

● Watch Video

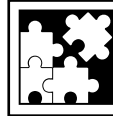


● Topics covered



NEUROBIOLOGY –

Healthy Adolescence for a Healthy Life



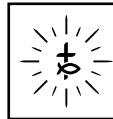
STRATEGY –

Creative Outlet



SAINT –

St. Hildegard



VIRTUE –

Temperance





● Objectives for *Arise: Made for Wholeness*

Students will be able to:

- Understand key characteristics of **the adolescent brain**: emotional spark, social engagement, novelty seeking, and creative exploration.
- Use the strategy of having a **creative outlet** to capitalize on the development of their brain.
- Draw connections between the life of **St. Hildegard** and their own life, looking to her as an example of virtue and integration.
- Define the virtue of **temperance** and reflect on it in their lives.



Adolescence, those years starting in the early teens and ending around age twenty-five, is one of the major neurological rewiring periods of the brain, second only to the first years of life. The essential changes to the brain during this time are the key to a healthy adult life. Here are some key characteristics, according to interpersonal neurobiologist Dr. Dan Siegel, that follow the acronym ESSENCE:

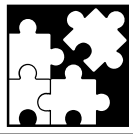
	ES: First, there is an emotional spark —adolescent emotions can wash over the more reasoning parts of our brain. This looks like emotional storms and moodiness, but also a full and passionate experience of life.
	SE: Second, social engagement is healthy and necessary in adolescence. While young people may struggle with facing peer pressure, they are also forming new friendships formed by shared interests and pursuits.
	N: Novelty-seeking is caused by new connections in the brain's dopamine system. There can be risk-taking behavior and injury, but it's also a time where young people embrace and face the wider world.
	CE: Creative exploration in adolescence means a growing ability to question and pose alternatives to the status quo—leading to huge developments in music, art, and even politics!



LEARN MORE

Raised in Grace: Made for Wholeness

- Raised in Grace Developmental Timeline, pg. 44-45
- Adolescent Brain Development, pg. 60-65
- Erikson's Age and Stages of Development, pg. 67-68; pg. 71



1. THE ADOLESCENT BRAIN (15-20 min.)

Student Handout 2A: The Adolescent Brain—The Essence of Your Brain

Materials: Two-sided copy of handout for each student.

1. Using the handout, review the four key characteristics of the adolescent brain.
2. Allow the students time to reflect on each of these four characteristics in their own life.
3. Discuss with a partner, small groups, and/or whole class how these characteristics show up in students' lives and experiences. Do they experience these in a mostly positive or negative way? What supports/understanding do they need to cope with them?

Student Handout 2A

2. CREATIVE OUTLET (15-20 min.)

Student Handout 2B: Strategy—Creative Outlet

1. Review the benefits of having a creative outlet for the teenage brain, using the handout.
2. Give the students time to reflect on their own creative outlets.
3. Discuss with a partner, small group, and/or whole class. Ask volunteers to share what their creative outlet is with the class.

Optional: Sharing Creative Projects

Noting the discussion and students' answers to #5 on the handout, the teacher may ask willing students to share their creative gifts with the class.

Note: All activities can be completed over the course of a week or what fits into your schedule.

Student Handout 2B



3. CREATIVE OUTLET INSPIRED (20-30 min.)

- Materials needed:**
- Computers or iPads for students
 - QR code projected for the class or link shared with the class to [Catholic Artists Directory](#)
 - Drawing paper and pencils



Catholic Artists
Directory

1. Review with the students the benefits of creative outlets for the adolescent brain. Explain that they will be trying out a new creative outlet, inspired by Catholic artists of today.
2. Catholic Artists Directory: Use the link or QR code (above) to find the website for the Catholic Artists Directory: Catholic Artists Directory | Traditional Sacred Art Today. Explain to the students that these are all contemporary Catholic artists working in painting, music, sculpture, etc. Give the students time to explore the website and choose an artist they like. (5 min.)

(Note: All the artists on this directory create beautiful and tasteful art, inspired by their Catholic faith. However, the following artists have some artwork containing nudity on their websites: Robert Puschautz and James Langley. Depending on the age and maturity of your students, you may choose to avoid these by allowing students to choose from a preselected list of artists or from a variety of pictures printed off from the website. You may also choose to use a different website that depicts Catholic artwork.)

3. Students sketch from the website (10-15 min.). Give the students the following directions:
 - “Choose one work of art from an artist you like and make it full screen.”
 - “Draw your own sketch of that work of art or sculpture. You may sketch literally or creatively. It is okay if your drawing does not look like the original. The idea is to study the work of art closely and try out a new form of creative expression.”

Optional: Discuss the experience as a class and ask for volunteers to share their drawing.



SAINT

St. Hildegard

LESSON
2

ST. HILDEGARD (1098–1179)



Sometime in her teens, St. Hildegard entered an enclosed monastery. In that place of solitude, she did some of her most famous writing. She studied the medicinal effects of herbs and illustrated beautiful manuscripts of the psalms. While the idea of being enclosed seems restrictive, for Hildegard, this was part of temperance, which allows one to be moderate in their use of created

goods. It may seem counterintuitive, but by having less and embracing the solitude of her life, she was actually more creative! Today, let's follow the example of St. Hildegard, using what we have in order to creatively give glory to God!

