



Mile Marker 6: Preparing for Middle School

To help parents prepare for adolescence. To provide parents with quality resources pertaining to the specific challenges facing Middle Schooler's today.

the **R O A D**
F A M I L Y
Ministry!

Scriptures for the Road Ahead

Whom Shall I Fear

The LORD is my light and my salvation;
whom shall I fear?

The LORD is the stronghold of my life;
of whom shall I be afraid?

²When evildoers assail me
to eat up my flesh,
my adversaries and foes,
it is they who stumble and fall.

³Though an army encamp against me,
my heart shall not fear;
though war arise against me,
yet I will be confident.

⁴One thing have I asked of the LORD,
that will I seek after:
that I may dwell in the house of the LORD
all the days of my life,
to gaze upon the beauty of the LORD
and to inquire in his temple.

⁵For he will hide me in his shelter
in the day of trouble;
he will conceal me under the cover of his
tent; he will lift me high upon a rock.

⁶And now my head shall be lifted up
above my enemies all around me,
and I will offer in his tent
sacrifices with shouts of joy;

I will sing and make melody to the LORD.

⁷Hear, O LORD, when I cry aloud;
be gracious to me and answer me!

⁸You have said, "Seek my face."
My heart says to you,
"Your face, LORD, do I seek."

⁹Hide not your face from me.
Turn not your servant away in anger,
O you who have been my help.

Cast me not off; forsake me not,
O God of my salvation!

¹⁰For my father and my mother have
forsaken me, but the LORD will take me in.
¹¹Teach me your way, O LORD,
and lead me on a level path
because of my enemies.

¹²Give me not up to the will of my
adversaries; for false witnesses have risen
against me, and they breathe out violence.
¹³I believe that I shall look upon the
goodness of the LORD
in the land of the living!

¹⁴Wait for the LORD;
be strong, and let your heart take
courage; wait for the LORD!

Embracing Holistic Discipleship (Faith as a Lifestyle)

4 "Hear, O Israel: The Lord our God, the Lord is one. 5 You shall love the Lord your God with all your heart and with all your soul and with all your might. 6 And these words that I command you today shall be on your heart. 7 You shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise. 8 You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. 9 You shall write them on the doorposts of your house and on your gates.

Deuteronomy 6:4-9

Notes

Adolescence 101

Adolescence as a Tremendous Opportunity

"It is time for us to reject the wholesale cynicism of our culture regarding adolescence. Rather than years of undirected and unproductive struggle, these are years of unprecedented opportunity.... These are not years merely to be survived! They are to be approached with a sense of hope and a sense of mission. Almost every day brings a new opportunity to enter the life of your teen with help, hope and truth. We should not resign ourselves to an increasingly distant relationship. This is the time to connect with our children as never before. These are years of great opportunity." - **Paul David Tripp**

A Brief History of Adolescence

"Adolescence is an invention of the Industrial Revolution, a social pattern devised to keep young workers out of the factories so as not to displace older employees. By the twentieth century, thanks largely to access to public education, the "moratorium" associated with adolescence had become widespread. The resulting age-stratification of American society (which allowed advertisers to target youth as a "market") created the crucible in which the American "teenager"—a post–World War II youth with free time and disposable income—was born. Today, adolescence continues to be a moving target. Puberty starts sooner and adulthood starts later; fertility and adolescence no longer go hand in hand. Scholars now posit emerging adulthood as a youthful life stage of its own, since the developmental tasks once associated with identity exploration (and therefore with adolescence) are increasingly postponed. Most young Americans eschew the title of "adult" until their late twenties or early thirties. We have learned to accept twenty-one as the "new sixteen." Today, adolescence functions as a lifestyle as well as a life stage, a state of consciousness as well as a period of life that young people can and often do prolong, with the full cooperation of American culture." - **Kenda Creasy Dean**

Adolescence is about Individuation

"The primary and most basic goal of adolescence is known as individuation. Although there is some disagreement in social sciences regarding the exact definition, there is general consensus that individuation essentially means "becoming one's own person." When a young person begins the process of breaking away from the role of child in the ecology of the family system, she has embarked on a journey from which there is no turning back. This is the first step into adolescence, in which a young person intuitively recognizes that she yearns to leave the relative safety and comfort of the child's role and become an interdependent, autonomous person." - **Chap Clark**

The Changing Definition of Adolescence (A Point of Discussion and Reflection)

"The time frame of adolescence is actually expanding in both directions. Children desire to enter it as early as eight years old, having been exposed to teen Web sites, social media, reality TV, explicit movies, and unlimited time viewing data that beckon them into the teen mentality.... In this sense, they seem to want to grow up too fast. At the same time, young adults linger in adolescence long into their twenties and even thirties. Adolescence is no longer a doorway into adulthood. It is an extended season of life." - **Tim Elmore**

Reflect on Your Goals for Your Child's Adolescent Stage...

