a woman is underweight before becoming pregnant or fails to gain sufficient weight during pregnancy, her chance of having a premature or low-birth-weight infant is increased. Overweight women, on the other hand, have a high risk of complications during pregnancy, such as high blood pressure hypertension and gestational diabetes , and of having a poorly developed infant or one with birth defects. Weight loss during pregnancy is never recommended. Recommended weight gain during pregnancy is At critical periods in the development of specific organs and tissues, there is increased vulnerability to nutrient deficiencies, nutrient excesses, or toxins. For example, excess vitamin A taken early in pregnancy can cause brain malformations in the fetus. One important medical advance of the late 20th century was the recognition that a generous intake of folic acid also called folate or folacin in early pregnancy reduces the risk of birth defects, specifically neural tube defects such as spina bifida and anencephaly partial or complete absence of the brain , which involve spinal cord damage and varying degrees of paralysis, if not death. For this reason, supplementation with micrograms 0. Good food sources of folic acid include green leafy vegetables, citrus fruit and juice, beans and other legumes, whole grains, fortified breakfast cereals, and liver. Overall nutritional requirements increase with pregnancy. In the second and third trimesters, pregnant women need additional food energyâ€”about kilocalories above nonpregnant needs. Most additional nutrient needs can be met by selecting food wisely, but an iron supplement 30 milligrams per day is usually recommended during the second and third trimesters, in addition to a folic acid supplement throughout pregnancy. Other key nutrients of particular concern are protein , vitamin D , calcium , and zinc. Even lighter social drinking during pregnancy may result in milder damageâ€”growth retardation, behavioral or learning abnormalities, or motor impairmentsâ€”sometimes described as fetal alcohol effects. Until a completely safe level of intake can be determined, pregnant women are advised not to drink at all, especially during the first trimester. Caffeine consumption is usually limited as a precautionary measure, and cigarette smoking is not advised under any circumstances. Limiting intake of certain fish , such as swordfish and shark , which may be contaminated with methylmercury, is also recommended. An extra kilocalories of food per day is needed to meet the energy demands of lactation. Because pregnancy depletes maternal iron stores, iron supplementation during lactation may be advised. Breast-fed infants may be sensitive to the constituents and flavours of foods and beverages consumed by the mother. In general, lactating women are advised to consume little, if any, alcohol. Infancy , childhood , and adolescence Breast-fed infants, in general, have fewer infections and a reduced chance of developing allergies and food intolerances. For these and other reasons, breast-feeding is strongly recommended for at least the first four to six months of life. Soy formulas and hydrolyzed protein formulas can be used if a milk allergy is suspected. In developing countries with poor sanitation, over-diluted formulas or those prepared with contaminated water can cause malnutrition and infection, resulting in diarrhea , dehydration , and even death. Breast-fed infants may need supplements of iron and vitamin D during the first six months of life and fluoride after six months. A vitamin B12 supplement is advised for breast-fed infants whose mothers are strict vegetarians vegans. Solid foods, starting with iron-fortified infant cereals, can be introduced between four and six months to meet nutrient needs that breast milk or infant formulas can no longer supply alone. Other foods can be introduced gradually, one every few days. Infants should not be given honey which may contain bacteria that can cause botulism , foods that are too salty or sweet, foods that may cause choking, or large amounts of fruit juice. Low-fat or nonfat milk is inappropriate for children less than two years of age. The rapid growth rate of infancy slows down in early childhood. During childhoodâ€”but not before the age of twoâ€”a gradual transition to lower-fat foods is recommended, along with regular exercise. Establishing healthful practices in childhood will reduce the risk of childhood obesity as well as obesity in adulthood and related chronic diseases e. Vegetarian children can be well nourished but care is needed for

