

MODULE 2.1S

# ADOLESCENT DEVELOPMENT (STUDENTS)

TEACHER GUIDE

# Module 2.1s

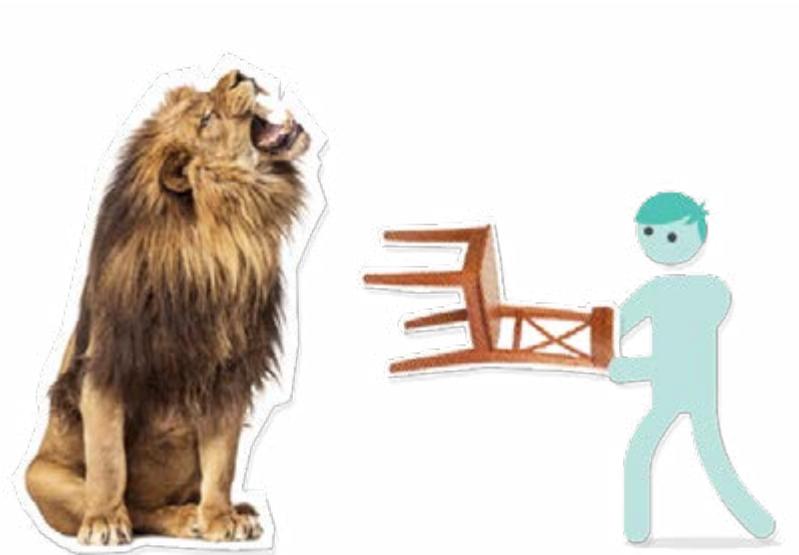
## Adolescent development (students)

### Introduction

The 'Module 2.1s Adolescent development (students)' teacher guide is designed to assist you to prepare and facilitate student activities using the MindMatters module 2.1s, which can be found at [www.mindmatters.edu.au](http://www.mindmatters.edu.au). The MindMatters modules contribute to the ongoing MindMatters journey of improving the mental health of students by building a whole school approach.

This teacher guide consists of numerous learning activities to use with a group of students, and is to be used in conjunction with the 'Adolescent development – the art of growing up' student handout. The activities can be covered using a flexible approach determined by your individual school context and do not need to be considered as lesson plans.

Implementing MindMatters as a whole school approach requires the active participation of the whole school community, including students.



## Objective

### Students will:

- develop an understanding of the typical challenges faced during adolescence and the type of skills they require.

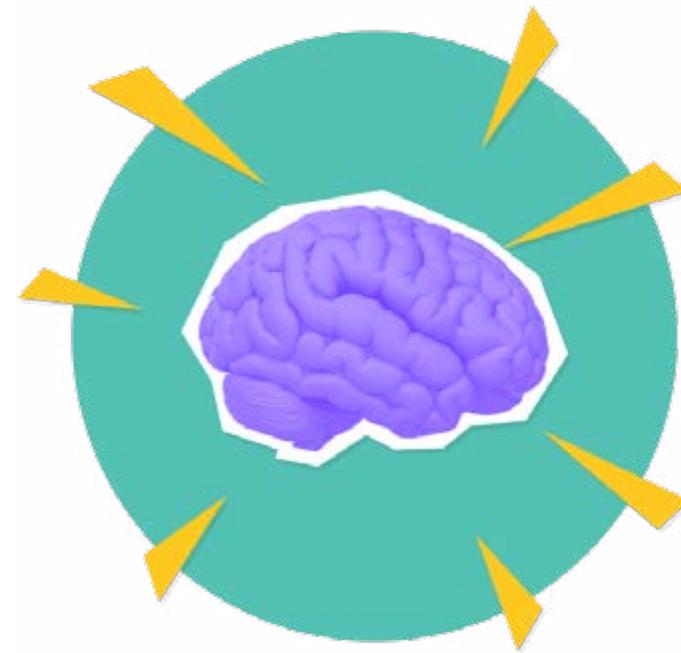
## Outcomes

### Students will:

- have an opportunity to talk about typical challenges faced in adolescence
- be introduced to the concept of resilience
- have reflected upon their own adolescent challenges
- know where to go for more information and support.