The Search for Identity

Identity Development is a Long and Shifting Process

“The process of forming an identity takes years. Although there are some similarities between early adolescents (who are between ten or eleven years old and fourteen) and late adolescents (who are approximately fourteen to twenty years old), there is a significant difference in how they think about their identity. We now know that the brain functions with the concreteness of a child throughout early adolescence and begins the abstraction of adulthood at around age fourteen (thus making the shift from early to late adolescence). In other words, while your abstract sixteen-year-old will be able to pull together a variety of experiences to figure out how they are going to handle a contentious teacher, your concrete twelve-year-old will barely be able to remember they had math that morning.” - Kara Powell and Chap Clark

The Ability to Think Introspectively Must Be Developed Biologically and Experientially

“In early adolescence, because thinking is still childlike and concrete, your child will not spend much time reflecting on her personal identity. Your middle schooler might, by his behavior and attitudes, intuitively ask “Who am I?” but he is not yet aware that this is what he is doing. At this stage, your child’s biggest needs are to be affirmed and surrounded by safe and loving adults and to have his choices and life protected by appropriate boundaries” - Kara Powell and Chap Clark

Parents Need to Saturate Students with Scripture During the Identity Search Phase

“Through this journey for identity, many adolescents “try on” different identities to figure out which one of them “fits” their authentic self. It is not uncommon to see teens mimic various externals in surrounding culture; this is the power that culture holds in offering choices of identity. It is imperative that the adults around a teen work tirelessly to equip them with appropriate tools they can use to navigate culture’s impact on this process. Biblical truths get lost in the ocean of cultural messages. The biblical foundation ought to provide the basis upon which to build one’s identity.” - Walter Surdacki

Compartmentalization is Common in the Identity Search

"Your sons and daughters don't consciously ask themselves, "Who am I going to be today?" Typically, when they travel from class to lunch to sports to friends to church, they subconsciously know that they have to produce a self that fits the needs and expectations of others in that setting. Their school self can be very different from their church self, which is often diametrically opposed to their friends self. This pressure to live out a self that may or may not align with their other selves is at the very least exhausting, and it can at times be painful. Most parents hear at one time or another from their frustrated adolescent, "You don't even know me!" Our kids don't yet know themselves, yet they desperately want to be known. They want to know their personality, their gifts and skills and interests. They want to know where they came from and where they're going. They want to know where they belong, in what group or city or career or intimate relationship. They want to know what they believe and how that affects their life. In short, they're struggling to form their identity." - Kara Powell and Chap Clark



Where
Do I
Belong?

Parental Identity

Parents Must Maintain their Own Healthy Identity

"When you have a separate sense of self, you can experience your feelings and perceptions as different from your children's. Parents with separateness can stand apart from their kids' demands, anger, and behavior and are able to respond appropriately without getting caught up in the drama. When parents aren't separate from their children, they are said to be enmeshed. They lose themselves in their kid's world and feelings. Enmeshed parents often feel responsible for their teen's unhappiness or desires, and they lose perspective and the ability to choose. Separateness isn't about distance and disconnection from your children. Teens need parents who love them, but they also need parents who refrain from taking responsibility for their children's feelings. Parents who are separate give up the fantasy that they can make their teens happy. Instead, they get involved in making it safe for their kids to mature into people who will be happy."

- John Townsend and Henry Cloud

Parents Must Not Become Dependent on their Kids to Meet their Needs

"Parents who live in an emotional vacuum run the risk of accidentally putting their teens into that vacuum. If their teen is available, warm, and connecting, these parents will sometimes use him to fill up their emotional tank. When this happens, the teen is parenting the parent. God did not design parents and children to function like this. When the teen is the parent, he can't bring his immaturity and problems to his parents for help. Parents can't support their child if they are depending on him to be their support system. So don't look to your teen for support. Reach out for connection elsewhere." -

John Townsend and Henry Cloud

Parents Must Not Slip Into the "Best Friend" Mentality

"[a] part of being a good parent is making the choice to be a parent, not a best friend." -
George Barna

Parents are Called to Raise Faithful Children Not to Be Parenting Experts:

"Our primary job is not about creating perfection in our family dynamics. Our job is to develop children who love the Lord and are willing to follow God no matter where the Spirit leads, as they develop owned faith." - Robert Oglesby Jr.

