

Syllabus 5, Session 6

6. Adolescence

Aim:

- To understand that we grow into adulthood slowly. Childhood is a different 'state of being' to adolescence. The development or 'awakening' of sexuality has a profound effect on the personhood of each individual.

Activity 1 - From caterpillar to butterfly...

Ask some girls to draw a large caterpillar on a sheet of paper and others to draw a huge butterfly. What happens in between these two stages? They are the same creature but look so different! Ask someone to draw a chrysalis. Inside the chrysalis amazing development takes place.

What about human beings? Childhood can be likened to the caterpillar stage and adulthood to the butterfly. So, what happens between these two stages?

Ask the girls to think of as many changes that happen during the adolescent stage that they can think of. Ask them to write the headings down in the chrysalis shape.

Run through the physical changes that happen to girls - periods, body shape, breast development, hair growth etc.

What happens to boys? Talk about what happens to their bodies - voice breaking, hair growth, muscle development etc.

Then talk about emotional changes

Activity 2 - Right age, right stage

Give out copies of the quiz to each individual, or attach the questions around the walls and ask the girls to write their answers on their own answer sheet. This can be done in pairs or threes if preferred.

Discuss the topics

- Who thinks 17 is the right age to be allowed to drive a car? Is it too young?
- What about getting married at 16? Is this too young? Should parents have to give their consent?
- What about having sexual intercourse? Why is the legal age of consent 16? The law was fought for by Victorian campaigners in order to protect young girls from being used by older men. What would it be like if there was no law?

Laws are good for us. They mean that everyone is protected. If young people under the age of 17 could drive cars, wouldn't there be lots more accidents? Laws protect us.

For some things there are not laws. We decide for ourselves the most sensible or appropriate age - when it is safe, or when we are mature enough - to start doing certain things.

Activity 3 - Choices and responsibilities

Using the same questions as in the previous activity make a set of cards using the attached activity sheet. Make another set of cards with the list of responsibilities which come with each of the topics. See if the girls can match them up.

Sometimes young people want to have more freedom. Does the group think they are ready for these new challenges? If so, are they ready for the responsibilities which come with each new challenge? Wanting to be more independent is a healthy sign. However, having a new responsibility without the maturity to handle it can end in misery. Laws and rules are there to protect us from making foolish mistakes.

Bible Bit

Luke 2: 41-52

Read the bible story together. Jesus wanted freedom. He wanted to be independent of his parents, but they did not want to let him go off on his own! Who do you think was right?

Right age, right stage

What age do **you** think is the right age to begin doing the things below?

- Get married?
- Drive a car?
- Have a serious boyfriend?
- Open a bank account?
- Buy alcohol?
- Leave school?
- Have sexual intercourse?
- Have a full time job?
- Wear a bra?
- Babysit?
- Have a pet?
- Go abroad with mates?

Syllabus 5, Session 6, Activity 3

Choices and Responsibilities

Marry	Set up home with husband, manage financially, leave parents, become independent
Drive a car	Learn to drive, obey the law, obey the highway code. Pay for tax, insurance, petrol and repairs
Have a boyfriend	Be ready for a special relationship Be ready to spend less time with girl friends
Open a bank account	Manage your savings, keep your bank card and/or cheque book safe
Buy alcohol	Know what to buy and how much to drink sensibly
Leave school	Meet new people at work or college, make new friends, learn to work with people of all ages
Have sexual intercourse	Be ready for possible baby, be ready for deeply intimate relationship. Be ready to change from belonging to parents to belonging to partner
Have a full time job	Be ready to take on responsibility for job and money, learn new skills, be responsible and accountable for your work

Wear a bra	Have enough to cover up and hold it down!
Babysit	Have the ability to look after a baby or small child and know what to do in an emergency
Have a pet	Be prepared to look after it every day, feeding it and keeping it clean.
Go abroad with mates	Make arrangements for travel and hotel accommodation. Get a passport. Know what to do in an emergency

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