

**MODEL UNIT**  
**BAND C**  
**LEVEL 2**

# A GUIDE TO ADOLESCENCE

## LIFE CONCEPT: GOD CREATES HUMAN BEINGS

YEAR: ..... SUGGESTED DURATION: 5 weeks (135 minutes per week)

DATE OF USE: ..... FAITH STATEMENTS: ① ② 3

### UNIT-SPECIFIC GOALS (highlighted)

#### 1. GOD CREATES AND LOVES ALL PEOPLE

**1a** investigate the Bible's teaching that human life is a gift from God

**1b** explore the Christian belief that God continues to create through the gift of procreation

**1c** investigate the Christian belief that Jesus is the ultimate expression of God's unconditional love

#### 2. GOD CREATES EACH PERSON AS A UNIQUE INDIVIDUAL WITH CHARACTERISTICS AND ABILITIES

**2a** explore the Christian belief that God created people as physical, emotional, intellectual and spiritual beings

**2b** explore the Christian belief that the gospel is a primary factor in healthy self-esteem

**2c** explore the Christian understanding that people have a responsibility to use their abilities in love and service

#### 3. GOD CREATES ALL PEOPLE TO LIVE IN RELATIONSHIP WITH HIM

**3a** explore the Christian belief that because God made all people in his image, people have a natural desire to be in relationship with God

**3b** explore religion as an expression of people's desire to know God

### STUDENT ASSESSMENT

#### ASSESSABLE STUDENT OUTCOMES

Identify and record the physical, emotional, intellectual and spiritual changes of adolescence. (2a)

Describe the Bible's message about God's love for people. (1c)

List factors which influence adolescents' self-esteem. (2b)



observation of group work, work sample



work sample, TRS C2/3b



work sample (guide for young people)

#### ASSESSMENT STRATEGIES

### UNIT SUMMARY

Students investigate the physical, emotional, intellectual and spiritual changes of adolescence. They explore the impact these changes can have on their self-esteem. Students read and record Bible passages which provide support and encouragement for adolescents.

## UNIT NOTES

Students explore aspects of their physical, emotional, intellectual and spiritual growth and development. The teacher chooses the most appropriate activities from the range provided. The unit may be integrated with Health and Physical Education and may be an ideal unit to begin the year. Consider how the unit relates to the school's policy regarding sex education.

At the completion of this unit students will design a guide to help other young people.

## INTRODUCTION

### 1. WHO AM I?

Adolescence is characterised by growth, change and often confusion. It is an important time in life, with unique and often difficult experiences. It is a time when students are faced with conflicting values and attitudes.

Students list ten things they like about themselves and ten things they dislike about themselves. Discuss:

- Which list was easier to write?
- Why is it easy to be critical of ourselves?
- What types of things don't we like about ourselves? (eg appearance)
- Why do people dislike these things about themselves?

Students define the term 'adolescence'.

Students draw a sketch of a typical adolescent in the centre of a page and surround the drawing with words and pictures that show the changes occurring during adolescence. Discuss common physical, social, spiritual and emotional experiences of adolescence.

- What is easy about being an adolescent?
- What is difficult about being an adolescent?
- How does being an adolescent affect the way you view yourself?

Tell students about the brochure they will be making at the end of the unit.

## DEVELOPMENT

Each of the following sections on adolescence has four steps: *Changes*, *Pressures*, *Me*, and *God*. Teacher Resource Sheet (TRS) C2/1 outlines the investigation. *Let's Talk about Sex* (Harris) and the video *Raging Teens* (*The Human Body* series, ABC) are excellent resources about the changes of adolescence.

### 2. MY PHYSICAL SELF

**CHANGES** Students use a range of resources to investigate the physical changes that occur during puberty. The teacher could invite a guest speaker from a sex education organisation to share information.

Students work in gender groups to list the changes their gender will experience during puberty. Groups share their lists with the class. Discuss any questions.

**PRESSURES** Discuss the statement: 'Society values physical perfection rather than character perfection'. Students find pictures of teenagers in magazines or view a sitcom which depicts teenagers. Discuss:

- What do the media suggest the average 14-year-old looks like? (perfect skin, thin build)
- Are these images realistic?
- How do these images affect people?

**ME** Students use Part 1 of TRS C2/2 to reflect individually on how the physical changes and pressures make them feel.

**GOD** Students consider the Bible's message for adolescents. See Part 2 of TRS C2/2.

### 3. MY EMOTIONAL SELF

**CHANGES** Discuss:

- What emotions do you often feel?
- What makes you feel sad/ embarrassed/ lonely?
- What do you think is your greatest emotional need?