It is Crucial to Have a Healthy Image of Family:

"We all have an image of family. You learned it from the pictures around you, and you are holding a mental impression of what you think your family should look like. You are confronted with images in the mall and movie theater, on church brochures and billboards at the doctors' and dentists' offices. Everywhere you go, you are reminded of how ideal families dress and act." - **Reggie Joiner and Carey Nieuwhof**

God Chooses to Work Through Imperfect Families:

"The wonderful thing about the Bible is the brutal honesty it reveals about humanity. The characters aren't airbrushed so that we see a sanitized version of faith or family. After looking at these families in the Bible, one might feel that one's own family is not that bad in comparison. The Bible helps us understand that most families dealt with some dysfunction, yet God was able to work through these flawed families to accomplish holy purposes." - **Robert Oglesby Jr.**

Reflect On Your Personal Goals

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Character Development

Parents Must be Proactive in Character Formation

"We tend to be reactive, not proactive. Typically, we are missing out on sharing the truth with our kids. If we aren't having a steady, consistent dose of communication about topics that we Christians most likely hold a highly different view on as compared to our popular culture, we will not be able to lead our teens in "the way they should go." Unless we parents are having real, intentional conversations about what our kids are doing with phones, computers, televisions, social media, music, movies, and pornography, we are missing the boat. If we aren't having these conversations early and often, our teens will become loyal customers of what our culture says is all right. Culture will make the sale and our young people will buy the product this world is selling. Don't get into the conversation too late to be effective." - **Johnny Markham**

Cultural Messaging Never Stops - Parents Must Be Heard Above the Noise

"We let the world start the conversation, let celebrities drive their dreams, and let society define their values. Then at age 15 we show up in their life and wonder why they're lost. It's not whether your kids will have a conversation about the world they live in, it's whether you'll have a voice in it. It's time to start talking with our kids. Earlier than we want. More often than we like. Don't give the world a head start with your kids." - **Jon Acuff**

Not All Culture is Bad - It is Important to Help Your Kids Identify the Good

"...refrain from taking an anticulture stance with your teen. Instead, teach her to have a balanced perspective of the culture, one that appreciates the good and resists the destructive. As you discuss with your teen your own positive and negative reactions to culture and listen to hers, you can guide her toward that balance." - **John Townsend and Henry Cloud**

Healthy Boundaries are Essential to an Adolescent's Personal Growth

“...teens will develop self-control and responsibility to the extent that their parents have healthy boundaries... Your teen needs to internalize your boundaries. That is, she needs to make them part of her own internal world. She will learn a powerful lesson when she loses something she loves because of a choice she has made. The more teens experience the negative consequences of their poor choices, the more internal structure and self-control they will develop. Every time your teen experiences your external structure, you are providing something for your teen that she cannot provide for herself. Each time you go through this process, she becomes a little more aware, a little less impulsive, a little more responsible, and a little more mindful that she will control what her future looks like.” - **John Townsend and Henry Cloud**

Helping our Kids Develop a Healthy Level of Self-Esteem Requires Discernment

“We used to worry about “self-esteem.” Then we sought to provide it in parenting, schooling, sports, all areas where adults were interacting with kids. Perhaps we were too successful! The child with an embellished sense of self will see himself as superior to others—as God’s gift to the world and deserving of whatever he wants. Studies show this inflated sense of self-esteem is rampant among the young today. Psychology professor Jean Twenge notes that measures of self-esteem have risen consistently since the 1980s among children of all ages—and “what starts off as healthy self-esteem can quickly morph into an inflated view of oneself.” But equally damaging, the child who underestimates his worth will struggle with thoughts such as, “I am not as smart, athletic, or beautiful as others.” “I can’t” is his theme song, and “I didn’t” is his reality. It is worthy of our best efforts as parents to see that our children develop appropriate self-esteem so that they will view themselves as important members of society with special talents and abilities and will feel a desire to be productive.” - **Gary Chapman and Ross Campbell**

