

Is this how your parents see you?

- Let's see why teens have so many emotions

WHAT ARE EMOTIONS?

Examples of Emotions

CLARIFYING STANDARD

7.MEH.1.1 - Interpret the transition of adolescence, including emotions in flux.

Welcome to being a parent of a teenager. Prepare for a large amount of eye rolling, emotional outbursts, & thoughts of running away. And that's just the parents.



somee cards
user card

Statement of Objectives:

- *We often hear the terms puberty and adolescence as if they meant exactly the same thing. We have studied puberty in upper elementary school, and today we will talk about adolescence. By the end of the lesson, you will be able to explain why emotions change during adolescence.*

Video (YouTube)

- Talking with Teens and Tweens | Hormones, Mood Swings, and Depression



ADOLESCENCE

*Riding the
Roller Coaster of Emotions*

An emotional roller coaster

PUBERTY OR ADOLESCENCE

- This phase includes the development of body hair (and, for boys, facial hair).
 - Puberty
- This phase includes becoming financially independent from one's parents.
 - ADOLESCENCE
- This phase may include being influenced more by peers than by family.
 - ADOLESCENCE
- This phase includes becoming capable of reproduction.
 - PUBERTY
- Teens often experience acne during this stage.
 - PUBERTY
- The pituitary gland puts this stage into motion.
 - PUBERTY
- A person may be in his or her twenties or thirties before this phase is over.
 - ADOLESCENCE
- The age at which this phase begins is younger than it was 100 years ago.
 - PUBERTY

DEFINE YOUR TERMS

Puberty: *the period of development when secondary sex characteristics develop and reproductive capacity occurs*

Adolescence:
the period of transition between childhood and adulthood.

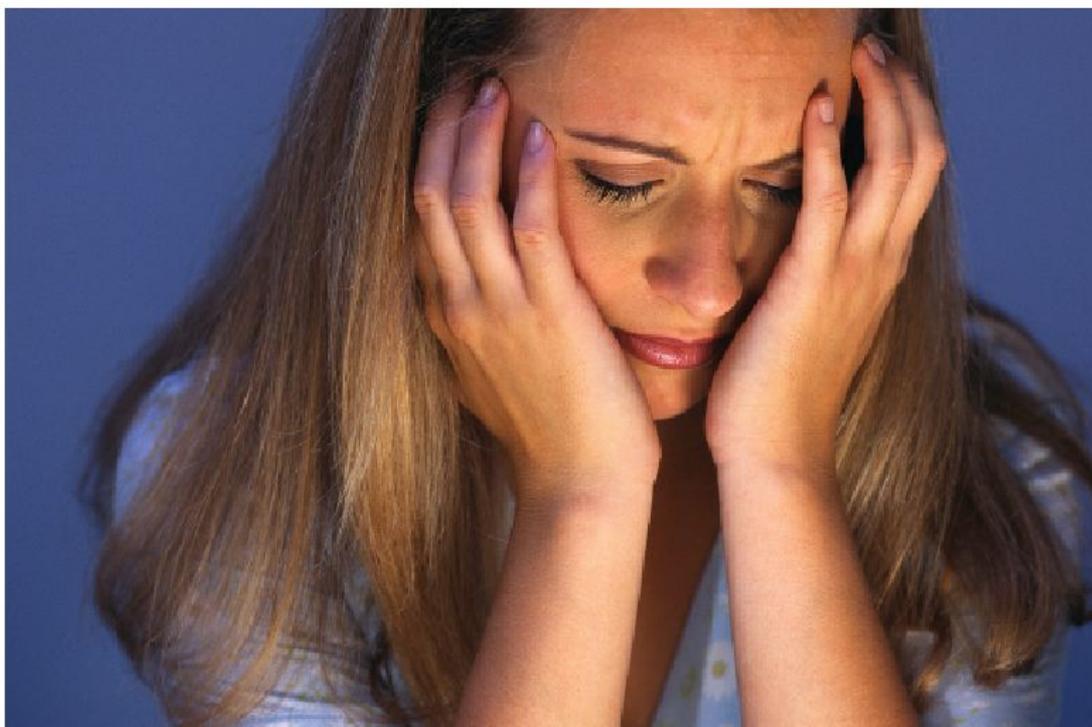
DISCOVERY EDUCATION VIDEO CLIPS

Dealing with Emotional Ups and
Downs (video segment 2:02)

