

1: Erikson - Teaching Adolescents

The Adolescent Brain -Learning Strategies & Teaching Tips The adolescent brain is still developing and therefore requires different brain compatible strategies for learning. This section describes the adolescent brain, details specific learning strategies in "Things to Know " and.

Teachers and leaders from ancient culturesâ€”for example, those of us born in the 20th centuryâ€”agree: Ten- to year-olds, we declare, rarely inject anything but minimal energy into their studies. Instead, they demand, "When are we ever going to use this? Each new set of mature adults has declared the same thing about the set of young teenagers behind themâ€”yet so far, humans are still thriving. So what keeps middle schoolers in the room and engaged? Neither does lack of choice about what to learn, or teachers who find their own stories more fascinating than their students do. Many middle school teachers actually know things they can do to motivate their students. But substitute the word manipulate for motivate in the previous sentence, and what at first sounded reasonable now seems disturbing. None of us wants to manipulate students. Every day, however, we practice the art of persuasion, convincing students that our subjects are worth their time and energy. Manipulation is very different from motivation, however. Manipulation involves one person doing something to someone else in order to control his or her actions or attitude. Conversely, motivation comes from within. So the first mind-set teachers need is the recognition that motivation is something we create with students, not something we do to them. Our goal should be a classroom culture that cultivates curiosity and personal investment, one in which students feel safe to engage in the activity or topic without fear of embarrassment or rejection. Humans are hard-wired to do demanding and complex things. Young adolescents are developmentally primed for learning things that are intellectually and physically advanced and for getting excited about their growing expertise and the freedoms that come with competence. Time and again, when a student successfully solves a difficult puzzle or math problem, she says with a grin, "Give me another one. He or she may be working hard outside of school. Middle school students will work for hours on service projects and read page books. Each new success invigorates their reach for the next one. We must help kids get past such face-saving by empathizing with them and by conducting ourselves in such a way that students know we have their backs. Think back to the stomach-turning fear you felt at age 13â€”fear that others might find you were out of your league in school and life. Most middle schoolers feel that. Building relationships with students, proving daily that risk taking is safe in your class, can dissolve those fears and replace them with courage. So if JoJo says something incorrect, instead of pointing out his error, ask him to tell the class more about his point of view. Or tell him the answer is wrong but affirm his risk taking, thanking him for giving the class something to chew on. Even one stable relationship with an adult can make the difference. Remember where they are. The single most motivating practice teachers can employ in the middle-level classroom is to teach in developmentally appropriate ways. The best middle-level teachers understand the unique nature of young adolescents. They can point to specific experiences in their lessons that are appropriate for to year-olds. The association offers resources on specific motivational techniques, such as ways to forge meaningful connections among subjects, create teacher advisory programs, and incorporate authentic assessments. When asked which teachers motivate them, young adolescents immediately mention teachers who "get" them; who accept them unconditionally mistakes and all ; and who empathize with them as if remembering what it was like to experience certain concepts for the first time. Switch activities every 10 to 15 minutes to maintain momentum. Help students recover from bad decisions and failure. Teach each topic in more than one way. Show enthusiasm about their subject, even after teaching it for years. Offer regular opportunities for self-definition; encourage students to incorporate their own culture into assignments or to develop a unique voice for class presentations. Middle school students are thinking, "Am I normal? How am I doing? How do I know when I know this stuff? Only timely, descriptive feedback helps kids get that picture. Motivational teachers provide many exemplars, formative feedback, and opportunities for students to self-assess. Feedback-focused teachers recognize the power of allowing students to redo their assessments and assignments in light of specific teacher feedback. Absent the option to redo an assessment, descriptive