## Key messages

- Adolescence is a time of change.
- Adolescent behaviour is linked to physical and mental development.
- Changes can be exciting, but also challenging, and sometimes even scary.
- The skills and resources that you have can make it easier to go through these changes.
- Support is available for young people with questions or experiencing problems.



## Prepare

**Before you begin facilitating a student session, undertake the following steps:**

1. Familiarise yourself with the student handout, the online animation and any background reading and references.
2. Decide which activities you will include and how much time you will aim to spend on them.
3. Check that your school allows access to YouTube. If not, speak to your IT team to get access.
4. Select a physical environment conducive to active learning – students sitting in discussion groups with room to move.
5. Organise any materials needed for activities.
6. Organise copies of the student handout.

**You might also like to:**

1. Speak with your local MindMatters project officer about extra hints or support for facilitating the student activities.
2. Ask the school librarian or resource centre person to gather together existing and relevant learning resources for use during the session/s.
3. Consider the range of beliefs that may be relevant to the module you are facilitating – issues, students, the school, the local community.

## Overview

Activity	Materials needed
Introduction a) Develop an agreement for working together and address 'housekeeping' essentials b) What's this about?	Whiteboard or poster paper, markers or post it notes Page 3 of 'Adolescent development – the art of growing up' student handout
1. The art of growing up	Animation 'Adolescent development – the art of growing up', page 4 of 'Adolescent development – the art of growing up' student handout, whiteboard and markers
2. Teenage types	Pages 5 to 8 of 'Adolescent development – the art of growing up' student handout
3. Adolescent interaction	Pages 6 and 9 of 'Adolescent development – the art of growing up' student handout
4. a) Fitting in b) Role models	Page 10 of 'Adolescent development – the art of growing up' student handout, Page 11 of 'Adolescent development – the art of growing up' student handout
5. Fitting in – My life (unscripted)	Page 12 of 'Adolescent development – the art of growing up' student handout
6. Where to go	Pages 13 to 15 of 'Adolescent development – the art of growing up' student handout, computers or similar devices



### MATERIALS:

- Adolescent development – the art of growing up' student handout.  
[DOWNLOAD AND PRINT](#)
- Whiteboard or poster paper.
- Markers or post it notes.



**PURPOSE:** To create a safe learning environment so that all students can participate in the activities in a respectful way. To make expectations clear to ensure all students can contribute their views and ideas. To encourage students to take responsibility for their own learning and be accountable to peers.

## Introduction

### a) Develop an agreement for working together

#### Instructions:

1. Ask students to brainstorm and share ideas about how they wish to work during these activities.
2. Individuals can write suggestions on post it notes or the teacher can record suggestions on 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
- confidentiality and privacy aspects are to be remembered
- students have the right to pass
- engage in one conversation at a time
- share airspace.

**Debrief:** Talk to the group about how negotiating group agreements takes time and is an important part of every session. It helps to create a safe and supportive environment, which is a key factor protecting us when we are sharing information about wellbeing. A safe learning environment also enables open discussion for us all. Emphasise the importance of looking after one another as well as ourselves. It is OK to seek help if you feel uncomfortable at any time. This applies for both students and staff.

▼ ACTIVITY CONTINUED ON NEXT PAGE ▼



### MATERIALS:

- Adolescent development – the art of growing up' student handout.  
[DOWNLOAD AND PRINT](#)
- Whiteboard or poster paper.
- Markers or post it notes.



**PURPOSE:** To create a safe learning environment so that all students can participate in the activities in a respectful way. To make expectations clear to ensure all students can contribute their views and ideas. To encourage students to take responsibility for their own learning and be accountable to peers.

## Introduction

### b) What's this about?

Read through with the students this section on page 3 of the student handout, noting that adolescence is a time for change, challenges and support. Explain that the activities you are about to undertake with them will explore each of these aspects further.



### MATERIALS:

- 'The art of growing up' animation.  
[VIEW ON MODULE PAGE](#)
- Page 4 of the student handout.
- Whiteboard and markers.

 **PURPOSE:** To introduce that adolescence is a time of change.

## 1. Activity 1: The art of growing up

### Instructions:

Show the animation 'The art of growing up'. Elicit understanding of the key messages from the group. Look at six key points – refer to the concept outline on page 4 of the student handout and have students identify responses to each. Record the responses on the outline under the relevant headings. Some possible responses are listed below.

