

TEACHING TEENAGERS

If being a teenager is hard, teaching them is harder?



HOW WOULD YOU DEFINE A TEENAGER?

1. They are lazy, they just want to surf the Internet.
2. They are never motivated.
3. They work hard.
4. It is easy to motivate them.
5. They sleep all the time.
6. They get bored easily.
7. They are great to teach.
8. Their brain continues to develop between ages 11 and 25.
9. We should treat them as adults.







FOUR ELEMENTS OF MOTIVATION

- **RELEVANCE**

- students can see that what they are learning in their classrooms is valuable to their lives

- **RELATEDNESS**

- students learn to like and respect each other
- build a positive student – teacher relationship

- **COMPETENCE**

- students are more likely to do something in the classroom if they feel they will be successful

- **AUTONOMY**

- students feel they have a choice of what they do and how they do it



What can you do with an EGG?

There are lots of great recipes with eggs. You can **beat** them with salt and pepper and make scrambled eggs. You can **fry** them in oil and have them for breakfast with bacon – it's not good for you, but it's delicious! You can **boil** an egg in water and eat it with toast. It's great and a boiled egg only has seventy-two calories! There's a fantastic Italian pasta meal with eggs: spaghetti carbonara. It's 'delizioso'! There are delicious egg desserts too: you can **bake** a cake or make a chocolate mousse.

I'm from London but my favourite egg recipe isn't English; it's Spanish omelette. It's very easy. The ingredients are potatoes (500 grams), one large onion, six eggs, oil, salt and pepper. **Cut up** the potatoes and onion and fry them in oil. Then beat the eggs in a bowl with a fork. **Add** the potatoes, onion, salt and pepper. Cook it in a frying pan with some oil. Then use a plate to turn the omelette over and cook the other side. Olé!



TASK A

1. Which egg recipe is not very good for you? _____
2. What has seventy-two calories? _____
3. What nationality is Olli? _____
4. How many eggs are there in the recipe for Spanish omelette? _____

TASK B

1. _____ - Scrambled eggs with bacon.
2. _____ - A boiled egg.
3. _____ - He's British.
4. _____ - There are 6 eggs.

You don't understand, Mum.
I like feeling unhappy!



So maybe he's happy?



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MY TIPS

- BUILD RAPPORT/ MAKE THINGS PERSONAL
- USE VARIETY AND CHOICE
- MAKE IT INTERESTING AND FUN



BUILDING RAPPORT

- ✓ ENGAGE THE FIRST MINUTES IN INFORMAL CONVERSATION
- ✓ WHAT DO YOU SEE WHEN YOU WALK TO SCHOOL?
- ✓ MAKE IT PERSONAL





2.42 Complete the text with one word in each gap. Listen and check.

My mum works ¹hard and she's always
²_____ tired when she gets home. So we
all help ³_____ the housework. My brother
Tom usually ⁴_____ the shopping. He can
drive so he does it very ⁵_____ – in under
an hour. My sister Bea is the cook because
she cooks really ⁶_____. I set and
⁷_____ the table and I vacuum the
⁸_____ every Sunday. I take the rub
⁹_____ too. But I don't ¹⁰_____
dishwasher any more because Bea
I don't do it very well.

- ✓ Extend exercises
- ✓ Make it personal
- ✓ Ask for opinions



USE VARIETY AND CHOICE



- ✓ BREAK DOWN YOUR ROUTINE
- ✓ INTRODUCE COMPETITIONS
- ✓ PLAY GAMES
- ✓ PLAN FOR SPECIFIC TASKS TO BE DONE IN ALTERNATIVE SPACE

VOX POP VIDEO

“What are the rules for the kids you look after?”



VOX POPS



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INTRODUCE COMPETITIONS

He's sweet. It's time to ...
What's going on?

OUT of
class

The

OUT of
class

I don't get it. What's so funny?
Wow! I've got an idea.

OUT

How are things? How's life?
I don't believe it!

OUT of
class

What's wrong?
What's the matter?

OUT of
class

Shut up! It cost a fortune.
I forgot to top up my phone.

OUT of
class

It's as simple as that!
I get the message!

OUT of
class

Gosh! What a nightmare!
Fingers crossed!

OUT of
class

You're (really) lucky.
Are you ready? Wow!