feedback is a frustrating exercise in what could have been. The performâ€”feedbackâ€”reviseâ€”performâ€”feedbackâ€”revise cycle is not only motivating to young adolescents, but it also prepares them better for high school, college, and the working world. Teach the way the mind learns. As teachers, we have to cultivate expertise in how the mind learns. Our lessons should show evidence of this expertise. Teachers might interview a math symbol about its importance, have students write the autobiography of a phospholipid, or create simulations to show syncopation. Young adolescents crave structure and patterns. Young adolescents respond well to thematic instruction and integrated curriculum. Making connections among fine and performing arts, with math, social studies, foreign languages, and so on makes these subjects come to life. Motivation flourishes as students apply skills taught in one class to tasks done in another class. They will discover that scholars do quantitative and qualitative analysis in both science and poetry units and that people interpret data visually in every subject. The key to solid learning, though, is for students to make these connections themselves, not just be told about them. Teaching young adolescents skills that build executive function is invaluable. So is teaching them about proper diet, exercise, and adequate sleep. Tell stories and spark curiosity. Without the backstory, learners are trapped behind walls of indifference. Thomas Huxley put it well: To a person uninstructed in natural history, his country or seaside stroll is a walk through a gallery filled with wonderful works of art, nine-tenths of which have their faces turned to the wall. Narratives not only appeal to their theater of the mind, but they also provide connections among disparate parts. Reel students in with the story of the very uncertain particle that could never tell its location and speed at the exact same moment. How about the one about Avogadro and his amazing number? In middle school and the early years of high school, students are particularly responsive to stories of individuals persevering through difficulty. Young adolescents internalize each moment of these stories, wondering, "Would I do the same thing? Fasten props to your clothing and incorporate each prop into the lesson meaningfully at some point. Schools of teacher preparation should provide coursework in motivation studies for new teachers, because inspiring everyone they teach will be crucial to their success. Without serious training in student motivation, new teachers are left with a limited repertoire of responses and unexaminedâ€”sometimes harmfulâ€”notions of what inspires middle-grade students to engage in something new or stick with something challenging. Sure, there are structures in place that obstruct motivational pedagogy. But with the approaches described here, any teacher can make Renaissance art compelling or make understanding the terms slope and y-intercept liberating. The era of blaming young adolescents for their lack of motivation is over. Instead, help kids live this one week of their lives powerfully. Teachers who talk the whole class period or who speak in long paragraphs when disciplining. Teachers who see teaching middle school as just something to do until a high school position opens up. Fs, zeroes, and other indicators of failure. Spending the day working on weaknesses, without identifying and using strengths. Being treated like elementary school students. No more requiring students to march to the cafeteria with their fingers pressed to their lips or clapping hands at the front of the room in a cute rhythm that students must repeat. Anyone belittling your strong emotional response to something minor in your life. Classes that claim to be relevant to your life but that deny you access to personal technology during lessons. Unwavering adherence to pacing guides or program fidelity, regardless of individual needs and talents. Aphorisms and reflections from the works of T. Selected by Henrietta A.

2: How Novice Teachers Can Succeed with Adolescents - Educational Leadership

Teaching adolescents about sexuality requires a special sensitivity and understanding. Respect for the patient's modesty, privacy, and opinions are critical to establishing an atmosphere of openness and trust.