them to receive sufficient energy calories , good-quality protein, vitamins B12 and D, and the minerals iron, zinc, and calcium. It is difficult for children who do not drink milk to obtain enough calcium from their food, and supplements may be required. Because of possible toxicity, iron supplements should be taken only under medical supervision. Studies have found no convincing evidence that ADHD is caused by sugar or food additives in the diet or that symptoms can be alleviated by eliminating these substances. Because of unusual eating practices, skipped meals, and concerns about body image, many teenagers, especially girls, have a less than optimal diet. Teenage girls, in particular, need to take special care to obtain adequate amounts of calcium so that bones can be properly mineralized. Iron-deficiency anemia is a concern not only for teenage girls, who lose iron periodically in menstrual blood, but also for teenage boys. Adulthood No matter which nutritional and health practices are followed, the body continues to age, and there appears to be a strong genetic component to life expectancy. Nevertheless, healthful dietary practices and habits such as limited alcohol use, avoidance of tobacco products, and regular physical activity can help reduce the chance of premature death and increase the chance of vitality in the older years. For the most part, a diet that is beneficial for adults in general is also beneficial for people as they age, taking into account possible changes in energy needs. In elderly people, common problems that contribute to inadequate nutrition are tooth loss, decreased sense of taste and smell , and a sense of isolation—all of which result in decreased food intake and weight loss. The elderly may have gastrointestinal ailments, such as poor absorption of vitamin B12, and digestion difficulties, such as constipation. Inadequate fluid intake may lead to dehydration. Nutritional deficiency may further compromise declining immune function. Prescription and over-the-counter drugs may interact with nutrients and exacerbate the nutritional deficits of the elderly. In addition, decreasing physical activity, loss of muscle tissue, and increasing body fat are associated with type 2 diabetes , hypertension , and risk of cardiovascular disease and other diseases. Older people, especially those with reduced sun exposure or low intakes of fatty fish or vitamin D-fortified food, may need supplemental vitamin D to help preserve bone mass. Adequate calcium intake and weight-bearing exercise are also important, but these measures cannot completely stop the decline in bone density with age that makes both men and women vulnerable to bone fractures due to osteoporosis , which could leave them bedridden and could even be life-threatening. Treatment with various bone-conserving drugs has been found to be effective in slowing bone loss. Staying physically fit as one ages can improve strength and balance, thereby preventing falls, contributing to overall health , and reducing the impact of aging. There is evidence that intake of the antioxidants vitamin C , vitamin E , and beta- carotene as well as the mineral zinc may slow the progression of age-related macular degeneration , a leading cause of blindness in people older than 65 years. Two carotenoids , lutein and zeaxanthin, also are being studied for their possible role in protecting against age-related vision loss. Research suggests that the dietary supplement glucosamine, a substance that occurs naturally in the body and contributes to cartilage formation, may be useful in lessening the pain and disability of osteoarthritis. Aerobic exercise and strength training, as well as losing excess weight , also may provide some relief from arthritis pain. Elevated blood levels of the amino acid homocysteine have been associated with an increased risk of cardiovascular disease and with Alzheimer disease , the most common form of dementia ; certain B vitamins, particularly folic acid , may be effective in lowering homocysteine levels. High concentrations of aluminum in the brains of persons with Alzheimer disease are most likely a result of the disease and not a cause, as correspondingly high levels of aluminum are not found in blood and hair. There is ongoing research into the possible value of dietary supplements for the normal memory problems that beset healthy older people. The so-called free-radical theory of aging—the notion that aging is accelerated by highly reactive substances that damage cellular components, and that intake of various antioxidants can repair free-radical damage and thereby slow aging—has generated much interest and is a promising area of research, but it has not been scientifically established. On the contrary, the life spans of various mammalian species have not been extended significantly by antioxidant therapy. Ongoing studies are investigating whether the consumption of 30 percent fewer calories undernutrition, not malnutrition slows aging and age-related disease and extends life spans in nonhuman primates. There is no evidence that severe energy restriction would extend the human life span beyond its current maximum of to years.

### 6: Adolescent Elephant Life Cycle

*Guide to Reading Chapter 20 Adolescence and the Life Cycle Focusing on the Main Ideas In this lesson, you will learn how to: Examine the physical, mental, emotional, and social changes.*

