

MODULE 2.1

# ADOLESCENT DEVELOPMENT

FACILITATOR GUIDE

# Module 2.1

## Adolescent development

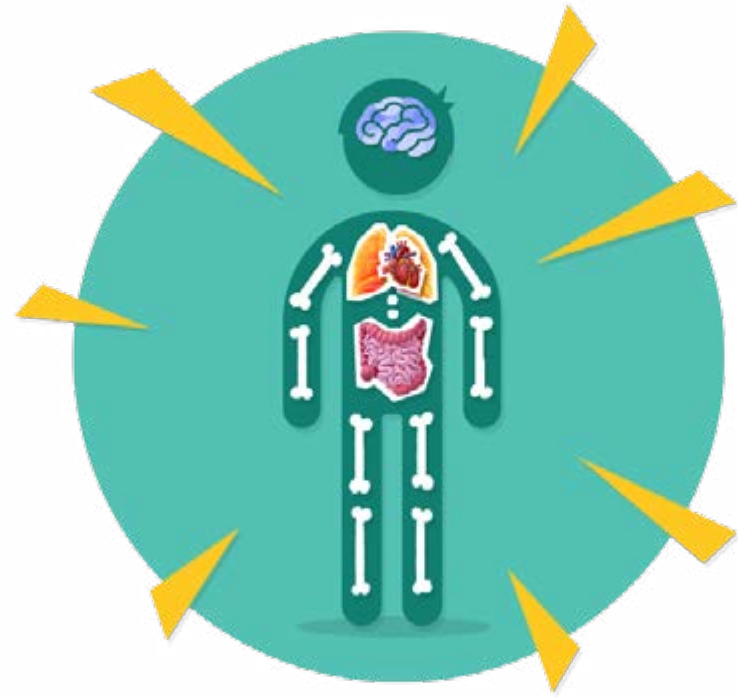
### Introduction

The 'Module 2.1 Adolescent development' facilitator guide is designed to assist you to prepare and deliver group professional learning using the MindMatters modules, which can be found at [www.mindmatters.edu.au](http://www.mindmatters.edu.au).

It consists of a possible sequence of professional learning activities to use with a group of staff as you move through the module.

MindMatters modules are designed to be used in flexible ways: as an individual, in small groups, as a faculty, as a whole staff, or as an action team. Some of the activities can be explored in more detail when there is an opportunity to work with others at the same time. Group learning is best facilitated by colleagues from the school action team who have an understanding of mental health and the direction that the school wishes to take.

Implementing MindMatters as a whole school approach requires the active participation of the whole school community – teaching and non-teaching staff. Each of the four components of the MindMatters framework has associated modules.



## Prepare

**Before you begin facilitating a group session, you might like to undertake the following steps:**

1. View and undertake the module(s) yourself.
2. Familiarise yourself with any background reading and references.
3. Decide which activities you will include and how much time you will aim to spend on them.
4. Check that your school allows access to YouTube, as each module contains YouTube videos. If not, speak to your IT team to get access.
5. Select a physical environment conducive to active learning (people sitting in discussion groups, room to move, access to water and refreshment).
6. Decide whether each person will access the module or whether the group will use large screen projection.
7. Organise any materials needed for activities.
8. Organise copies of any pre-reading.
9. Enlist support of MindMatters action team members (if relevant).

**You might also like to:**

1. Speak with your local MindMatters project officer about extra hints or support for facilitating groups using online professional learning.
2. Ask the school librarian or resource centre person to gather together existing and relevant social and emotional learning resources for display or use during the session.
3. Consider the range of beliefs that may be relevant to the module(s) you are facilitating – issues, participants, students, the school, the local community etc.

## Overview


MindMatters modules are designed to take approximately one hour to complete. You may prefer your group to view the online video 'The MindMatters panel' at a different time, due to the video length.

Activity	Time	Materials needed
1. Energiser – Carousel activity	15 minutes	Space to form a circle
2. Develop (or revisit) agreements for working together	5 minutes	Whiteboard or poster paper
3. Online wall task 'What do you think are the challenges students face during adolescence?'	5 minutes	Online device
4. Online video 'The MindMatters panel'	20 minutes	Online device
5. Online video animation 'Adolescent development'	15 minutes	Online device, poster paper, post it notes, copies of 'Adolescent development' module overview (optional)
6. Online video 'Accepting adolescence'	5 minutes	Online device
7. Online wall task 'How could you / your school support adolescents through these challenges?'	5 minutes	Online device
8. Online summarise key messages	5 minutes	Online device (or hard copy)
9. Online Next steps	5 minutes	Online device (or hard copy)

## Before starting the activities

Explain that MindMatters modules contribute to the ongoing MindMatters journey of improving the mental health of students by building a whole school approach.

Detail any 'housekeeping' issues. Clarify the duration of the professional learning session.