Erik Erikson Erik Erikson 15 June – 12 May Erik Erikson was a German-born American developmental psychologist and psychoanalyst known for his theory on psychosocial development of human beings. Erikson was born on June 15, , in Frankfurt, Germany, of Danish parents. When he was 3, his mother was married to his pediatrician, Dr. Theodore Homburger, and throughout his youth he was known as Erik Homburger. He did not learn about his parentage until his teen-age years, "and it was a secret my mother and I shared," NY Times, With his analysis complete by and his formal training in psychoanalysis also finished, Erikson left Vienna for the United States. Erik Erikson was a friend and disciple of Sigmund Freud. He was best known for the theory that each stage of life, from infancy on, is associated with a specific psychological struggle that contributes to a major aspect of personality. The Erikson life-stage virtues, in the order of the stages in which they may be acquired, are: Whether or not the baby develops basic trust or basic mistrust is not merely a matter of nurture, it is multi-faceted and has strong social components. The mother carries out and reflects their inner perceptions of trustworthiness, a sense of personal meaning, etc. Introduces the concept of autonomy vs. During this stage the child is trying to master toilet training. Purpose - Initiative vs. Does the child have the ability to do things on their own, such as dress him or herself? If "guilty" about making his or her own choices, the child will not function well. Erikson has a positive outlook on this stage, saying that most guilt is quickly compensated by a sense of accomplishment. Competence - Industry vs. Child comparing self worth to others such as in a classroom environment. Child can recognize major disparities in personal abilities relative to other children. Erikson places some emphasis on the teacher, who should ensure that children do not feel inferior. Fidelity - Identity vs. Who am I, how do I fit in? Where am I going in life? Erikson believes that if the parents allow the child to explore, they will conclude their own identity. Dating, marriage, family and friendships are important during this stage in their life. By successfully forming loving relationships with other people, individuals are able to experience love and intimacy. Those who fail to form lasting relationships may feel isolated and alone. During this time, people are normally settled in their life and know what is important to them. A person is either making progress in their career or treading lightly in their career and unsure about if this is what they want to do for the rest of their working lives. Also during this time, a person is enjoying raising their children and participating in activities that gives them a sense of purpose. Despair 65 and on: During this time you have reached the last chapter in your life and retirement is approaching or has already taken place. Many people who have achieved what was important to them look back on their lives and feel great accomplishment and a sense of integrity. Conversely, those who had a difficult time during middle adulthood may look back and feel a sense of despair. The article includes five tables with ten characteristics for each of the two parts of the five stages i. The criteria presented in this article may not be crucial in the development of all people the same way, and they need to be tested and researched.

3: Education: Teaching Adolescents

It cannot be overstated how important teachers are in the lives of adolescents. Teachers spend more time with a child than their own parents do. It is has been stated in other areas of this site that adolescence is a difficult time in development and a time of withdrawal from reliance on the social network.

If they are unable to handle their feelings, adolescents may be prone to acting out or becoming easily frustrated. Activities such as role play and mindfulness meditation show adolescents how to accept their emotions and respond to them in appropriate ways. The better adolescents are able to adjust to their feelings, the better they will be at coping with everyday stresses of life. Model Having a model of appropriate emotional processing is helpful to many adolescents. By showing how to respond to and handle emotions, you can create a significant impact. By talking openly about your emotions and finding positive ways to handle them, you increase the likelihood of adolescents following suit. The thought process you wish to model may go as follows: Role play lets you and the adolescent act out a scenario together in order to figure out appropriate responses. When role playing, ask the adolescent for alternatives to certain emotions. For instance, create a scenario that invokes anger, or let the adolescent suggest one, to promote a feeling of mastery. As the angry feeling occurs, brainstorm positive responses to the anger, such as the adolescent removing himself from the situation or taking deep breaths. Enhance Emotional Vocabulary Helping adolescents enhance emotional vocabulary allows them to define the nuances in feelings and contributes to better emotional processing. For example, sad is a blanket term that can cover a spectrum of emotions. Teach your teenager the difference between being sad and being disappointed or sullen, two words that point out nuances in sadness. You can do this by looking up facial expressions and attaching emotions to them or by practicing the facial expressions yourselves and fleshing out the feelings they express. Mindfulness Mindfulness practice helps adolescents discern their emotions and leads to better emotional processing. The idea behind mindfulness is acceptance, which extends to emotions. According to research published in "Emotion," mindfulness can limit emotional reactivity, thought repetition and depressed thoughts. Adolescents able to accept and recognize their emotions are better able to process them. A simple mindfulness exercise to do with adolescents is meditation. Sit with your teenager in a comfortable and quiet area. Serve as the guide through deep breathing, inhaling and exhaling with the nose. As thoughts arise, instruct the teen to watch them come and go rather than holding onto them and attaching judgment, such as "good" or "bad."

4: Sexual Behaviors | Adolescent and School Health | CDC

Teaching resistant adolescents is different from teaching more willing children. Teachers can contribute enormously to the lives of adolescents, but that contribution is not easy to make.