- **Why are humans different from other animals?**
  - Humans take a long time to grow up because of the time it takes our brain to develop (25 years)
- **What is adolescence?**
  - The time when our bodies really start developing into adulthood is called adolescence
  - A period of 4-5 years
- **What happens to us during adolescence?**
  - Body develops
  - Hormones driving the development affect mental state
  - An increased attraction to extreme experiences develops
  - Living in the moment is a priority
  - Planning skills still developing
  - Brain is still developing
- **What becomes important during adolescence?**
  - Friends
  - Role models
  - Image of our future selves

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### 📄 MATERIALS:

- 'The art of growing up' animation.  
[VIEW ON MODULE PAGE](#)
- Page 4 of the student handout.
- Whiteboard and markers.

❓ **PURPOSE:** To introduce that adolescence is a time of change.

- **Adolescence can be:**
  - fun, but also scary
  - for most – a mixture of both
- **What to do if you're struggling with adolescence?**
  - Ask for help.

**Debrief:** Adolescence is a time of change. Emphasise the need to remember the six points above about adolescence.



### MATERIALS:

- Pages 5 to 8 of the student handout for each student.



**PURPOSE:** To relate concepts presented in the animation to students' understanding and experience of adolescence. To think about possibilities for adolescents. To explore resilience and its implications for adolescents.

## 2. Activity 2: Teenage types

### Instructions:

**Throughout this activity monitor closely the group discussions to ensure that individuals are being respectful of each other.**

1. Read the activity descriptor on pages 5 and 6 of the student handout with the group. Focus on the physical and behavioural characteristics of the examples provided.
2. Divide the class into groups of three or four.
3. Have each group create their own five teenage characters who will spend time on Castaway Cay. Add these to the table on page 6. For now do not enter anything in the last column. Remind groups to address the following about their teenagers:
  - a. **What are their characteristics?**
  - b. **How do they behave?**
  - c. **What are the reasons they behave as they do?**
4. For the second part of this activity, have groups turn to pages 7 and 8 of the student handout to explore the ideas about resilience. Have each student read at least two dot points.
5. Follow this with students reviewing the characters that their group created. Have them discuss and decide how resilient they think each of their characters would be. Have them give reasons for their decisions. Mark each character's resilience scale in the last column.

**Debrief:** Emphasise that resilience is really important in adolescence because it is a period of our lives where there might be tough times. There are big changes like moving from primary school to secondary school; or like leaving secondary school. Resilience is the set of skills that will help us to get through if this happens to us. Some of the things that can lead to an individual feeling resilient are: being able to problem-solve and being persistent (able to stick at a task); being able to manage emotions; being able to adapt to new circumstances; and having helpful relationships with family and friends.



#### 📄 MATERIALS:

- Pages 6 and 9 of the student handout for each student.

❓ **PURPOSE:** To predict how the characters in the previous activity will interact with each other. To consider experiences of teenage interaction in a non-personal context.

### 3. Activity 3: Adolescent interaction

#### Instructions:

1. Keep students in the same groups as for the previous activity.
2. Have the students discuss their characters' success or otherwise in interacting with one another on Castaway Cay. Ensure that groups give reasons for their conclusions. At least one member can make notes as the discussion takes place. Allow about 10 minutes to enable exploration of the ideas the group presents. Focus on the three questions:
  - **Who is going to get along with whom?**
  - **Who is going to be a leader, be a good friend, have trouble fitting in or possibly cause trouble?**
  - **Who is going to bounce back after trouble strikes?**
3. Have each group report their conclusions to the rest of the class.
4. Explain that Castaway Cay's adventures will continue in the next activity.

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**Debrief:** Emphasise that characteristics of people can influence the way they interact. Understanding this enables teenagers to manage their interactions by initially predicting and reflecting on their own characteristics to decide what behaviour is appropriate and what is not for particular situations.



#### 📄 MATERIALS:

- Page 10 of the student handout for each student.

❓ **PURPOSE:** To start the focus on self in regard to issues and expectations of getting along with a group of peers.

## 4. Activity 4a: Fitting in

### Instructions:

**Note:** For this entire activity, monitor behaviour in the group to ensure individuals are comfortable with the discussions. If individuals are uncomfortable provide the opportunity for them to focus on the strengths they would bring to the team and who could complement them with their set of skills. Teamwork is not about everyone in a group having all the skills that are needed. Team members can support one another.