OUT of
class

ROCK, SCISSORS, PAPER



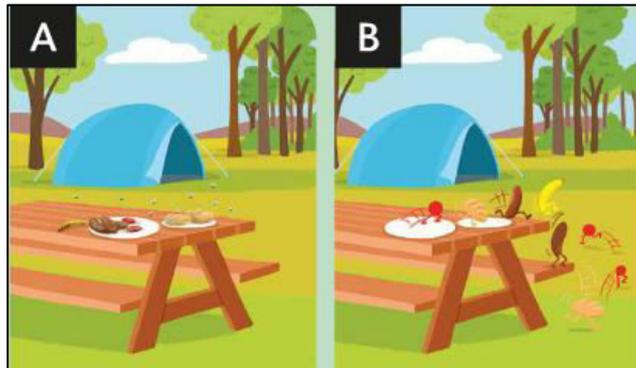
SPEAKING GAMES

➤ THE LAST MAN STANDING

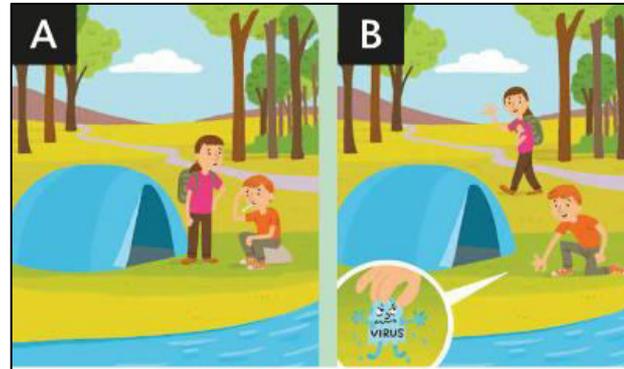


SPEAKING GAMES

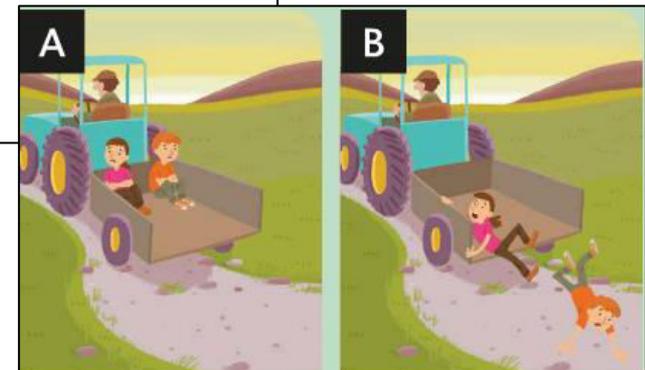
➤ CIRCLE STORY



I'm Eric. Last week I went camping with my sister, Effie. Unfortunately, everything went wrong. First, we left our food in the sun and it went off.



Then I picked up an illness. I felt terrible so we decided to go home.



We got a lift from a farmer on a tractor. But while we were going home, my sister said it was all my fault and we fell out.



SPEAKING GAMES

➤ GUESS MY INSTRUCTIONS

Student A

Conversation 1

Start a conversation about school. Several times during the conversation, while others are talking, **use "fed up"**

Conversation 2

Join in Student B's conversation. While you are talking, **use always + present cont. tense**. Don't make it too obvious.

Conversation 3

Join in Student C's conversation about space. While other people are talking, **shake your head**. Do it more than once.

Conversation 4

Join in Student D's conversation about communication. While the others are talking, **change posture to show you are bored**.

Student B

Conversation 1

Join in Student A's conversation. While Student A is talking, **say "You're kidding, right?" several times** and **roll the eye**.

Conversation 2

Start a conversation about health. Several times during the conversation, while others are talking, **nod your head**.

Conversation 3

Join in Student C's conversation about space. While you are talking, start to **lower your voice**. Don't make it too obvious.

Conversation 4

Join in Student D's conversation about communication. While you are talking, **define two or three words which you use**.



Student A

Conversation 1

Start a conversation about school. Several times during the conversation, while others are talking, **shrug your shoulders**.

Conversation 2

Join in Student B's conversation about health. While you are talking, start to **raise your voice**. Don't make it too obvious.

Conversation 3

Join in Student C's conversation about space. While other people are talking, **shake your head**. Do it more than once.

Conversation 4

Join in Student D's conversation about communication. While the others are talking, **change posture to show you are bored**.

Student B

Conversation 1

Join in Student A's conversation about school. While Student A is talking, **look someone in the eye**.

Conversation 2

Start a conversation about health. Several times during the conversation, while others are talking, **nod your head**.

Conversation 3

Join in Student C's conversation about space. While you are talking, start to **lower your voice**. Don't make it too obvious.

Conversation 4

Join in Student D's conversation about communication. While you are talking, **define two or three words which you use**.

Student C

Conversation 1

Join in Student A's conversation about school. While Student A is talking, **make body contact with someone**. Do it more than once.

Conversation 2

Join in Student B's conversation about health. While you are talking, **point your finger**. Do it more than once.

Conversation 3

Start a conversation about space. When other people speak, **use facial expressions to show disagreement but don't say anything**.

Conversation 4

Join in Student D's conversation about communication. **Talk about your family and describe everyone's appearance and character**.