Different periods of life present certain prototypic challenges and competency demands for successful functioning. Changing aspirations, time perspectives, and societal systems over the course of the life span alter how people structure, regulate, and evaluate their lives in the lifelong voyage. Psychosocial changes with age do not represent lock-step stages through which everyone must inevitably pass as part of a preordained developmental sequence. There are many pathways through life, and at any given period, people vary substantially in how successfully they manage their lives in the milieus in which they are immersed. The beliefs they hold about their capabilities to produce results by their actions are an influential personal resource as they negotiate their lives through the life cycle. Social cognitive theory analyzes developmental changes across the life span in terms of involvement and exercise of human agency. When viewed from the perspective of social cognitive theory, the paths that lives take are shaped by the reciprocal interplay between personal factors and diverse influences in ever-changing societies. The environment in which people live their lives is not a situational entity that ordains their life course. Rather, it is a varied succession of transactional life events in which individuals play a role in shaping the course of their personal development. Some of the influential events involve biological changes. Virtually everyone engages in these latter activities at certain phases in their development. Other life events involve unpredictable occurrences in the physical environment or irregular life events such as career changes, divorce, migration, accidents, and illnesses. Still other influences are fortuitous events that can inaugurate individuals into new life trajectories. Adolescence is a pivotal developmental period in which youth begin to form an enduring sense of personal identity and agency about themselves. Neither a trait, like global self-concept, nor an inborn drive for personal control, self-efficacy beliefs are sensitive to variations in the conditions and outcomes of actual performance. The empirical advantages of this contextually-linked measure of perceived capability is considered. In this chapter, the author discusses the historic origins, definition, and distinctive features of self-efficacy beliefs. The causal role of self-efficacy beliefs in human functioning is considered from a triadic reciprocal perspective. In agentic transactions, people are both producers and products of social systems. Finally, the pedagogical implications of research on self-efficacy are discussed. Schunk and Judith L. Meece In this chapter, the authors begin by defining adolescence and noting that it is a time of great changes: They conclude the introductory section with a chapter overview. The remainder of this section focuses on self-efficacy: They conclude by discussing the assessment of self-efficacy to include how measures are constructed and tailored to content areas. In the third section, the authors provide an overview of research on self-efficacy in adolescence. Many factors come together during adolescence to affect self-efficacy. The authors discuss the key roles played by parents, peers, and school influences. To broaden the discussion, they include research on constructs conceptually similar to self-efficacy, such as perceptions of competence and perceived ability. They summarize developmental and educational research that addresses each of the key influences, as well as research on the stability of self-efficacy in adolescents as identity processes are beginning to influence their self-perceptions. In the fourth section, implications for teaching and parenting are provided. The authors discuss some key implications of theory and research for teaching and parenting. Some critical points are that teachers and parents need to be cognizant of the multiple influences on self-efficacy, help adolescents to make responsible decisions that build self-efficacy, work to smooth out transitions, and teach adolescents strategies for successfully dealing with conflicts that arise at home, with peers, and in school. In the concluding section, the authors discuss self-efficacy as a key mechanism in adolescence. Future research—especially longitudinal research—shows the course of self-efficacy development from childhood to early adulthood and suggest ways that parents, teachers, counselors, and others who work with adolescents can help to foster their self-efficacy and skill development. Developing and Using Parallel Measures of Career Self-efficacy and Interests with Adolescents Nancy Betz One of the most frequently used new variables in career education and counseling with