Provide students with information about the emotional changes that occur during puberty, eg *Let's Talk about Sex*.

**PRESSURES** Discuss the childhood song 'Nobody like me; everybody hates me; think I'll go eat worms' or the saying 'Sticks and stones may break my bones but names will never hurt me'. Or brainstorm a list of names or labels that teenagers give to one other, eg nerd, geek.

- How does labelling or name-calling make you feel?
- What pressures do you face from friends?
- How is conformity an aspect of adolescence?
- How would you feel if someone said they wanted to be your friend unconditionally and would stick by you forever?

**ME** Students use TRS C2/3a to reflect on how emotional changes and pressures affect the way they feel about themselves.

**GOD** Students consider the Bible's message for adolescents. See TRS C2/3b.

#### 4. MY INTELLECTUAL SELF

**CHANGES** Discuss as a class:

- How are your intellectual abilities changing as you grow older?
- Why do you think your abilities are changing?
- How are teachers' expectations of your abilities changing?

Tell students that during adolescence their intellectual abilities are changing. (Thinking about thinking is something they couldn't have done a few years ago.) They will find it easier to reason and to understand abstract ideas. They may have a greater awareness of wider community issues and be troubled by them. They are more likely to question and want explanations about why things are the way they are.

**PRESSURES** Discuss:

- Which people in the class are admired or considered successful? Why are they considered successful?
- Are people with intellectual abilities valued? Why or why not?
- What pressure is placed on people to devalue their intellectual abilities?
- How can your intellectual ability affect the way you think about yourself?

**ME** Tell students that as they mature they need to recognise that they do have intellectual abilities and they need to develop an awareness of their intellectual strengths and difficulties. Involve the students in activities that highlight different intellectual abilities, eg

- deductive thinking — play *Cluedo* or another game of logic
- creative thinking — design the ultimate desk and chair for doing homework
- concentrated attention — make the tallest house of cards.

Students read TRS C2/4, which describes the intelligences, and reflect on how intellectual changes and pressures affect the way they feel about themselves.

**GOD** Explain that Christians believe that God has given people their intellectual abilities. Students consider the Bible's message for adolescents. See Part 2 of TRS C2/4.

#### 5. MY SPIRITUAL SELF

**CHANGES** Students list their beliefs about life, eg life is short. Discuss what people and circumstances have helped them form their beliefs, eg family, peers and media.

Ask students if their beliefs have changed or are changing. Discuss what students consider

is the cause of the changes in what they believe. Tell students that adolescence is a time when they begin to question what they believe and may feel uncertain about many things. Adolescence can be a difficult time for Christians as they question their relationship with God.

Invite an older teenager who is active in the local congregation, or a Christian class member to share experiences of a growing and maturing faith.

**PRESSURES** Survey the media for a week to gather examples of the ways in which Christians are presented, eg as nerds or religious fanatics. Discuss:

- Does the media encourage or discourage adolescents to be Christian? Why?
- How do you think the media influences adolescents who are beginning to explore what they believe?
- What other pressures or influences do you think Christian adolescents face?
- What are the advantages and disadvantages of being a Christian adolescent?

Provide a range of Christian magazines (*One Up*, from Scripture Union, *Sports Focus*, *Tell*, music magazines), books and music for the students to peruse and identify and read about contemporary real Christian people rather than stereotypes. Discuss:

- Are Christians like the stereotypical portrayals?
- How do you think reading about young Christians would make adolescent Christians feel about their faith?

**ME** Students reflect on what they believe about their spiritual self, using TRS C2/5.

**GOD** Students consider the Bible's message for adolescents. See Part 2 of TRS C2/5. Discuss:

- What does the Bible say about you?
- How might this affect a Christian's self-esteem?

### RESPONSE

#### 7. MY GUIDE FOR ADOLESCENCE

Students use the information gathered through the unit to develop brochures to help other young people: *A Guide for Adolescents* or *Surviving Adolescence*. You may be able to find guides and devotional material to use as models. The students' guides could become a part of the class library.