Children are usually referred to a psychiatrist or therapist because of complaints or concern about their behaviour or development expressed by a parent or some other adult. Family problems, particularly difficulties in the parent-child relationship, are often an important causative factor in the symptomatic physical and psychological transition. Stereotypes that portray adolescents as rebellious, distracted, thoughtless, and daring are not without precedent. Young persons experience numerous physical and social changes, often making it difficult for them to know how to behave. During puberty young bodies grow stronger and are infused with hormones that stimulate desires appropriate to ensuring the perpetuation of the species. Ultimately acting on those desires impels individuals to pursue the tasks of earning a living and having a family. Historically, many societies instituted formal ways for older individuals to help young people take their place in the community. Initiations, vision quests, the Hindu samskara life-cycle rituals, and other ceremonies or rites of passage helped young men and women make the transition from childhood to adulthood. An outstanding feature of such coming-of-age rites was their emphasis upon instruction in proper dress, deportment, morality, and other behaviours appropriate to adult status. When a girl reaches puberty, her home is decorated with elaborate representations of the coming of age of a certain goddess who, wooed by a young god, is escorted to the temple in a rich wedding procession. Although Kumauni teenagers may act in ways that bewilder their elders, tribal traditions ease the passage through this stage of life, helping young people to feel a connection to their community. Social constraints From a biological perspective, adolescence should be the best time of life. Most physical and mental functions, such as speed, strength, reaction time, and memory, are more fully developed during the teenage years. Also in adolescence, new, radical, and divergent ideas can have profound impacts on the imagination. Perhaps more than anything else, teenagers have a remarkable built-in resiliency, seen in their exceptional ability to overcome crises and find something positive in negative events. Studies have found that teens fully recover from bad moods in about half the time it takes adults to do so. Despite this resilience, however, for some teens these years are more stressful than rewarding—in part because of the conditions and restrictions that often accompany this period in life. Restrictions on physical movement Teenagers spend countless hours doing things they would prefer not to do, whether it be working or spending hours behind school desks processing information and concepts that often come across as abstract or irrelevant. But even with access to a car, many teenagers lack appropriate places to go and rewarding activities in which to participate. Many engage with digital devices or digital media or spend time with peers in their free time. A group of teenaged students on a school bus. Ironically, the opportunities for participation in such activities have dwindled, largely because budget concerns have led schools to cut many nonacademic subjects such as physical education. In some American public schools, extracurricular activities have been greatly curtailed or no longer exist. Absence of meaningful responsibility In the 1950s the increasingly important teenage market became a driving force in popular music especially rock music, film, television, and clothing. Indeed, in those countries experiencing the post-World War II economic boom, adolescence was transformed by the emergence of teenagers as consumers with money to spend. In the contemporary developed world, adolescents face a bewildering array of consumer choices that include television programs, movies, magazines, CDs, cosmetics, computers and computer paraphernalia, clothes, athletic shoes, jewelry, and games. But while many teenagers in these relatively affluent countries have no end of material amusements and distractions, they have few meaningful responsibilities, in sharp contrast both to their counterparts in countries struggling merely to survive and to earlier generations. On a less exalted level, until a few generations ago, boys as young as age five or six were expected to work in factories or mines for 70 or more hours a week. In almost all parts of the world, girls were expected to marry and take on the responsibilities of running a household as early as possible. In German-born American psychoanalyst Erik H. Such a moratorium may be appropriate in a culture marked by rapid changes in vocational opportunities and lifestyles. If young people are excluded

from responsibilities for too long, however, they may never properly learn how to manage their own lives or care for those who depend on them. Of course some adolescents create astonishing opportunities for themselves. William Hewlett and David Packard were teens when each began experimenting with electronic machines, and they founded the Hewlett-Packard Company when they were only in their mid 20s. As an adolescent, Microsoft Corporation cofounder Bill Gates was already formulating the business strategy that just a few years later would dumbfound the IBM colossus and make him one of the wealthiest men in the world. In order to feel alive and important, then, many teenagers express themselves in ways that seem senseless to the rest of the population. Isolation from adults In many public schools in the United States, student-teacher ratios of between roughly 12 and 25 depending on whether the school is private or public mean that the classroom atmosphere is influenced considerably more by peers than by teachers. At home teenagers spend at least several hours each day without parents or other adults present. Moreover, during the little time when adolescents are at home with their parents, the family typically watches television or the children disappear to study, play games, listen to music, or communicate with friends on computers, phones, or other devices. Estrangement from parents has clear effects. Teens who do little and spend little time with their parents are likely to be bored, uninterested, and self-centred. This vital facet in the socialization of young men has largely disappeared to the detriment of individual lives and communities. In its place, peer influence can be counterproductive by reinforcing a sense of underachievement or sanctioning deviant behaviour. Deviance With little power and little control over their lives, teens often feel that they have marginal status and therefore may be driven to seek the respect that they feel they lack. Without clear roles, adolescents may establish their own pecking order and spend their time pursuing irresponsible or deviant activities. For example, unwed teen motherhood is sometimes the result of a desire for attention, respect, and control, while most gang fights and instances of juvenile homicide occur when teenagers boys and girls alike feel that they have been slighted or offended by others. Such deviance can take many forms. Insecurity and rage often lead to vandalism, juvenile delinquency , and illegal use of drugs and alcohol. Violence and crime , of course, are as old as humankind. Contemporary juvenile violence is often driven by the boredom young people experience in a barren environment. Ironically, suburban life is meant to protect children from the dangers of the big city. Parents choose such locations in the hope that their children will grow up happy and secure. But safety and homogeneity can be quite boring. In parts of Asia and Africa , similarly, rebel groups have conscripted teens who go on to find excitement and self-respect behind machine guns. Millions of them have died prematurely as a result. Behavioral scientists have gained valuable insight into the conditions that cause teenage strife. In many cases, adults are in the position to alleviate some of the frictions that make intergenerational relations more strained than they need to be. Research indicates that those adolescents who have the opportunity to develop a relationship with an adult role model parental or otherwise are more successful than their peers in coping with the everyday stresses of life.

