WORKING WITH THE TEENAGE BRAIN

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DID YOU USED TO BE A TEENAGER?



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3. MATURITY

How do we deal with learners who are at different maturity levels?

* Remember, age does not equal maturity!















Gardner's 1963 Theory of Multiple Intelligences

- There is **no central**, allpurpose intelligence.
- We all possess a mixture of different types of intelligence.
- New intelligences are being suggested as we explore how people learn and perform.
 WAYS LEARNING



PEARSON











The "teenage" brain continues to develop between the ages 11 to 25.



Nature in Neuroscience (1999)



40% of teenagers in the world <u>don't</u> attend school and miss out.

40%









CREATE GROUP AND PAIRWORK OPPORTUNITIES

- In pairs, use these questions to talk about your family. Then tell the class about your partner's family.
 - Have you got any brothers and sisters? How old are they?
 - What's your mum's/dad's name?
 - Where are your parents from?
 - Have you got a pet? What's his/her name?
 - Adam has got a sister. She's ten.



BRAIN FACT #2

Teenagers' brains are ready to learn, but see themselves (the teenagers) and the world, as unchanging.













The teenage brain develops new thinking skills and the computational abilities of adults – but emotions interfere!



Four Steps

Develop a skeptical approach to problem solving and decision making



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Dancing in the UK

Dancing in the UK
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Break problems into their simplest outcomes



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good way to keep fit. Ealier is popular of over the world. There are many spins and jumps in ballet. If very difficult and you must do a lot of training to be good at it. Ballet usually tells totries and people timk. It's very becautiful. Safetis if and Cubic. The world value is is pointial for ballot and spicy succe. Safetia doncers in how got o lot of passion and empty. People aually direct safetis to the world ballot. The world value is the the world ballot. The world value is the the the world ballot. The world value is the the world ballot. The world value is the the world ballot. The world value is the the safetis of the world ballot. The world value is the the world ballot. The world value is the the safetis of the world ballot. The world value is the safetis of the safetis of the safetis of the the world ballot. The safetis of the

Where are all the couch potatoes?

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Search for evidenc that both supports and refutes a given conclusion



Parents and teachers always say that teenagers are "Isolatin potations" and people all their time in front of stupid TV programmes. But is it true that young people have "square eyes"? Do they really watch a lot of TV? 2

The results of a recent survey show that people in Britain bypically writch hereity seems and a half hours of TV every week- emission four hours of edd But there is some surprising news - young people don't watch as much TV a solutis. For exemption, indiale solution as deal forty-file to batty-field writch about files fouries and ag. But young method and return the number solution under the people aged twelve to seventeen only watch about two and a half hours a clay. And a typical pensioner watches about six hours a day!

3 Studies in countries such as the USA and Australia suggest the same: kids today spend less time in front of their TV sets than young people in the 1980s.

Vocabulary Agricoups oduits kids middle-oged (people) pensioners leenogers

Where are all the couch potatoes?

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The teenage brain embraces risk, needing more stimulation than the adult brain.

Journal of Developmental Review (2008)



How can we give students more stimulation but maintain a safe environment?











Give multiple opportunities to speak in a variety of formats: pair work, group work, debates, panel discussions, town hall meetings, presentations ...

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BRAIN FACT #5

Teenagers' anxiety increases as they develop their ability to think abstractly and reflect on their roles.



New York Academy of Sciences (2004)

WHAT DO OTHERS THINK OF ME?

Students need to challenge their inhibitions and build confidence in themselves by undertaking a range of social activities.



WORK IN PAIRS

Mix pairs continuously to encourage negotiation of meaning and scaffolded learning.

8 [VOX POPS > 1.1] In pairs, use the phrases below to say what you do in your free time. Tell the class about you and your partner.



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see action films read film reviews listen to rap music read comics take photos

I often listen to rap music but Jo prefers pop.

WORK IN GROUPS

Have students work in groups, but use strategies to ensure they are <u>all</u> working.



- 10 CULTURE PROJECT In groups, use the language and ideas covered in the lesson to create a digital presentation promoting dance and its benefits.
 - 1 Use the internet to research traditional
 - or popular dances in your country. 2 Write a short script and include some
 - 2 white a short script and includ photos or video.
 - 3 Share it with your class.

BRAIN FACT #6

Teenagers have difficulty interpreting emotions and the steps in directions.





RELATE NEW IDEAS TO ONES STUDENTS KNOW

8 [VOX POPS > 5.3] What are the best and worst things about your town? Tell the class. Use the survey answers in Exercise 5 and the Vocabulary box to help you.



For me, the best things about our town are the nice old buildings and the music festival. The worst things are ...



RELATE NEW IDEAS TO ONES STUDENTS KNOW AND DEAL WITH EMOTIONAL EXTREMES

8 [VOX POPS 5.3] What are the best and worst things about your town? Tell the close. Use the survey answers in Exercise 5 and the Vocabulary box to help you.

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Teenagers weakest reasoning skill is *cause and effect.*







CAUSE AND EFFECT

Students fail to see cause and effect relationships in terms of consequences for actions they want to do or are pressured into doing.













Teenagers experiment with emotions, trying them out on teachers, parents and others.

ALWAYS LEARNING



CRACKING DOWN?

When should teachers address inappropriate emotions and when should we let them go?

How do we do address emotions in the classroom?

WAYS LEARNING













Teenagers are slow to develop empathy for others.



START WITH THE STUDENT

"In foreign language teaching, we customarily begin with the lives of others, with whom students may not easily identify, and then expect students to transfer the material to their own lives. However, transfer to the textbook is easier when the content *starts* with the student ... then leads into the materials to be learned." (Moscowitz, 1978, p. 197)



Teenagers need more sleep.

WAYS LEARNIN





ADAPT LESSONS

Teenagers' rhythms are different, and teachers should consider the times when they are most awake and also be concerned about stimulants they may use to stay awake.









ONE DAY, A TERRIBLE FIRE BROKE OUT IN THE FOREST. ALL THE ANIMALS FLED, THINKING THERE WAS NOTHING THEY COULD DO. EXCEPT FOR **ONE LITTLE** HUMMINGBIRD



SHE TOOK **FLIGHT AND HEADED TO** THE RIVER.

THE HUMMINGBIRD SIPPED FROM **THE RIVER** AND POURED IT ON THE FIRE.



... AGAIN AND AGAIN.







THE ANIMALS TRIED TO DISCOURGE HER, SAYING, "DON'T BOTHER! IT'S TOO MUCH! YOU'RE TOO LITTLE!"

ONE ANIMAL MOCKED HER AND SHOUTED OUT, "WHAT DO YOU THINK YOU'RE DOING?"







SUMMARY

Teenagers stand between childhood and adulthood and can best make the transition with the support of teachers who try to understand them and address their needs.

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