**TIME:** 15 minutes.

**MATERIALS:**

- Space to form a circle.

**PURPOSE:** To help people connect with each other and share something initially that they will find 'safe' to discuss. To orient participants to the content of the session by creating a space for reflecting on adolescent development. To role model an activity that could be facilitated with students.

### 1. Energiser – Carousel activity

#### Instructions:

1. Number participants off as 'ones' and 'twos'.
2. Invite participants to form two circles ('ones' on the inside, 'twos' on the outside) so they are facing each other.
3. Ask the following questions (after each question, ask the outside circle to move two people to the right so that they are discussing their answer with a different person each time).
  - What do you believe is the one thing that has changed the most since you were an adolescent? (e.g. banking, communication, music etc.)
  - What do you think is the best thing about being an adolescent?
  - What would you like your students to say about how your school supports their development?


**Debrief:** Invite people to return to their seats. Say to participants: Building empathy and understanding about adolescent development and how young people experience the world can help us work with and support students, especially in the area of health and wellbeing.



 **TIME:** 5 minutes.

 **MATERIALS:**

- 'How to facilitate MindMatters modules' guide  
[DOWNLOAD AND PRINT](#)
- Whiteboard or poster paper
- Markers or post it notes.

 **PURPOSE:** To create a safe learning environment so that all staff can contribute to the session in a respectful way. To make expectations clear to ensure all participants contribute their views and ideas. To encourage people to take responsibility for their own learning and be accountable to colleagues.

## 2. Develop (or revisit) agreements for working together

### Instructions:

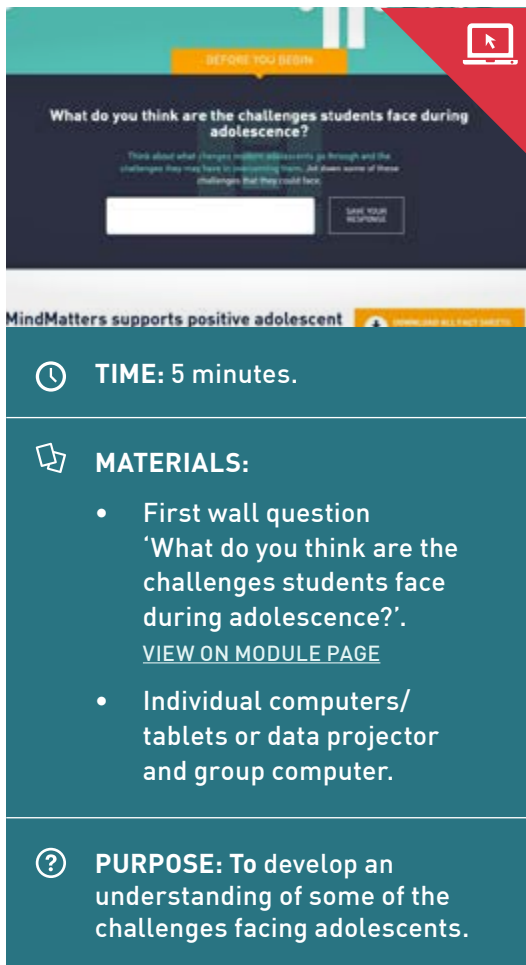
1. Ask participants to brainstorm and share ideas about how they wish to work during this session.
2. Individuals can write suggestions on post it notes or the facilitator can record suggestions on the whiteboard or poster paper.

Here are some examples for agreements for a successful session:

- listen to each other
  - respect different perspectives
  - share only what you are comfortable sharing
  - engage in one conversation at a time
  - share airspace.
3. For more examples, download the 'How: to facilitate MindMatters modules' guide and follow the instructions on 'How to: Develop an agreement for working together'.

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**Debrief:** Say to the group "Negotiating group agreements takes time and is an important part of a professional learning session. It helps to create safe and supportive environments, which is a key protective factor for our mental health and wellbeing. A safe learning environment also enables open, robust discussion in both staff and student settings."



**BEFORE YOU BEGIN**

What do you think are the challenges students face during adolescence?

Think about what changes middle adolescents go through and the challenges they may have in managing them. List down some of these challenges that they could face.

SEND YOUR RESPONSE

MindMatters supports positive adolescent

**⌚ TIME: 5 minutes.**

**📄 MATERIALS:**

- First wall question 'What do you think are the challenges students face during adolescence?'.  
[VIEW ON MODULE PAGE](#)
- Individual computers/ tablets or data projector and group computer.

**❓ PURPOSE:** To develop an understanding of some of the challenges facing adolescents.


### 3. Online wall task

#### Instructions:

1. Connect to the internet.
2. Log in to your MindMatters account.
3. Select Component 2 'Student skills for resilience'.
4. Select Module 2.1 'Adolescent development'.
5. Invite participants to complete the first wall question 'What do you think are the challenges students face during adolescence?'.