### 7: The 12 Stages of Life | Thomas Armstrong, Ph.D.

*In it, we will discuss how the stages of a small business' life cycle are affected by the personality types. Also, we find out at what stage small businesses tend to fail the most. If you missed out on the first part of this article that discussed the three personality types in business, here it is.*

Adolescence Many social historians have argued that adolescence emerged as a distinct life stage only with the advent of industrialization. Using case studies from regions where the historical record is plentiful, such as France, England, and the United States, scholars contend that prior to the industrial revolution, the physical processes of maturity did not necessarily signal a change in life status for the individual. Rather, adolescence as a distinctive stage in the life course emerges only in societies where certain social characteristics are present. While the concept of adolescence first emerged among the middle classes those who could afford to send children to school and not to the sweat-shop, by the end of the nineteenth century, adolescence had become "democratized" Gillis in western societies, and teenagers of all social classes were experiencing this life stage. Conceptualizing Adolescence While the necessary link between industrialization and a life stage of adolescence is debatable see Schlegel below what is clear is that by the twentieth century the term adolescence and the understanding that it represents a life stage that is distinct from both childhood and adulthood was thoroughly embedded in European and North American thinking. Usually linked to the years just after puberty and before marriage, adolescence was not only seen as a unique and distinctive life stage but it was identified as one that posed particular problems and concerns. In the psychologist G. Stanley Hall published a two-volume set succinctly titled *Adolescence* that attempted to set forth current theories about this "vast and complex theme" Hall, p. If this is true, then the behaviors associated with adolescence, which at the time were often referred to as filled with "storm and stress," were rooted in nature and therefore were assumed to be universal. Indeed, Hall claims in the concluding chapter of his second volume that "savages" "in most respects are children, or, because of sexual maturity, more properly, adolescents of adult size" Hall, vol. Most of their arguments centered on two interconnecting themes: Both of these themes easily qualify as "racist" by twenty-first-century standards, with their emphasis on white, Western civilization and behaviors as the apex of social evolution, while "primitive" societies or "races" were held to represent "earlier" stages along the evolutionary trajectory. By the early decades of the twentieth century, evolutionary theories dominated the social sciences and influenced social policies through ideas such as eugenics. In anthropology, human societies were described as following "natural" laws and many believed that the "history of mankind is the history of nature" Stocking, , p. A leading theorist of the time, E. Tyler, argued both for delineating how different societies could be understood as models of the different stages of a unilinear evolutionary process, and for the concept of the "psychic unity of mankind" p. Anthropological Critique The most important anthropological critique of the social evolutionary model came from Franz Boas, who published *The Mind of Primitive Man* in Boas used extensive ethno-graphic data to make an argument for the separation of culture from biological determinism and the importance of diffusion, rather than evolution, in the formation of cultural traits. Boas became best known for the concept of "cultural relativism," which argues against judging a culture by outside standards. As he states in the conclusion of *The Mind of Primitive Man*, "Then we shall treasure and cultivate the variety of forms that human thought and activity has taken, and abhor, as leading to complete stagnation, all attempts to impress one pattern of thought upon whole nations or even upon the whole world" ed. Over time, Boas attracted a wide range of students who studied with him at Columbia University and by the s his theory that culture is historically created, not evolutionarily structured, became the dominant paradigm in American anthropology. By Boas had successfully argued for the importance of cultural diffusion—the sharing of ideas between cultures—as an important mechanism of culture change, but he was still looking for ethnographic data to demonstrate how culture specifically influences the psychological development of individuals and creates distinctive patterns of behavior. In particular, Boas decided that a study of adolescence would be a useful way to demonstrate how culture, not nature, patterns human behavior. He chose one of his young graduate students, twenty-three-year-old Margaret Mead, to conduct a study in