adolescents is measures of self-efficacy which parallel well-known and commonly used measures of vocational interests. Consistent with the postulates of the Lent, Brown and Hackett Social Cognitive Career Theory, self-efficacy is now considered an important variable in career counseling. In this chapter, the authors describe the advances in the assessment of self-efficacy with regard to basic domains of vocational activity and their use with parallel measures of vocational interests, for example the General Occupational Holland Themes and Basic Interest Scales of the Strong Interest Inventory. The interesting and important case where there is evidence of interests in the presence of low self-efficacy are highlighted, as interventions in this area hold promise to increase the range of career options considered by adolescents. Preparing Adolescents to Make Career Decisions: The theory draws on basic social cognitive constructs such as self-efficacy beliefs, outcome expectations, and goals in explaining these interrelated aspects of career development. Klassen Adolescents with learning disabilities frequently have difficulties accurately evaluating their academic skills and predicting their performance. Self-efficacy plays an important role in the academic functioning of students in a wide variety of settings, but the efficacy beliefs of students with learning disabilities may be mis-calibrated, resulting in insufficient preparation and poor performance. This chapter begins with a review of the literature on the self-efficacy beliefs of adolescents with learning disabilities LD. Motivational and metacognitive difficulties of students with LD are briefly discussed, followed by a synopsis of calibration issues relating to students with LD. Studies exploring the efficacy beliefs of adolescents with LD are summarized and analyzed in terms of the nature of the sample, the performance task or domain, the self-efficacy measure used, the research question and outcomes, and the accuracy of calibration between perceived self-efficacy and task outcome. Following this review, results of a multi-method study investigating the academic self-efficacy and other motivational beliefs of adolescents with and without LD in Grades 8 through 12 are reported. Follow-up focus group sessions provide rich descriptions of how adolescent students with and without LD gauge their efficacy beliefs in relation to subsequent performance. To conclude, recommendations are made to improve the efficacy calibration and the academic functioning of adolescents with learning disabilities. Four sections address the conceptualization of teacher self-efficacy and its role in adolescent achievement as well as encourage readers to consider the breadth of potential outcomes, the landscape and coordination of teaching self-efficacy domains and the underlying mechanisms driving the relationships between teacher self-efficacy and adolescent learning and development. In the third section, the authors turn to noncognitive outcomes that are important for adolescent learning and development, including the possible impact of teacher self-efficacy on student self-regulation, interest in subjects, future orientation, goals, and risk-taking. The chapter ends with a discussion of areas in which research and investigation are required. Risk prevention and risk behavior change, therefore, should be discussed from a developmental or life-span perspective. Changing health-related behaviors requires two separate processes that involve motivation and volition, respectively. First, an intention to change is developed, in part on the basis of self-beliefs. Second, the change must be planned, initiated, and maintained, and relapses must be managed. Self-regulation plays a critical role in these processes. Social-cognition models of health behavior change address these two processes. One such model, the health action process approach, is explicitly based on the assumption that two distinct phases must be studied longitudinally—“one phase that leads to a behavioral intention and another that leads to the actual behavior. Particular social-cognitive variables may play different roles in the two stages; perceived self-efficacy is the only predictor that seems to be equally important in the two phases. The chapter points to the influential role that self-efficacy and self-regulatory strategies such as planning play in translating goals into action. The study contributes to the current debate on stage theories of health behavior change and the orchestration of self-beliefs and strategies in the context of goal-directed behaviors. The Impact of Perceived Family Efficacy Beliefs on Adolescent Development Gian Vittorio Caprara, Eugenia Scabini, and Camillo Regalia In this chapters, the authors address filial efficacy, parental self-efficacy, and collective efficacy, primarily drawing on finding from their own longitudinal project and related studies. The chapter is in three parts. The first is devoted to a review of previous literature and introduces the three constructs filial, parental and collective efficacy , focusing on family as a system resulting from various interlocking relations. The third part focuses on the importance of viewing family as a system