Parents Must Control their Kids Technology Use and Content Consumption

“You are the adult. It’s your home, and your teen is your charge. Don’t be afraid to take steps to manage the flow of information. Get rid of certain channels on your cable television or lock them away from access. Install computer software that restricts sexual, violent, and otherwise negative content on the Internet. Go over the lyrics of the songs your teen buys and set standards regarding their content. Don’t let your teen hang out with kids who you feel may bring her harm. Remember, teens don’t have the judgment and wisdom that parents possess, so she needs you to protect her.” - **John Townsend and Henry Cloud**

The Power of Empathy

One of the Most Important Tasks of Parenting is Listening

“Empathic listening is the ability to hear and understand what your teen is saying from her own perspective and emotions rather than from yours. Empathy allows you to connect with her, join with her experience, and let her know that you understand how she feels, as much as possible....Your empathic listening is helping your teen feel understood so that she can, at some point, see that the real problem is not a mean parent but her own behavior. The more empathetically you connect with her, the less she is able to see you as harsh and unloving. This helps her open her eyes to the reality that she caused the consequence and can do something about it in the future.” - **John Townsend and Henry Cloud**

Adolescents May Not Fully Understand How they are Feeling or Why

“It should be noted that an often overlooked reason adolescents don’t share how they’re feeling is that they legitimately don’t have any idea. The confusion of raging hormones, cognitive transitions, and emotional upheaval may just feel too intense. They may not have a name to put on the intense feelings they’re experiencing, even though the effect is very real.” - **Marv Penner**

Parents Must Help Adolescents Learn to Deal with Stress in a Healthy Way

“Make no mistake. Your kids are under more academic demands than you were. For better or for worse, the learning curve is steeper, and they have to study more than we did. Subject matters are more advanced. Projects, reports, and term papers require much more advance planning and steady work over time.... Ironically, this increase in responsibility comes at a time when an adolescent’s internal world is in chaos. Along with this increased responsibility comes an increase in pressure to do well. School matters more in these years. Your kid’s grades and education will affect the path of his life. This too is ironic. Just when many teens stop caring about how well they do in school, their academic achievement matters more than ever.” - **John Townsend and Henry Cloud**

Kids will Handle Stress, Challenges and Mistakes the Way their Parents Do

“The point is, can you laugh at yourself? If you can’t, you inhibit your relationships with your children and others. This kind of transparency sets others at ease and is one of the best ways of teaching. All of us enjoy being around people who don’t take themselves too seriously. Healthy minded people know that they can make mistakes and still recover and that one mistake is not the beginning of a slippery slide down into ridicule. Give the gift of laughter to your children, even if it is at your expense occasionally.” - **Paul Faulkner**

Empathy is a Tool to Help Parents Dig Below the Surface Level Problem

“...teen problems have a context. Most of the time, they don’t occur out of the blue. Your teen is underachieving, being disrespectful, or acting out for a reason. He needs for you to sift and dig below the surface to make sure that whatever is done will help him solve the issue and mature into the person God intended him to be.” - **John Townsend and Henry Cloud**

Collaboration Can Be a Helpful Tool for Creating Clarity (Shared Understanding)

“When you are crafting your house rules, bring your adolescent into the process. Ask for her input and opinion on the rules and consequences. After all, it is her life. Let her participate. Her involvement also mitigates against her blaming you for blindsiding her with unfair rules and consequences that don’t take her feelings into consideration. She may not agree with all the rules and consequences, but she will know you didn’t surprise her; she will know you took her input. Be willing to negotiate on matters of preference and style, and stand firm on matters of principle.”- **John Townsend and Henry Cloud**

What Were Your Biggest Fears and Challenges in Middle School?

Boundaries and Consequences

Boundaries are Only Effective if Enforced

"It may seem counterintuitive to be soft, loving, and caring while holding a strict line. But that is the best thing you can do for your teen. Experience has no substitute, and your adolescent needs to go through the grounding, extra chores, or loss of privileges. Why is this? Because learning, growth, and maturity involve not only getting information into our heads, but also getting experience under our belts." - **John Townsend and Henry Cloud**

Enforcing Boundaries Requires Strength and Endurance

"God made parents to be the guard rails on the twisting road of life. You need to be strong enough for kids to crash into over and over and over again. You must stay strong, so that your teens will learn to stay on track. Guard rails get dinged up. But if they work well, they preserve the young lives that run up against them.... It's no secret that teens try to wear down their parents. They push and push until you finally give in, drop the issue, or postpone the consequence. Sometimes parents think this shouldn't be, and they long for a kid who doesn't butt heads with them. But... teens need this head butting with their parents in order to learn how to negotiate with reality. So parents who embody boundaries are persistent. They stick with the rules and the consequences, as long as they are reasonable. And they say "no" to attempts to manipulate, wear down, or even intimidate them." - **John Townsend and Henry Cloud**