Samoa ; her assignment was to determine whether adolescence was filled with the same troubles in the South Seas as it was in America. As she explains in her book *Coming of Age in Samoa* , she embarked on that research to answer the question: While Mead did not overly concern herself with defining "adolescence," it is clear from many of her conclusions that she closely associates adolescence with the years directly surrounding puberty; nevertheless, her conclusion that "there are no great differences" between girls in adolescence and those about to enter it or who have just left it, downplays its significance as a Samoan life stage. Noting the general "casual" nature of Samoan society, Mead argued that adolescence is not filled with "storm and stress" but rather this was a period of orderly maturing interests and activities. Maturing girls in Samoa had few restrictions placed on their sexual encounters, few judgments passed on the behaviors, and negligible pressure to prepare for an unseen future. This, she argued, created an adolescence that was peaceful and enjoyable. Comparing the United States to Samoa, Mead noted that American youths "grow up in a world of dazzling choices" and that all choices are "the half-ripened fruit of compromise" p. Addressing educators directly, Mead used her Samoan research to call for changes in the expectations and pressures put on American adolescents. *The Making and Unmaking of an Anthropological Myth*. Freeman, who studied Samoa, albeit several decades after Mead, argued that Mead was a "cultural determinist," who ignored any ethnographic evidence that did not support her contention that culture not biology is primarily responsible for human behavior. Freeman argued that adolescence was in fact stressful in Samoa and defended an "interactionist" perspective that interpreted behavior as a result of the intersection of biology and culture. However, her reputation, which was only partially constructed from her early work, was never seriously in jeopardy. Given the importance, or at the very least, the prominence of Margaret Mead in the development of American anthropology, it is paradoxical that the study of adolescence in anthropology did not flourish at all in the second half of the twentieth century. In fact, it stagnated. While the study of childhood was continued in a limited but impressive fashion most notably at Harvard , and gender studies blossomed after the s, the systematic study of adolescence all but disappeared in anthropology until the s. While mention might be made of youths or adolescents in longer ethnographic studies, there were no titles in anthropology focusing exclusively on adolescents for several decades. The study of adolescents did not disappear from academia, but was continued by psychologists, child development specialists, historians, and sociologists. *Contemporary Perspectives* While the approaches to certain questions had been significantly refined by the s and s when anthropologists once again began to study adolescence, these studies can still generally be separated into those that seek to find some universals across cultures in the adolescent experience, and those studies that attempt to provide in-depth context for "youth" culture in specific places. In the first case, biology or evolution understood broadly is assumed to play some role in the experience of adolescence, while in the other, situating cultural contexts is of exclusive concern. Schlegel an anthropologist and Barry a psychologist published *Adolescence: An Anthropological Inquiry* in Arguing for an ethological perspective, in their case reflecting upon observations of primate groups to inform questions and buttress conclusions, Schlegel and Barry assume that adolescent behaviors are both "antecedent," that is, linked to earlier socialization and development and "situational"â€”influenced by the particular conditions of adolescence. Moreover, Schlegel and Barry argue that reproduction, in particular the often extended gap between sexual maturity and social adulthood, is a "key issue" in understanding how adolescence is managed and understood cross-culturally. In this view, biology in the form of sexual maturity and the necessities of reproduction and culture which rarely allows for the full assumption of adult roles at puberty intersect, literally creating this life stage. In their thinking, neither biology nor culture should be given explanatory primacy. Their statistical analysis of societies for boys and for girls points to both regularities and differences in adolescence across cultures. For example, the authors argue for the universality of the life stage of adolescence and refute the contention that it is linked exclusively to industrialization. They also point out the ways in which adolescence differs for boys and girls within a culture, and the variable degrees of discord in the adolescent period that can exist between them. The s also saw the emergence of a number of journal articles, edited volumes, and book length ethnographies that focused on adolescence, or "youth culture. The term youth culture itself is not new and comes from the sociologist Talcott Parsons who argued in that middle-class American teens lived in a distinctive cultural world. Studies of youth

culture are diverse and cover a wide range of topics, but they reflect some of the larger concerns of late twentieth and early twenty-first century anthropology. First, they reflect the shift away from viewing culture as holistic and consistent as described by Mead and others, toward an understanding of culture as "contested" and represented by multiple perspectives and voices. Women, minorities, and even youths are fully part of cultures, yet they may have distinctive interpretations and perspectives on that culture, and act upon that culture accordingly. Second, studies of youth culture reflect a concern for the ways power impacts social organization and cultural expression. Youth are not only influenced by larger societal power structures such as race, class, or gender; they produce, respond to, and manipulate power in different ways Caputo; Sharp. Teens are often the first to embrace media and technology, they may be the only ones in their migrant families to speak the dominant language or, because of transnational migration, they may find a stunning disjuncture between their experiences as adolescents and the experiences of their parents. The study of adolescence in anthropology has been one in which the disciplinary debates between nature and nurture have played out with intense fervor, but also one that represents the fruit of disciplinary cross-fertilization. From the outset, anthropological studies of adolescence have built upon and contributed to debates in multiple disciplines, most especially sociology, psychology, history, and more recently cultural studies. Beginning with Mead, some anthropological work has contributed to public policy debates, most especially in education. See also Diffusion, Cultural ; Evolution ; Gender. The Mind of Primitive Man. Originally published in London and New York: Adolescent Storm and Stress: An Evaluation of the Mead-Freeman Controversy. Margaret Mead and Samoa: Harvard University Press, Appleton and Company, Sikh Youth as British Citizens. University of Pennsylvania Press, Growing Up in River City. Hollingshead, August De Belmont. The Impact of Social Classes on Adolescents. Coming of Age in Samoa: Foreword by Franz Boas. Youth, History and the Colonized Mind in Madagascar. University of California Press, Race, Culture and Evolution: Essays in the History of Anthropology. The Shaping of American Anthropology, " A Franz Boas Reader. The State of the Art and New Possibilities. Ann Miles Pick a style below, and copy the text for your bibliography.