Saint Coloring Page (Student Handout 2C)



Student Handout 2C



VIRTUE

Temperance

LESSON
2

Temperance Definition:

- Enables one to be moderate in the pleasure and use of created goods
- Aims to perfect our emotions by moderating our attraction to pleasure
- Moderates desires and pleasures, particularly of food, drink, and sexuality
- Aims to create balance in the pursuit of pleasure

Ways to Cultivate Temperance:

- Having a balanced schedule; not spending too much or too little time on things like sleep, fun, and schoolwork
- Having a balanced respect for one's body, taking care of its needs for food, exercise, and sleep, without under-or overindulging
- Using electronics and social media in a balanced way, preserving time for other important things like sleep, family time, and time to be creative

Prayer:

Heavenly Father, you surround me with good things. I ask for the grace to use your gifts rightly, allowing You to direct my desires for the good things you have given to me.



● Virtue activity and worksheet

1. Review the meaning of temperance with the students using the handout (Student Handout 2D) and the information above.
2. Instruct students to choose two things in their life they enjoy and use the chart to reflect on how they use them. Give an example, if possible.
3. Time permitting, ask students to share with partners or small groups.

THE VIRTUE OF TEMPERANCE

DEFINITION: Temperance is the virtue that moderates the attraction of pleasures and the attraction of desires, keeping them within the bounds of reason. It is a good habit that helps us to control our passions and desires, which are necessary for living the virtuous life.

THINGS I ENJOY

MY PRESENT USE

TEMPERATE USE

THINGS I ENJOY	MY PRESENT USE	TEMPERATE USE

Student Handout 2D

● Virtue video activity

UPLIFTED Video Series

[Episode 3: Cardinal Virtues](#)



*Openlight Media
Subscription required

Youth Virtue Page: Temperance

[Temperance Video](#)



*Openlight Media
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LEARN MORE

UPLIFTED: What makes you happy?

- Virtue of Temperance, pg. 171-177

Educator's Guide: Living a Virtuous Life

- Temperance, pg. 111-121

Virtue Field Guide

- Virtue of Temperance, pg. 171-177

Echoing the Mystery

- The Cardinal Virtue of Temperance, pg. 496-502

LESSON 2 HANDOUTS

Strategy – The Adolescent Brain (2A)





Strategy – Creative Outlet (2B)



Virtue – Temperance (2D)

■ THE ESSENCE OF YOUR BRAIN ■

Directions: Review the four characteristics of the teenage brain that follow the acronym ESSENCE, below. In the empty box, reflect on these four characteristics in your own life. How do these characteristics show up in you and your behaviors?

	<p>Your emotions are strong and sometimes overwhelming. This may look like emotional storms and moodiness, but also a full and passionate experience of life.</p>	
	<p>Social engagement is healthy and necessary in your life. While you may struggle with peer pressure, you are also forming new friendships formed by shared interests and pursuits.</p>	
	<p>Novelty means new. You seek new and exciting experiences. This may lead to risk-taking behavior, but it's also a time to embrace and face the world with excitement.</p>	
	<p>You have a growing ability to think creatively and question the status quo—leading to huge developments in music, art, writing, and even politics!</p>	

Think and Discuss: Which of the four characteristics do you experience the most positively? Which one is most difficult for you? What supports/understanding do you need to cope with them?

— ■ CREATIVITY IS A GIFT ■ —

Explanation: A strategy to both calm emotional dysregulation and capitalize on creative exploration is to look for a creative outlet. Your creative outlet might be dancing, drawing, singing, graphic design, journaling, playing an instrument, or any other creative pursuit. These are ways to both manage and capitalize on all these new changes in the teenage brain.

1. What are some creative outlets you already love and practice?

2. How many times a week do you do something creative?

3. What are some other creative outlets you would be interested in trying?

4. Write a plan to incorporate more creative outlets in your daily life, either ones you already practice or starting something new.

5. Creativity is a gift. Would you be willing to share some of your creative projects with others? (Examples might be playing an instrument, showing a work of your art, sharing a journal entry, etc.)



Artist: Leah Chen

“Our souls should be like a transparent crystal through which God can be perceived.” – St. Hildegard

— ■ A BALANCED LIFE ■ —

THE VIRTUE OF TEMPERANCE



MEANING: Temperance is the virtue that “moderates the attraction of the pleasures of the senses and provides balance in the use of created goods” (CCC 1838). It helps us perfect our emotions by directing our attraction to things that are good and enjoyable and helping us use them in a balanced way. Temperance helps us to build skills in self-management and self-control, which are so important in living the virtuous life.

Directions: Use the chart to reflect on the virtue of temperance in your life.

THINGS I ENJOY	MY PRESENT USE	TEMPERATE USE
In each space below, write one thing or activity in your life that you really, <i>really</i> enjoy. It could be a thing, like a particular food, or an activity, like hanging out with friends or texting.	In your opinion, do you practice temperance in the use of that good thing or activity? Explain. (Think: How much time in your day do you spend on it? Or how many of them do you eat at a time?)	What would be a balanced and temperate way to use that good thing? (For example: How much time a day should you spend on that activity? How many of these things should you eat per week?)