## YOU WILL NEED

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> TRS C2/1, C2/2, C2/3a,b, C2/4</li> <li><input type="checkbox"/> newspapers and magazines</li> <li><input type="checkbox"/> Bibles</li> <li><input type="checkbox"/> games of reason, logic or deductive thinking</li> <li><input type="checkbox"/> non-fiction resources about the physical and emotional changes of adolescence, eg a book such as <i>Let's Talk about Sex</i> (R Harris) a video such as <i>Raging Teens</i> from <i>The Human Body</i> series (ABC)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> arrangements made for a youth member active in the local congregation to talk to the students about their experiences of a growing and changing faith</li> <li><input type="checkbox"/> contemporary Christian magazines and music, eg <i>Australian Sports Focus</i> published quarterly by Sports and Leisure Ministries (PO Box 229 Moruya NSW 2537); <i>Australasian Sports Focus</i> (PO Box 6044 Highton Vic 3216)</li> </ul> |
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## INTEGRATING INTO OTHER CURRICULUM AREAS

**ENGLISH:** *Mass Media:* Identify and challenge stereotypical and simplistic portrayals of people in texts. Note how the target audience may influence the way information is presented. *Literature:* Read alone and for varied purposes. Explain and justify own opinions about texts. Find and cite elements of texts to support a point of view. *Everyday Texts:* Write on topics relevant to school. Consider the impact of their language and the needs of the audience. Recognise differences between spoken and written texts. Use strategies for gathering, recording and reporting data.

**SOCIETY AND ENVIRONMENT:** *Investigate:* Gather, organise, interpret information. Draw conclusions. Identify, analyse and clarify values. *Communicate:* Consider appropriate ways of communicating. Consider the audience in presentation.

**HEALTH AND PHYSICAL EDUCATION:** *Patterns of Growth and Development:* Consider the physical, emotional and intellectual change of adolescence. Explore the similarities and differences in growth and development. Develop skills to help manage puberty changes. *States of Health:* Explore the physical, emotional, mental and spiritual aspects of being healthy. Consider realistic and unrealistic images of healthy people. Identify contrasting emotions and things they do well. Consider people's diversity. Identify own values, attitudes, stereotypes of others.

from the National Statements and Profiles

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## UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the range of students' knowledge about the physical, emotional, intellectual and spiritual changes of adolescence?

How did I respond to the range of students' own self-concepts?

What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?



**ADOLESCENCE** is a time of rapid growth and change. It affects people in different ways as they come to terms with growing up and the changes they experience. These changes affect the physical, emotional, intellectual, and spiritual characteristics of each person.

In Christian Studies we are about to explore what it is like to be an adolescent and the changes and pressures people experience during adolescence. We will also investigate the Bible's message for people during adolescence and consider the impact it can have on their self-esteem.

You will use the information to prepare **A GUIDE FOR YOUNG PEOPLE**. The guide will provide young people with information about the experiences of adolescence and strategies or suggestions for dealing with the pressures they face.

Your guide will include information about:

- physical changes
- emotional changes
- intellectual changes
- spiritual changes

In each aspect of change include information on the following:

- What changes are occurring?
- What pressures do young people face in relation to this aspect of their personality?
- How do the changes and pressures make people feel?
  - What is the Bible's message for young people experiencing this change and pressure?

Your guide must be informative, user-friendly and attractive to young people. Think about books and magazines that are popular with young people and the features that make them appealing. You may choose to include similar features in your guide.



# MY PHYSICAL SELF

1

How do the physical changes of adolescence make you feel about yourself?

What do the media suggest you should look like?

Why do you think adolescents are particularly vulnerable to the media's messages?

What other pressures about your physical appearance do you face?

2

Read these Bible passages and write in your own words what they say about physical appearance.

1 Samuel 16:7

Matthew 6:25–34

1 Corinthians 6:19,20

In *Luther's Small Catechism* read the explanation of the first part of the Apostles' Creed. What do Christians believe about people's physical needs and appearance?

How do you think Christian beliefs could impact on a young person's self-esteem?

Choose a Bible passage that you will include in your *Guide to Adolescence*.

Record it here and explain why you have selected it.



# MY EMOTIONAL SELF

## (PART 1)

As young people go through puberty, they can experience strong emotions about their bodies and growing up. Some young people find these changes exciting, but for others it can be embarrassing or even overwhelming. Most young people do experience some confusion or uncertainty at the rapid changes they experience.

One cause of concern can be the rate at which each person goes through puberty. Each person progresses through puberty at their own rate. Sometimes young people's rapid progress or lack of progress can make them the subject of teasing, eg a boy whose voice breaks when he is speaking, or a girl whose first bra shows through her T-shirt. Young people need to be sensitive and consider others' feelings at times like this.

This is a time when young people can feel uncertain or upset about their friendships, and it may mean that some friendships change. Some young people enjoy having friends of the opposite sex at this time.

During puberty young people's hormones are active, and this can lead to rapid mood swings. A young person may be laughing one minute and be close to tears the next. They may feel moody and crabby and sometimes cry more than usual.

As their bodies change, young people may feel concerned about growing up. It is normal to want to be treated as an adult one minute and like a child the next. Eventually, young people become comfortable with their bodies and feelings and enjoy the process of growing up.