### 8: The Stages of Life According to Erik Erikson | Thomas Armstrong, Ph.D.

*The different stages of human life are fetus, infancy, childhood, adolescence, adulthood and old age. The human life cycle starts at fertilization, goes through the embryonic stage and the fetal stage.*

Peer group, opposite sex, family Necessary accomplishments Make life decisions; achieve personal identity; accept responsibility Virtues Independence; self-esteem; self-reliance; self-control; devotion; fidelity Ways to help the adolescent succeed Provide privacy; encourage activities; support decisions; allow independence; give recognition and acceptance; maintain a good family atmosphere; facilitate information gathering Piaget: Cognitive Development According to Piaget, the person from 12 to 15 years of age enters stage IV of cognitive development: The adolescent thinks in the abstract and develops skills to participate in complex problem-solving. Skill development is part of cognitive growth and is also preparation for the future. Skill development includes activities such as gymnastics, photography, writing, carpentry, auto mechanics, and dancing. Many skills developed during the teen years help adolescents make educational and career choices. Teens enhance their leadership and diplomatic abilities by participating in student government, debate, and other school programs. Plays, science competitions, choral groups, orchestra, and band are other avenues for young people to increase their intelligence, talent, sense of cooperation, and community spirit. Religious groups geared for teenagers often hold many activities that attempt to provide a sense of moral instruction as well. Sports often become a primary interest. Cooking may appeal to both girls and boys. Adult encouragement and guidance are needed for skill development. The first stage can be called pubescence, preadolescence, or early adolescence. This stage usually lasts from ages 11 to 14, with girls often maturing faster than boys. Middle adolescence lasts from ages 15 to The late adolescent stage lasts from ages 18 to During this time, young people complete their transition into adulthood. The developmental changes of adolescence have prepared them to exhibit the independence and responsibility that have grown as they begin college life, join the military, or seek employment. Characteristics of Developmental Stages Early Adolescence Ages During this period, also known as preadolescence, young people often waver between a desire for independence and trust from their families and silliness, playfulness, and a need for regular approval. Rebellion against authority figures, noisy and fault-finding quarrels with siblings, and evasion of household tasks can be sources of conflict. As early adolescents attempt new undertakings to test independence and self-reliance, they need strong familial support and guidance. As they get older, adolescents become more controlled emotionally and better able to see situations in perspective. Psychological awareness and objectivity begin to broaden beyond the self to understand the feelings and behavior of others. A growing sense of humor helps to make family relationships more pleasant. Because young adolescents are usually enthusiastic, they bring spirit and buoyancy to their undertakings. Involvement in extensive projects in school shows initiative and effort and perhaps involves detailed computer use. However, this high initiative may get out of hand. Planned parties and social events require adult supervision to prevent boisterousness from ruining events. As they head toward middle adolescence, young teenagers may display tendencies to seclusion and moodiness. Emerging reasoning leads to reflection on themselves and others and assessment of new experiences. Appraisals of interaction between self and the world require a place and time, so young teenagers may begin to spend more time alone. Because both girls and boys have long associations with the mirror, they will use the mirror as a prop for role-playing and for testing and measuring themselves in imagined situations. As they develop their own perspective of family structure and roles, their criticisms and withdrawals often become a source of puzzlement and hurt to family members. By age 14, adolescents are becoming more accepting of other people, and more conscious of what makes their own personality unique from others. They may begin to develop better relationships with siblings, finding that they like their brothers and sisters more than they thought. Some authorities state that verbalizing ideas is a true growth characteristic and a developmental achievement. Teenagers now show an increased natural ability in perceiving many sides of a situation. They are no longer frustrated by being unable to express or to verbalize ideas. They can say what they think, a task of maturity. Middle Adolescence Ages Introspection and fluctuations in self-assurance mark