You Are Not Alone with Quinn Bradlee
(clip: How Do You Feel?) (video clip
2:07)

Focus

- *In a recent article in Time magazine, a trend was described: community malls in some areas no longer allow teenagers to be at the mall after 4:00 p.m. unless accompanied by a parent. ["Bye, Bye, Mall Rats," **Time**, June 28, 2007]*
- *The article highlighted many of the stereotypes some adults have of teens and adolescents: rebellious, moody, wild, irresponsible. Are these stereotypes true? Let's look at some of the beliefs about teens that are commonly held and decide whether they are true, sometimes true, or not true.*



Stereotypes about Teens

True? False? Sometimes? Maybe?

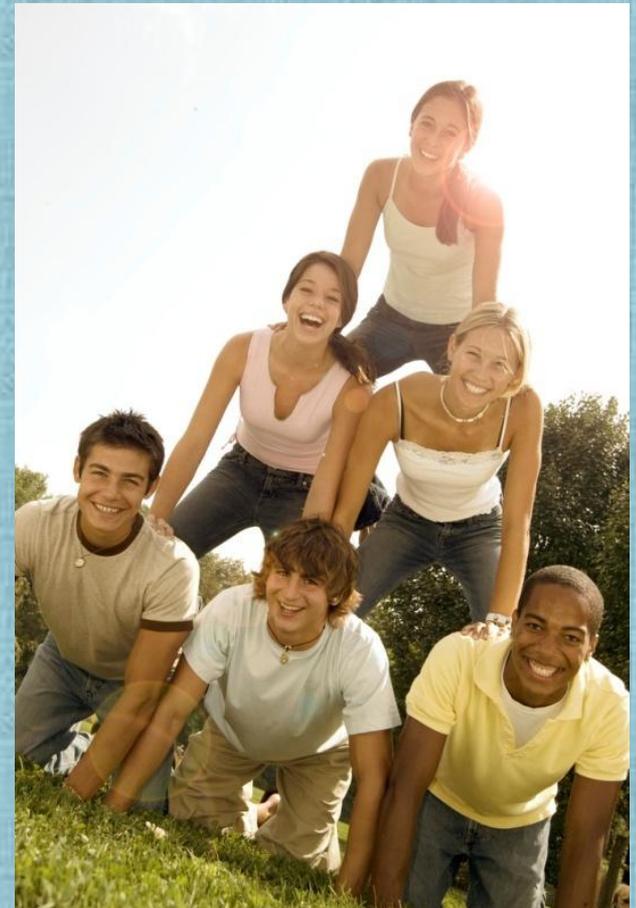


How is adolescence similar to riding a roller coaster?

**Life is like a roller coaster
video clip**

Tasks of Adolescence

- To develop:
 - A core identity, values, and beliefs
 - Ability to cope with intense emotions
 - Personality style and ways to relate to others
 - Successful functioning (school, work, home)
 - Enjoyment and sense of purpose in life
 - Respect for self and others
 - Healthy expression of one's feelings and thoughts
 - Acceptance of responsibility for one's actions and roles



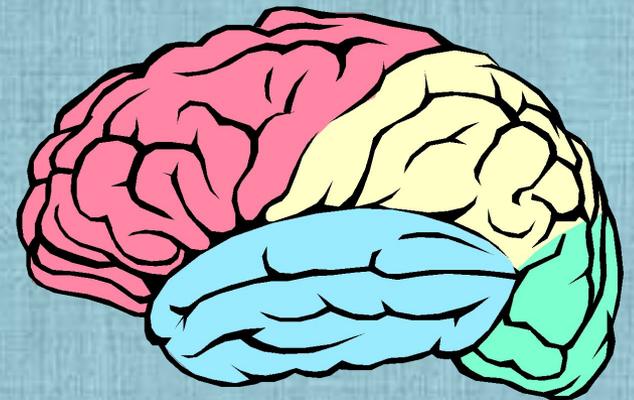


Research Says ...