Describe the emotional changes you are experiencing during adolescence.

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What do you think is your greatest emotional need during adolescence?

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How would you feel if someone said they wanted to be your friend unconditionally and would stick by you forever? \_\_\_\_\_

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## MY EMOTIONAL SELF (PART 2)

Work in a group to read these Bible passages and write in your own words what they say about God's feelings towards you.

Isaiah 43:1–4 \_\_\_\_\_

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Isaiah 54:10 \_\_\_\_\_

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John 3:16 \_\_\_\_\_

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Matthew 10:29,30 \_\_\_\_\_

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Romans 5:8 \_\_\_\_\_

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Christians believe God's greatest act of love was to send his Son, Jesus, to become a person and live a human life. Jesus experienced a range of emotions too. Read the following stories to explore Jesus' emotions at different times.

Luke 7:11–17      John 11:1–44      Luke 22:39–46

What do these stories teach us about emotions?

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In the book of Psalms in the Bible, writers have expressed their emotions. Record the emotions the writer was experiencing in each psalm.

Psalms 22 \_\_\_\_\_

Psalms 23 \_\_\_\_\_

Psalms 31 \_\_\_\_\_

Why do you think the Bible has psalms like this?

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Choose a Bible passage that you will include in your *Guide to Adolescence*.

Record it here and explain why you have selected it. \_\_\_\_\_

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## MY INTELLECTUAL SELF

**1** Each person has their own special and unique mix of intelligences. No-one has exactly the same intelligence as you. Yet your abilities are not limited to these intelligences.

Howard Gardner described seven intelligences which relate to the way people learn and think. Put an asterisk next to the intelligences you can relate to.

◆ **Linguistic intelligence** involves the use of words to read and write, to tell and appreciate stories, to explain ideas and understand ideas through explanations. People with strong linguistic intelligence may enjoy word puzzles and poetry.

◆ **Logic and maths intelligence** involves reasoning and problem-solving. People with strong logic and maths intelligence enjoy calculating, analysing and confirming or overthrowing hypotheses. They ask logical questions and develop logical arguments.

◆ **Space and vision intelligence** involves having a sense of direction and an awareness of where you are in relation to your surroundings. People with strong space and vision intelligence like to draw and design things, to create maps, charts or diagrams.

◆ **Musical intelligence** involves a sense of sound and rhythm. People with strong musical intelligence notice the sounds around them and enjoy producing their own music with instruments or sound effects. They remember tunes and can pick up rhythms easily.

◆ **Bodily kinaesthetic intelligence** involves physical coordination and awareness. People with strong bodily kinaesthetic intelligence use their body to communicate their thoughts and feelings. They are often well coordinated, enjoy physical activity and sports.

◆ **Interpersonal intelligence** involves the ability to understand and empathise with others. People with strong interpersonal intelligence may be good at communicating and organising. They like working with others and learn best in groups.

◆ **Intrapersonal intelligence** involves awareness of your own feelings and abilities. People with strong intrapersonal intelligence find it easy to reflect on their own learning and behaviour. They enjoy finding out more about themselves.

How does this information make you feel about your intellectual characteristics? \_\_\_\_\_

How could knowing about different kinds of intelligence be useful to adolescents? \_\_\_\_\_

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**2** Christians believe that God gave people the ability to think, choose, and respond. He did not create robots programmed to love him, but people who can choose to return his love.

Read these Bible passages. What does the Bible say about intelligence and wisdom?

Proverbs 14:6    Proverbs 14:33    Proverbs 18:15  
Proverbs 26:16    Ecclesiastes 4:13    Ecclesiastes 12:12–14

According to the Bible, what makes people wise? \_\_\_\_\_



## MY SPIRITUAL SELF

**1** What challenges do you think young Christians face as they go through adolescence?

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What influence do you think positive young Christian role models would have on young people as they go through adolescence?

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**2** The Bible contains the story of Peter's relationship with Jesus. Describe Peter's feelings towards Jesus in each story.

Matthew 14:22–33 \_\_\_\_\_

Matthew 26:31–35 \_\_\_\_\_

Matthew 26:69–75 \_\_\_\_\_

John 21:1–19 \_\_\_\_\_

What do these stories teach us about having a relationship with Jesus?

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Read and record the message of the following Bible passages:

Ecclesiastes 11:9–12:13 \_\_\_\_\_

1 Corinthians 13:1–13 \_\_\_\_\_

Colossians 2:6,7 \_\_\_\_\_

Romans 12:1,2 \_\_\_\_\_

What is the Bible's message for young people experiencing spiritual doubts?

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What will you include in your *Guide to Adolescence*?

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