Reward Exceptional and Not Ordinary

"Rewards are good things, but teens shouldn't be rewarded for doing what is normally required in life. After all, adults don't receive promotions for showing up to work on time... Rewarding teens for doing what they should already be doing can result in their not being ready for the future. It can also contribute to an attitude of entitlement or to seeing themselves as superior to others. Instead of rewarding teens for doing what they should, give them praise. We all need a pat on the back. But reserve rewards for something special, such as extra results or extra effort." – **John Townsend and Henry Cloud**

Consequences Must Matter to the Teenager

"A consequence must matter to the teen. She must be emotionally invested in it. She needs to want and desire what she is losing; she needs to not like what she is having to add. Otherwise, the experience doesn't count for much... the best consequences matter the most, but preserve good things the teen needs. Impose consequences that are a big deal to your teen, but don't remove activities that are good for her..." - **John Townsend and Henry Cloud**

Consequences Must Appropriately Fit the Behavior

"While there is no perfect number of kinds of consequences you should have for your teen, you probably do need more than one. If your adolescent knows you will take away the phone every single time he breaks a rule, he is likely to do a cost analysis in order to figure out if he can do without the phone for a period of time. It might be worth it for the satisfaction of breaking the rule! So have a few different consequences to break up the predictability. You don't need many. Just the right ones...How severe is too severe? How easy is too easy? You'll want to ensure that the consequences fit the violation appropriately. The time should fit the crime. When consequences are too strict, it can lead to alienation, discouragement, or increased rebellion. When they are too lenient, it can lead to increased disrespect and a lack of the desired change in the adolescent. So give the most lenient consequence that works. Keep your mind on the goal, which is a heightened sense of responsibility, accountability, and self-awareness in your teen. If a more lenient consequence changes his behavior, and the change lasts over time, then you are on the right track. If it does not, and you are providing your teen with the right amounts of love, truth, and freedom, then you may want to increase the heat of the consequence over time until you see change." - John Townsend and Henry Cloud

Reflect on Your Approach to Boundaries and Consequences...

Friends Matter

Parents Must Be Aware of their Adolescent's Friends

"Most of our teens are going to have friends. Most are going to have close friends. Helping them choose good ones will be a giant step toward keeping our teens on the transformative journey toward owning their own faith..." - **Brad Childers**

Approach Your Adolescent's Friends Lovingly

"When your son or daughter is a teen, rather than condemning your child's friends who are making poor choices, it is far better to take a loving approach that expresses concern for them.... When your child hears your loving expressions of concern for other young people, he is far more likely to identify with you than when he hears you condemning people who do such things." - **Gary Chapman and Ross Campbell**

Hospitality is Essential to Effective Parenting

"Wise parents open their homes to the friends of their children by providing a safe, fun place. What better place for your children and their friends than your home?... They [parents] didn't have to worry much about where the children were because, for the most part, they were at home." - **Paul Faulkner**

List as Much as You Can about Your Child's 3 Best Friends

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The Challenge of Bullying

A Healthy Self-Concept is Crucial to Overcoming Negative Messaging

"A problem with teaching young people to deal with put downs is that many of them have such a poor self-concept that they just believe the surface message. Why? Because they see so many other people as being better or more valuable than they are and believe that they are bad or unlovable. It's hard for them to see that the putdown is a reflection of the other person's lack of belief in himself, because they believe that the putdown is true! They concentrate on their own weaknesses and have a difficult time seeing that others may feel badly about themselves, too! Most people base their judgment of themselves on their weaknesses, while valuing others for their strengths." - **Sally Ogden**

It is Important for Students to Learn the Language of Bullying

"...frequently people interpret an attempt to play or tease as a putdown. This misinterpretation is commonplace among highly sensitive adolescents. I believe it just takes some experience to learn the difference between a tease and a putdown. A strong self-concept will help a person to distinguish between the two as well. One who believes in himself does not personalize or feel insulted by every comment that is directed his way. He can roll with the punches. In fact, I see students with strong self-esteem automatically assume that the person is kidding and respond accordingly. Even if the person was serious, this can be a great way to diffuse the putdown!" - **Sally Ogden**

Parents Must Help their Students Develop Resiliency

1. We all have it [shame]. Shame is universal and one of the most primitive human emotions that we experience. The only people who don't experience shame lack the capacity for empathy and human connection
2. We're all afraid to talk about shame.
3. The less we talk about shame, the more control it has over our lives.