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**Debrief:** Invite people to share any insights they have had during this activity.



**TIME:** 20 minutes.

**MATERIALS:**

- 'The MindMatters panel' video.  
[VIEW ON MODULE PAGE](#)

**PURPOSE:** To consider questions raised by the online video.

## 4. Online video 'The MindMatters panel'

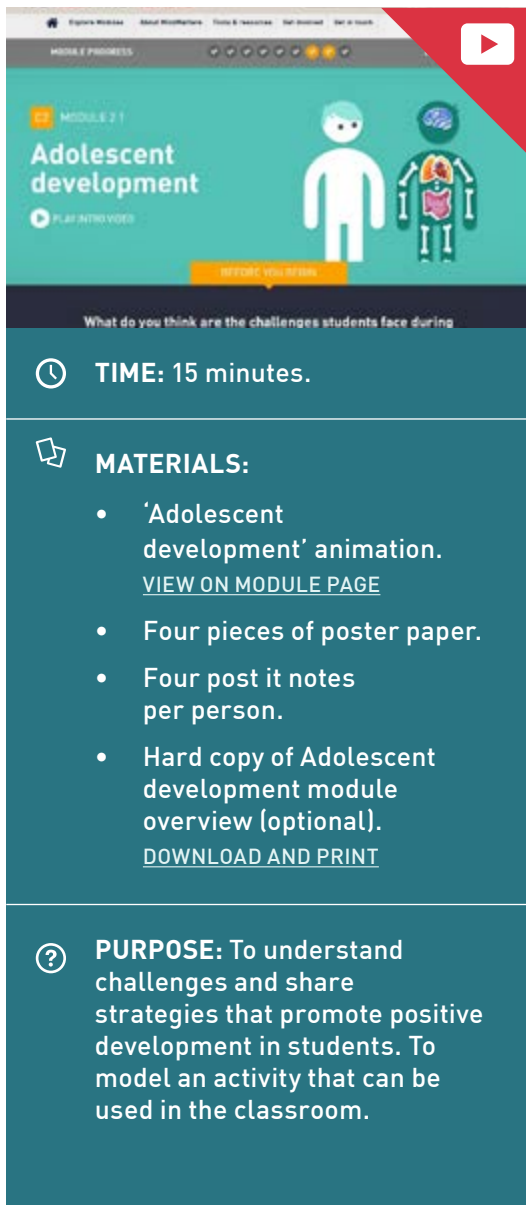
### Instructions:

Consider the following questions as you view the video 'The MindMatters panel':

1. How does your school foster partnerships between staff and students?
  2. How does your school support risk taking by students as a way of strengthening their confidence?
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**Debrief:** Discuss your answers to these questions with the person next to you.





**TIME: 15 minutes.**

**MATERIALS:**

- 'Adolescent development' animation. [VIEW ON MODULE PAGE](#)
- Four pieces of poster paper.
- Four post it notes per person.
- Hard copy of Adolescent development module overview (optional). [DOWNLOAD AND PRINT](#)


**PURPOSE:** To understand challenges and share strategies that promote positive development in students. To model an activity that can be used in the classroom.

## 5. View the video animation 'Adolescent development'

### Instructions:

1. Play the video animation 'Adolescent development'.
2. Invite participants to discuss with a partner how the challenges outlined in the animation (sensational, social, out of control and stress) can impact on a young person.
3. Write each of the challenges at the top of a piece of poster paper. Stick the four pieces of paper on the wall.
4. Invite participants to write down one strategy on a post it note to support each of the challenges outlined in the animation and place it on appropriate poster paper sheet.
5. Share responses as a group. Alternatively allow participants time to walk and view what is written on each piece of poster paper to see and reflect on other participants' responses.

Challenge	Strategy to support this challenge in a school environment
<b>Sensational</b> Desire and seek out exciting and risk taking experiences	e.g. Provide an opportunity for year 9 students to run transition day activities for new year 7 students.
<b>Social</b> Enjoy social interaction with like-minded peers	e.g. Paired and group work, when well-structured, can foster peer connections.
<b>Out of control</b> Require greater support with decision making, planning and impulse inhibition	e.g. Help students develop problem solving and decision making skills by supporting them to develop a process of defining a problem, considering options and working through their chosen option(s).
<b>Stress</b> Can experience a downturn in mood and greater levels of stress	e.g. Provide reflection time at the end of a lesson to identify strengths and challenges and strategies to support these.



**⌚ TIME:** 5 minutes.

**📄 MATERIALS:**

- 'Accepting adolescence' video.  
[VIEW ON MODULE PAGE](#)
- List of questions on whiteboard.

**❓ PURPOSE:** To develop an understanding of the benefits of creating a school culture where adolescents feel accepted and supported.

