

Handout 3.3: Adolescence Myth vs Fact Sort

Name: _____ Date: _____ Period: _____

Directions: Four parts. Part 1 is the chart: four things that change in adolescence, one line each in your own words. Part 2 is the sort: twelve statements, each a myth or a fact; write M or F, and for every myth write one sentence that corrects it using the chart. Part 3 is a case. Nothing on this page asks about you; every “you” is general. Puberty and reproductive health questions go to health class; there is a line for that on the exit card, and it is optional.

Word bank in other languages

[Check with a native speaker before printing.]

English	Turkish	Portuguese	Spanish
brain	beyin	cérebro	cerebro
sleep	uyku	sono	sueño
feeling	duygu	sentimento	sentimiento
myth	efsane	mito	mito
fact	gerçek	fato	hecho
normal	normal	normal	normal

Part 1: Four things that change

Part (picture cue)	One change that is typical in adolescence, in your own words
Body (a ruler)	
Brain (a brain)	
Feelings (a face)	
Independence (a house key)	

Grade 6 word bank: growth spurt, sleep clock shifts later, prefrontal cortex still building, risks feel bigger, feelings swing fast, wants to decide, still needs family.

Part 2: Myth or fact

Write M or F next to each. Then write a one-sentence correction for six of the myths (all of them for grade 8).

#	Statement	M or F	Correction (for myths): "This is a myth because ____"

1	Teenagers need less sleep than younger children.		
2	The part of the brain that plans ahead and hits the brakes keeps building into the mid 20s.		
3	Mood swings in adolescence usually mean something is wrong with the person.		
4	Growth spurts often make people clumsy for a while because arms and legs grow first.		
5	If a 13-year-old wants more privacy, it means they no longer need their family.		
6	Risks feel bigger and more exciting in adolescence than they will later, and friends nearby make that stronger.		
7	Everyone the same age should be at the same point in their growth.		
8	Teenagers get sleepy later at night because the body's clock shifts, not because they are lazy.		
9	Taking risks is always bad.		
10	Wanting to decide things for yourself		

	and still needing your family at the same time is normal.		
11	Because the brain is not finished, teenagers cannot be expected to control their actions.		
12	Feeling sad for a day or two after something bad happens is normal; feeling sad for weeks with no lift is a reason to tell an adult.		

Grade 6 and IEP/504: sort statements 1 to 8.

Part 3: The case

A 13-year-old wants to go to a friend's house on a school night. The parent says no. The door slams. Both of them feel bad an hour later.

What is the 13-year-old's brain doing? _____

What is the parent doing? _____

What would work better? Write one response that fits the brain at this age, and one reason.

Response bank (grade 6 and IEP/504, circle one): ask again when calm; offer a plan (homework first, home by 8); name the feeling out loud ("I am frustrated, not mad at you"); write it instead of saying it.

Response: _____

Reason: _____

"Normal" is a range (copy from the board)

The rule: _____

What is not "just a phase" and needs an adult:



The people at this school I can tell: _____

Grade 8 stretch (Part 4; you keep this, it is not turned in): write a four-sentence note to a parent or guardian explaining what the prefrontal cortex is doing at 13 and one thing that helps.







Exit card (3-2-1)

3 things that change in adolescence, one per part:

2 myths I can now correct: _____

1 question I have for the health teacher (optional; no name goes with it):

Teacher key

Part 2: 1 M; 2 F; 3 M; 4 F; 5 M; 6 F; 7 M; 8 F; 9 M; 10 F; 11 M; 12 F.

Corrections (accept any that gives the fact):

- 1: Teenagers need about 8 to 10 hours; the clock shifts later, so it feels like less.
- 3: Feelings swing because the feeling parts of the brain run fast and the braking part is still building; that is chemistry, not character.
- 5: Wanting privacy and needing family happen at the same time; both are normal.
- 7: Same age is not the same stage; the range is wide; late is not wrong.
- 9: Some risks are useful (trying out, talking to someone new); some are dangerous; the skill is telling them apart.
- 11: The brakes are still being installed, which is why you practice using them now, not why you skip them.

Part 3, sample: the brain's reward and feeling parts are loud and the braking part is slow to catch up, so the "no" feels enormous; the parent is protecting a school night and probably reacting to the slam, not the request. Better: ask again when calm with a plan (homework done, home by 8), or name the feeling instead of slamming. Any response that waits for calm, offers a plan, or names the feeling earns credit, with a reason that mentions the brain, the feelings, or the family's need to be heard.

Not just a phase (board list): sadness that does not lift for weeks, not sleeping for days, hurting yourself or someone else, or a friend who says any of those. Tell: the counselor, the nurse, any teacher, the office, an adult at home. [*Sal: names and rooms.*]

Statements 1, 2, 3, and 7 appear on the Lifespan Stages Quiz, item 10.