Shame Resilience – "the ability to recognize shame, to move through it constructively while maintain worthiness and authenticity, and to ultimately develop more courage, compassion and connection as a result of our experience" - **Brene Brown**

Developmental Insights

Adolescence Must Be Approached with Adulthood in Mind

"Adolescence is the final step before adulthood. It involves tasks such as solidifying one's identity as distinct from the parents' identity, career leanings, sexual maturation, love choices, and values. It is also the period in which you should begin "de-parenting" - moving from a position of control to one of influence with your child." - **John Townsend and Henry Cloud**

Physical Touch is Still Important for Adolescents

"While boys approaching adolescence may pull back from touch, fearing it's too feminine, girls may find their fathers pulling back. If you want to properly prepare your preadolescent daughter for the future, don't hold back with the touches. Here's why. During the preadolescent stage, girls have a particular need for expressions of love from their fathers. Unlike boys, the importance of being assured of unconditional love increases for girls and seems to reach a zenith around the age of eleven. One reason for this special need is that mothers generally provide more physical affection at this stage than fathers do." - **Gary Chapman and Ross Campbell**

Working Together as a Family is Critical to Helping Develop Responsibility

"Household chores are part of everyday life. While all kids can help out in some way, teenagers should be doing advanced chores, the kind that they will have to be doing when they move out. They need to learn to clean up after themselves, set and clear the table, load and unload the dishwasher (or wash the dishes), do laundry, work in the yard, and cook. Being in a family means taking part in family responsibilities that need getting done. But there is a deeper, more important reason parents need to require their kids to do chores. Doing chores helps your teen be who she was created to be. Life, as designed by God, can most simply be described as two things: connecting and doing, or love and task. Everything we do that is meaningful is either about relationships, love, and connectedness, or about tasks, responsibilities, and work. In fact, the first command given to the human race had to do with tasks: God blessed them and said, "Be fruitful and increase in number; fill the earth and subdue it." We were designed to be fruitful and to take stewardship over the world. So when your teen does the dishes, she is taking part in God's grand design. But that's not all. Life requires adults to fulfill many tasks: work and career responsibilities, household maintenance responsibilities, parenting responsibilities, finances, and the like. When parents require teens to do chores, they are helping prepare their teens to succeed in their future responsibilities. Far better for teens to have years of experience of doing certain chores, because they can then move smoothly into taking on the grown-up tasks of life." -

John Townsend and Henry Cloud

Understanding Developmental Differences Can Help You Understand Teens

General Developmental Differences between Boys and Girls
(Adapted from John Townsend and Henry Cloud - *Boundaries with Teens*)

Cognitive and Intellectual Performance - "During adolescence girls are generally more verbally advanced than boys. They can reason, conceptualize, and form ideas better. Boys, however, often have stronger competencies in the mathematical and task arenas."

Emotional Expression - "Girls have a more complex and intuitive emotional range than boys and can connect more successfully with feelings. They are more aware and can talk about shadings of emotions, such as slight anxiety, resentment, and wistfulness, while boys do well to know if they are scared, mad, or sad. This gender difference often carries through into adulthood."

Impulsiveness and Aggression - "Boys are somewhat more aggressive. They take more risks and initiative than do girls and are more impulsive. Boys are more likely to get into trouble via defiance and impulse: breaking rules, fighting, and substance problems. Girls, on the other hand, confront less directly and are more manipulative. Their troubles lean more toward social issues, such as loyalty and betrayal, and toward inward problems, such as depression."

Students During this Life-Stage Will Be Asking Identity Focused Questions

Developmental Questions Associated with this Life Stage:
(Adapted from *Don't Miss It* - by Reggie Joiner and Kristen Ivy)

"Since every phase of a kid's life has unique challenges, you should become aware of the kind of questions that are asked at each phase."

"How you respond to your kid's core questions will help shape and define their identity."
Middle school students tend to ask questions like . . .

Who do I like?

Who am I?

Where do I belong?

Your Kids are Looking to You to Help them Define Success...



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