the middle adolescent years, which can baffle many families. Physical alterations, loud self-assertion, self-preoccupation, rapid shifts between dependent and independent attitudes, blithe spirit, and mood swings are challenges for even the most patient and supportive families. Teenagers are pulling away from childhood in a quest for self-reliance see Table Although they value the ability to depend on home and school, these teenagers need to counterbalance security with independence. Because they are searching for balance, immaturity frequently results in withdrawal, belligerence, or defiance. They may begin to believe that any advice from family caregivers is an effort to control them completely. Adolescents may seek guidance away from home. By age 15 or 16, most adolescents begin to form some ideas about the future and to plan for more than present interests and activities. Vague ideas about courtship, marriage, career, and families of their own result in scrutiny of the family of origin. Family members may sometimes feel rejected because they fail to meet the perfectionist standards of observant middle teenagers. Increased independence and interest in the opposite sex now cause many young people to take more responsibility for self-care and personal cleanliness. They like to choose their own clothing. Many adolescents of this age group seek part-time employment because a job provides money. By the time they are about 17, most middle teenagers are beginning to exhibit true attitudes of maturity. In interpersonal relationships, they show an interest in others and an awareness and acceptance of social responsibilities. As they head into late adolescence and young adulthood, they tend to have friendships with many people of both sexes. Late Adolescence Ages Older adolescents begin to grapple with everyday, mature issues. They move away from familiar people, places, and things. Graduation from high school leads many teens to colleges and universities far from home, where they become responsible for themselves. Those attending school who remain close to home or at home still find their social circles expanded and their intellectual horizons challenged, as they take courses of particular interest and importance to them. Some late teens enter the work force or join the military after finishing school. Branching into such worlds necessitates increased maturity and improved social and professional skills. During these years, moral questions and issues involving ethical decision-making gain relevance. Increased knowledge and awareness may lead to reflection and internal reevaluation. Exposure to different peoples and other ways of thinking may lead young people to question previously accepted values and ideas. Relationships are usually important during these years. Young men and women may enjoy dating a variety of individuals. Long-term romantic relationships and friendships that lasted throughout high school may be tested or come to an end, as social circles expand and interests change. As teenagers move into the adult world and are expected to behave maturely, previously critical adolescents may come to appreciate and develop better relationships with parents and other family members.

**Physical Growth** Physical changes characterize adolescence. Similar to the childhood periods of growth and development, outward signs of maturity vary. During adolescence, the extremities lengthen, the hands and feet grow, and the hips, chest, and shoulders widen. Girls usually grow between 2 and 8 inches in height and boys 4 to 12 inches during adolescence. Hormonal changes control growth and many other physical aspects. Increased glandular activity causes an increase in sweat and contributes to the development of body odors. Glandular changes also are partly responsible for the development of acne in some adolescents. Body hair grows in previously hairless areas: Hair on other areas such as the arms and legs becomes thicker and coarser. Alterations in body chemistry, developmental challenges, plus an ever-increasing capacity to consume food provide adolescents with a great supply of energy. By the time a person is approximately age 18, he or she has reached full height, reproductive organs are adult size, and secondary sex characteristics are pronounced.

**Sexual Development**

**Development in Boys** Some boys at age 11 do not yet show the changes of puberty. Others have started to grow rapidly again, and yet others may already have a heavy or defined skeletal structure. Physical growth varies markedly in year-old boys as well. The average boy shows some pubertal changes by the end of this year. The testicles and penis enlarge, and changes occur in the appearance of the scrotum. Pubic hair begins to appear. Spontaneous erections and occasional ejaculations without external cause may be confusing. Young boys should understand that the involuntary discharge of semen while sleeping nocturnal emission is a normal part of reproductive health. Other natural developments of puberty are a change in voice and the appearance of chin whiskers. Most boys grow more at 14 than at any other age. A strong, muscular appearance and continued deepening of

the voice add to the impression of maturity. Nocturnal emissions have begun for most boys by this age. By age 16, most young men are close to their adult height. Development in Girls Girls also show great variation in sexual development. The average year-old girl has begun a period of rapid growth and shows signs of approaching sexual maturity. Breast and hip development may be noticeable during these years. Pubic hair starts to grow. By age 13, many girls have experienced menarche, the onset of menstruation. Early periods frequently are irregular, and normal cycles may not be established for a few years. By age 14, many girls have the physical appearance of young women.

### 9: The 3 Stages of a Small Business' Life Cycle

*The Twelve Stages of the Human Life Cycle. Which stage of life is the most important? Some might claim that infancy is the key stage, when a baby's brain is wide open to new experiences that will influence all the rest of its later life.*

April 1st, Meaning of Life Life is a continuous progress. We all grow, develop and mature. As we continue to move on in life, we move from one stage in life to the next one. For some, this transition feels like a natural process, while others find themselves stuck in certain stages for decades. Some might even skip entire stages completely, without learning the important lessons of a given stage. These stages are experienced by all humans throughout the course of their life. By closely analyzing human life, one can identify the pattern behind these different phases of life. The following will present you an analysis of the human life cycle. It will show you where people typically get stuck and what you can do to break free from such a situation. Since ancient times, mankind has philosophized about life. The endeavor to categorize life has led to the development of many different concepts about the cycle of life. Ancient Indian texts, for instance, discuss four age-based life stages student, householder, retired and renunciation. In ancient Greece, philosophers and lawmakers such as Solon mapped the life cycle into ten seven-year lasting periods. The following is an attempt to condense the wisdom of several different perspectives on the stages of life into one universal life cycle. The Four Stages of Life in the Human Life Cycle Developing an understanding of the different stages of life can help to better explain human life and the challenges it presents. For this reason, a grown-up person can mentally still be trapped in the first stage of life. The same holds true for every other stage, except the last one. Table of contents