Student D

Conversation 1

Join in Student A's conversation about school. While Student A is talking, **raise your eyebrows**. Do it more than once.

Conversation 2

Join in Student B's conversation about health. **Interrupt others whenever you want to talk**.

Conversation 3

Join in Student C's conversation about space. **Pronounce some words incorrectly**. Don't make it obvious that it is deliberate.

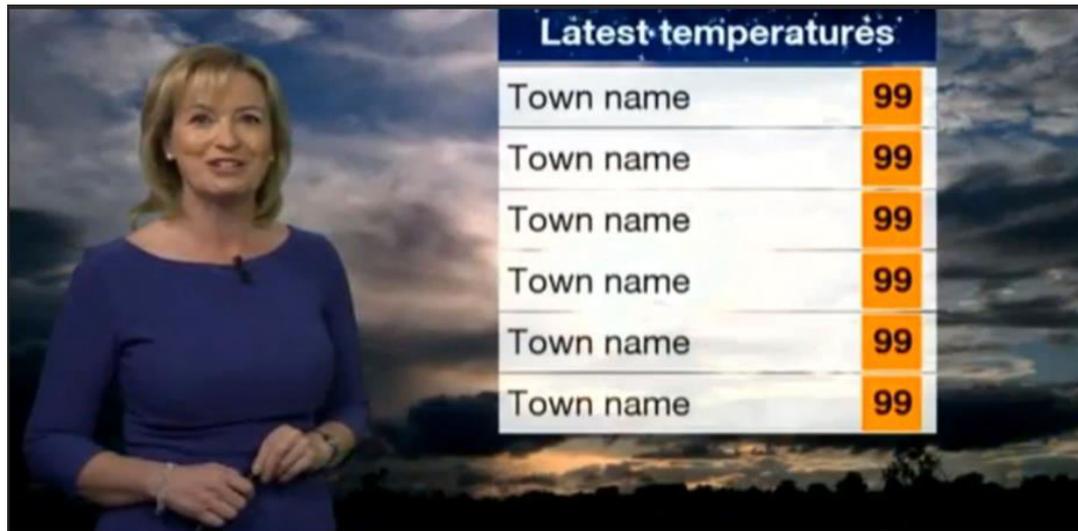
Conversation 4

Start a conversation about communication. Several times during the conversation, **repeat what you said**.



MAKE IT INTERESTING AND FUN

- ✓ USE BLOOPER VIDEO
- ✓ LET STUDENTS USE THEIR IMAGINATION
- ✓ PRESENT AND PRACTISE GRAMMAR IN A DIFFERENT WAY



BLOOPER VIDEO

1. Story items

- A woman at work
- A weather cam overlooking Vancouver harbour
- Panic
- Live broadcasting



2. Tell the story

It is a clip from a Canadian weather report.

The meteorologist is called Kristi and she is standing in front of the screen, speaking to the camera – speaking to us, the viewers.

On the screen, we can see live images coming into the studio from a weather cam overlooking Vancouver harbour.

It's a cloudy, overcast day.

Suddenly something happens which causes Kristi to freak out.

She screams and runs away.

The other people in the studio seem to think that this is funny.

Can you guess what causes Kristi to freak out?



SkyTracker✓

Rainfall Warning

Rain by tomorrow morning

Kananaskis/Canmore **40 mm**

Global
BC



Pearson

3. Agree or disagree?

- *The spider first appeared at the bottom left hand corner of the screen.* FALSE
- *According to the weather forecast, Vancouver would have sunny breaks later that day.* TRUE
- *The spider was not actually inside the studio.* TRUE
- *Someone was playing a trick on Kristi.* FALSE
- *Kristi's reaction was unnecessary and unprofessional.*
- *Kristi's colleagues were unkind and unsympathetic to her.*



LET YOUR STUDENTS USE THEIR IMAGINATION

1. Divide students into groups and give them a piece of paper and coloured pencils.
 2. Play some music for 20-30 sec, students draw.
 3. Stop the music, students pass their paper to a partner.
 4. Play some music again, students continue with their partner's drawing.
 5. Repeat it several times.
 6. In the end each student has a picture that several students have contributed to.
- Label everything in the picture
 - Describe the picture to the group or a partner
 - It is the dream you had last night
 - It is a postcard
 - It is a photo taken at 5pm yesterday



Based on the stage of their brain development, adolescents are more likely to:

- ✓ act on impulse
- ✓ misread or misinterpret social cues and emotions
- ✓ get into accidents of all kinds
- ✓ get involved in fights
- ✓ engage in dangerous or risky behaviour

Adolescents are less likely to:

- ✓ think before they act
- ✓ pause to consider the consequences of their actions
- ✓ change their dangerous or inappropriate behaviours



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

Dr. Ken Beatty



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