1. Create pairs, determined by your knowledge of characteristics of individuals.
2. Have each pair spend about five minutes responding to the questions on page 10 of the student handout:
  - What aspects of your adolescence will help or hinder you on Castaway Cay?
  - What uniquely 'you' things will benefit the team?
  - Who would you buddy up with?
  - Is there anyone you mightn't get along with?
  - How well would you bounce back from disappointments?

They can make notes if they wish on the table on the same page. Emphasise that they will not be reporting back to the class.

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**Debrief:** Emphasise that teamwork is successful if many skills are utilised by different people. By self-reflecting we can learn the significant contribution we can make to a team. We are all important contributors to teamwork.



#### MATERIALS:

- Page 11 of the student handout for each student.



**PURPOSE:** To highlight the importance of adult role models. To identify which adults are in each adolescent's circle of influence.

## 4. Activity 4b: Role models

### Instructions:

**Note:** For this entire activity, monitor behaviour in the group to ensure individuals are comfortable with the discussions. If individuals are uncomfortable provide the opportunity for them to focus on the strengths they would think a significant adult in their life could have. If necessary they could refer to characters from movies and what their strengths could bring to a young person's life.

1. Unless necessary to change, keep students in same pairs as for the previous activity.
2. In pairs ask them to talk about adult role models in their lives and who they would take to Castaway Cay with them. These role models need not necessarily be present in their lives. (Please refer to the note above.)
3. Have them respond to the questions on page 11 of the student handout:
  - How would your chosen role model support your challenges at Castaway Cay?
  - What qualities would they bring to the crew? For example:
    - **good at listening**
    - **think about others**
    - **solid values**
    - **problem solving skills**
    - **ability to overcome obstacles**
    - **able to inspire**
    - **resilient.**
4. Have a couple of pairs report their responses to the class, focusing on the qualities they admire in adult role models.

**Debrief:** Emphasise that adults influence us in our lives in numerous ways. It is what we learn from them that is important. They do not have to be with us constantly. Our favourite characters from movies or family members who live away from us can be just as influential on the way we interact with other people.



#### MATERIALS:

- Page 12 of the student handout for each student.



**PURPOSE:** To provide solo time for individuals to consolidate thoughts about themselves that might have arisen in earlier activities.

## 5. Activity 5: Fitting in – My life (unscripted)

#### Instructions:

**Note:** As this is personal time allow only five minutes for the activity. Ensure students know that they will not have to share their thoughts. This is a very special time for them. Let them know that if issues should arise for them they might like to talk to someone after class.

1. Provide the opportunity for individuals to find their own private physical space within the room.
2. Read with the class the section 'My life (unscripted)' on page 12 of the student handout.
3. Have individuals working by themselves, reflect on the questions included.

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**Debrief:** Emphasise that each individual will possibly have some questions after that self-reflection time. Ask them to decide on three steps they would like to take next. For example, they might like to talk to someone, like a teacher, trusted adult or friend. They might like to look at services or sites that exist for young people seeking help.

**MATERIALS:**

- Pages 13 to 15 of the student handout for each student.
- Computers or similar devices.



**PURPOSE:** To direct students to where they can go for further information.

## 6. Activity 6: Where to go

**Instructions:**

1. Divide the class into groups of two or three with one computer per group.
2. Assign each group one website or service from the list of sites and services on page 15 of the student handout.
3. Assign a scribe in each group and have them enter the information onto the table on page 14 as the group explores the site or service.
4. Have groups report their findings to the class.
5. As a class decide on five suggestions that the school might be able to action. Forward the suggestions to members of the school's wellbeing team.

**Debrief:** Emphasise that this is just part of the journey for adolescents to build their resilience and thus their self-awareness and self-management, as well as interacting with others in a healthy manner. Remember there are numerous avenues for assistance in this time of change, some of which we have already explored during this activity.

## Staff Notes – Where to go:

Looking at resilience programs for students would enhance the resources you could provide for your school community as a whole. Viewing the MindMatters online modules, **Module 2.2 Developing resilience** and **Module 2.3 Resilience programs and planning** would provide you with specific information. Noting the suggestions for timetabling under the heading '**Curriculum**' in **Module 2.3**, would also further enhance your program implementation.

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)