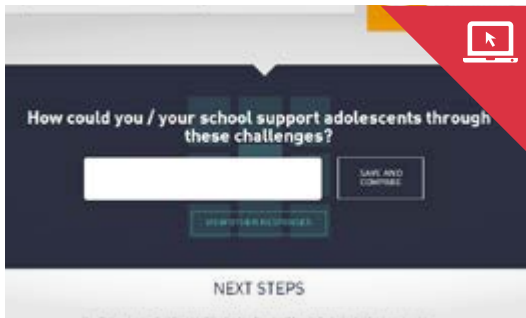
## 6. View the video 'Accepting adolescence'

### Instructions:

1. Watch the video of school interviews with staff.
2. Ask participants to individually consider the debrief questions below as they watch.
  - How can your school create a culture where adolescents feel accepted and supported?
  - What are some strategies that can be implemented at your school to reinforce a culture of acceptance and support for adolescents?
3. Discuss the questions as a group.

### Debrief: Key messages to reiterate with the group:

- Adolescence is a time of numerous biological, psychological and social changes.
- Young people's relationships with school staff, parents and other adults change during adolescence, but these relationships are still fundamental in supporting their positive development.
- Schools can provide safe and supportive environments for young people to develop resilience and to grow up well.



**TIME:** 5 minutes.

**MATERIALS:**

- Second wall question 'How could you/your school support adolescents through these challenges?'. [VIEW ON MODULE PAGE](#)
- Individual computers/ tablets or data projector and group computer.

**PURPOSE:** To share things staff can do to support positive development in students.

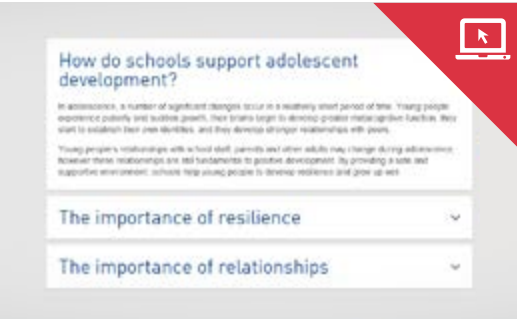
## 7. Repeat online wall task

### Instructions:

1. Invite participants to complete the second wall question 'How could you/your school support adolescents through these challenges?'.

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**Debrief:** Schools can provide safe and supportive environments for young people to develop resilience and grow up well.



**How do schools support adolescent development?**

In adolescence, a number of significant changes occur in a relatively short period of time. Young people experience puberty and continue growth, their brains begin to develop greater maturation functions, they start to establish their own identities, and they develop stronger relationships with peers.

Young people's relationships with school staff, parents and other adults may change during adolescence. However, these relationships are still fundamental to positive development. By providing a safe and supportive environment, schools help young people to develop resilience and grow up well.

The importance of resilience

The importance of relationships

**⌚ TIME: 5 minutes.**

**📄 MATERIALS:**

- Key messages section. [VIEW ON MODULE PAGE](#)
- Alternatively, hard copies of the information.

**❓ PURPOSE: To summarise the session.**

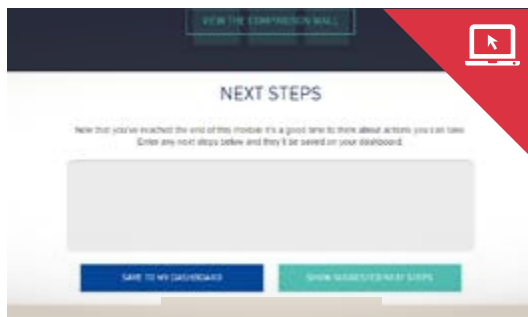
## 8. Summarise key messages

### Instructions:

1. Allow staff to read each of the pieces of information on the module page under the following headings:
  - a. How do schools support adolescent development?
  - b. The importance of resilience.
  - c. The importance of relationships.

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**Debrief:** Say to participants: This is the information we want you to walk away with and bring to life in your own practice or work. Ask participants: Is there anything else you would summarise as a key message from this module?



 **TIME:** 5 minutes.

 **MATERIALS:**

- Next steps section.  
[VIEW ON MODULE PAGE](#)
- Alternatively, pens and paper.

 **PURPOSE:** To translate learning into action, take responsibility for learning, accountability.

## 9. Next steps

### Instructions:

1. Invite each person to decide on three next steps they will undertake as a result of learning in the session.
2. Share these intended actions with at least one other person. Note: If people are using their own device, these will be recorded on their individual dashboard for future reference.

**Debrief:** Say to participants: if we are interested in improving mental health for adolescents, we need to commit to making a change in our behaviour and practice – even if it is a small change.

MindMatters is a national mental health initiative for secondary schools developed by *beyondblue* with funding from the Australian Government Department of Health.

See more MindMatters resources at [www.mindmatters.edu.au](http://www.mindmatters.edu.au)