- ❑ Teenagers experience wider emotional swings than adults.
- ❑ Teenagers experience more frequent negative emotions than preadolescents.
- ❑ Adolescents' moods often depend on who they are with.
- ❑ Most emotions of teens were NOT associated with puberty, except for "being in love."
- ❑ Stress is a factor in variations of emotions.

Brain Research tells us ...

- Teens use less of the area of the brain involved in *empathy and emotional evaluation* when making decisions.
- Teens are more likely to use the part of the brain involved in predicting future actions.
- Therefore, teens are less well able to “read” their emotions.



What is the “good news?”



- Most teens are energetic, thoughtful, and idealistic.
- Most teens have a deep interest in what is fair and right.
- More young people are involved in service to their communities.
- Most teens want connections with parents and trusted adults.
- Youth are moving toward the distinct individuals they will become.



Survival Skills

What recommendations do you have for peers who want to handle strong emotions in positive ways?

- 1.
- 2.
- 3.
- 4.
- 5.



Managing Emotions

- Understand a variety of strong emotions is normal during adolescence.
- Try not to make decisions based on emotion alone.
- Don't act on impulse. Be thoughtful.
- Practice a healthy lifestyle, including regular exercise, good nutrition, and avoiding drugs and alcohol.
- Know your resources: parents, caregivers, counselors, faith leaders.
- Consult those who have your best interest in mind.

Interactive Map on Wellness

- [Mapping the Nation's Well-Being](#)

Questions

- How does this map work? What do the percentages and corresponding shades on the map key represent? How would you explain how to read it to someone just opening it up?
- Which of the well-being indicators do you think are most important for measuring a person's quality of life? Which indicators, if any, surprised you?
- What conclusions can you draw about well-being in the United States just on first glance?
- After clicking on some of the different quality-of-life indicators (for example, Depression, Stress, Smoking, Obesity, Fruits/Vegetables, etc.) and viewing the maps for each, do you see any relationships between them or between the states or regions represented? How would you explain any patterns you see? Present three to five surprising correlations, along with your best hypotheses, to the class.
- Do the Gallup results mapped here match your own understanding of and thoughts on the quality of life in the United States? Why or why not? Which state's or region's results are the most unexpected?
- Why do you think Gallup goes to the trouble of doing this survey? How might this information be used?

Assignment

Puberty Interview

Discussion Questions for Students to Bring up with Adults

What do you remember most about going through puberty?

Do you remember something really embarrassing from that time?

How did you learn about puberty back then? From your parents? School? Books?

What kinds of problems did you face? What was good about it, and what was bad?

What should I do if I have a really personal question or feel embarrassed about something having to do with puberty? What should I say? I'm worried I won't know all the 'correct' terms and I'll sound stupid.

What do I do if: (for girls) I have an "accident" when I get my period? (for boys) I wake up and my sheets are wet?

Notes:

- Students have to interview an adults and ask them the questions from their survey.

Independent Practice:

- Print copies of Appendix 4, Bumper Sticker Encouragement, and cut apart. Provide each student with a bumper sticker with one of two unfinished sentences. Ask students to complete the sentence with encouraging messages. Place completed bumper sticker on the bulletin board.

Adolescence is survivable if . . .

Of course I have strong
feelings, . . .

Closure:

- *We have learned that adolescence is a period of transition from childhood and adulthood during which strong feelings are experienced. We also learned feelings can be managed and can result in positive and productive interactions with others.*