â€” The four stages of life Stage I: It is during this phase in the stages of life that we built the fundament for the lifetime ahead. We can get stuck in this stage when we are not able to let go of the need for approval from others. Stage One in detail The human life cycle begins at conception. It sets in motion the evolutionary process that forms a body out of a single cell. The first stage of our life is predominantly characterized by the dependency upon others for survival. It is during the beginning of this phase that we basically just eat, sleep and breathe. Our mind is at peace while the brain develops. We pick up essential sensory abilities and motor skills. The four different stages of life resembled by stones. The journey continues as a toddler. During this stage, the child learns many important skills, such as walking and talking, but also socializing. At the end of this stage of playfulness, the child develops a sense of an inner subjective self. It learns to differentiate between its inner life and the outer world. The stage of playfulness is followed by early adolescence. Puberty starts to kick in and with it come drastic hormonal changes. As a result of this, the body begins to change and starts to approach manhood. The adolescent will grow more independently with each year. What really happens Stage One of the stages of life is all about learning. This helps us to pick up important abilities and skills. The basic objective of all of this is to help us become self-regulated adults. Once we have grown up, we are expected to act in an autonomous manner. For this reason, we are encouraged to begin meeting decisions of our own. Still, our focus lies on the outside world. We are still dependent upon others for guidance and seek for their approval. Out of all the stages of life, this one helps us to lay the proper foundation. The greatest danger we encounter during this stage is that we are not able to let go of the need for external validation. We might get trapped by adults that do not approve of us becoming independent and autonomous. Society has come up with many different forms of punishment that can prevent us from developing such true autonomy. Some people never manage to outreach this stage. In their mind, they are still adolescents that imitate adults. They try to fit in and do everything they can in order to please others. The expectations of others place a great burden upon our shoulders, but we feel obliged to fulfill them. The capability of independent thinking has not yet reached a state in which we are courageous enough to embark on our own journey. Once we have the courage to place our personal values above the expectations of others and start acting for ourselves, the next stage is entered. Out of all the stages of life, this one focuses the most upon exploration, endeavor, and self-discovery. Stage Two in detail The education of the adolescent continues. It is now a more focused approach to acquiring knowledge in various different disciplines. The end of adolescence marks the beginning of adulthood. It is the longest phase in the human life cycle. The bodily

transformation reaches its completion. The young adult has reached a point of great independence. It is a time during which the young individual explores life and goes out to leave their mark on the world. The education has completed and the focus lies now on acquiring a good job. While the first stage primarily focused on integrating us into society, the second stage is all about teaching us to be truly individual. We start increasing our independence by meeting decisions of our own, but we also have to accept the responsibility that comes with it. It is a time during which we go out to explore the world. We challenge ourselves and seek to gain our own understanding about life. Most importantly, we finally have the courage to discover who we really are. We want to learn what separates us from others. This curiosity helps us to develop an understanding of our individuality and uniqueness. The desire to explore life increases our willingness to take risks. We start to experiment with new and exciting possibilities. Naturally, the attempt to integrate these elements in life can be quite erroneous. We make mistakes, learn from them and continue with something else. Instead of searching for external validation, we have learned to approve of ourselves. It marks the liberation from childhood in the stages of life. Why do people get stuck in this stage? There are various reasons why we can get stuck in this stage of life. For this reason, some people simply do not wish to ever leave this stage. Instead of allowing their development to unfold, they prefer to continue life on this level. Continuously following where your independence leads you can be exciting for a certain period of time. But at one point, we all have to learn that these youthful endeavors will have to end eventually. Still, some people refuse to accept the end of the second stage. Their exploration of life continues, often times without a true purpose. Instead of making new discoveries, these people simply experience new things without gaining any new and significant insights about life. Without noticing it, these people are running in a circle. The underlying reason for this is that some of us do not accept their limitations. However, one crucial lesson of the second stage is to show us that we are limited. We quickly and sometimes painfully have to discover everything that we are not good at. We discover our weaknesses and are confronted with our failures. These experiences make us realize that time is precious and should be spent accordingly. We begin to understand that not every activity should be pursued, just because we can pursue it. Slowly but surely, we are taught to use our independence in a responsive manner. The second stage is accomplished once we realize that we have to be selective about what we do. What was once an independent being will find itself confronted with many different challenges, among them, coping and financial pressures. The individual might want to find a home and partner. Slowly but surely, the time to settle down starts to approach. Wishes of independence, exploration, and freedom are now replaced by the wish to start a family. It marks a stage during which we pick up a great number of responsibilities, not only for ourselves but also for others. It is during this time when we initiate the life cycle once again, by having children of our own. A major turning point during Stage Three has arrived once the children begin to leave the nest.

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