made by various subsystems attesting to the agentic properties of individuals and generations serving in different roles and facing different life tasks. International studies of academic achievement place East Asian students at the top of mathematics and science achievement and near the top in reading literacy. However, some 80 years ago, Asians were considered "genetically inferior" and, and they were barred from immigrating to the USA until Korea, for example, had one of the lowest literacy and educational level after the Korean War, but Korean students currently have one of the highest achievement scores. The success of East Asian students can be traced to internal factors e. Existing psychological and educational theories that emphasize individualistic values e. In contrast, self, relational, and social efficacies have direct and mediating influence on educational achievement. The Confucian-based socialization practices that promote close parent-child relationship are responsible for high levels of self-regulatory, relational, and social efficacy. Social efficacy and social support received from teachers are important factors when students are young. When they enter high school, social support received from friends becomes important. A series of cross-sectional and longitudinal studies document the importance of self, relational and social efficacy in predicting academic achievement. In contrast, collective efficacy in influencing the school and educational system is low. As a result, levels of bullying and school violence have increased in recent years. Detailed analysis of and implication of these results are discussed. Self-Efficacy of Adolescents across Culture Gabriele Oettingen and Kristina Zosuls This chapter begins with a brief review of the major findings on self-efficacy beliefs in adolescents. Based on these findings, the author asks to what extent origins and consequences of self-efficacy beliefs in adolescence vary within cultural contexts. The author considers the role that cultural factors such as values, beliefs, and self-regulatory processes play as both potential sources of self-efficacy appraisal and potential consequences of self-efficacy beliefs. Consequently, the chapter focuses on the self-efficacy of adolescents as both the product and the cause of cultural context. Michelle Magyar Self-efficacy is considered one of the most influential beliefs thought to affect achievement strivings in sport and physical activity. In this chapter, the authors begin with a brief definition of sport and physical activity, followed by an overview of self-efficacy theory. This serves as the backdrop from which they examine self-efficacy as a determinant and consequence of sport and physical activity. Specifically, they discuss the potential influence of self-efficacy on performance in sport and physical activity. As an outcome, the authors consider the role of sport and physical activity participation as a powerful source of efficacy beliefs and subsequent achievement related behaviors. Also reviewed are issues pertaining to the measurement of self-efficacy specific to sport and physical activity settings. In the section on contemporary research, the authors consider the integration of self-efficacy and other achievement related theories e. This is followed by a review of research on self-efficacy in elite adolescent athletes and collective efficacy in adolescent team sports. The chapter concludes with summary remarks and recommendations for future research in this area. Asking the Right Question: Mimi Bong Since Bandura proposed his theory of self-efficacy, it has been recognized as one of the most important developments in the explanation of human functioning. It is now difficult, if not impossible, to explain phenomena such as motivation, self-regulated learning, and performance without resorting to the role of self-efficacy beliefs. As the construct of self-efficacy is widely applied to many disparate sectors of learning and performance, its assessment has also taken a variety of forms and shapes. As such, they often end up with something other than self-efficacy beliefs under the guise of self-efficacy, which at times works as a main source of confusion and misunderstanding toward the self-efficacy effects. Research in academic motivation and achievement of adolescents is no exception to this trend. The purpose of this chapter is to discuss some of the common mistakes that are observed in the studies of adolescent motivation and achievement in assessing self-efficacy beliefs and the likely impact these less-than-optimal procedures might have had on relevant results.

5: Teaching Adolescents - Home

Teaching adolescents is both a unique challenge and an exciting opportunity. Given that adolescents are wading through a particularly impressionable stage of the identity formation process, the influence that teachers, their peers, and the school environment as a whole can have on adolescents has the capacity to be great.

Learning is believed to be a natural, ongoing, and active process of constructing meaning from information and experience. It is an intuitive and universal human capacity that enables, from an early age, the mastery of symbolic systems such as language, music, and mathematics Gardner Learning is an internally mediated process that is controlled primarily by the learner and is affected by his or her motivation, perceptions, skills, and knowledge. Learning is an intellectual process highly influenced by social interaction and situational context, in addition to personal beliefs, dispositions, and emotions see Figure 1. For adolescent learning to occur, a few things generally happen. First, adolescents are able to connect what they are trying to learn with what they already know, understand, or have personally experienced. Secondly, they are favorably inclined, or motivated, to put forth the necessary effort and time. Adolescent learning, however, is not merely about building on prior knowledge, getting students excited about a topic, reassuring them that they are capable of the work, or keeping them on-task Perkins ; Sizer Adolescent learning involves interactive, purposeful, and meaningful engagement. It happens best under the following circumstances: Adolescents "do something" that makes sense in a larger context, such as confronting real-life issues and problems. Their personal initiative and energy are moved into action through meaningful involvement with relevant and current content. For example, health issues take on new meaning when students conduct a research awareness campaign on the life-threatening impact of cigarette smoking and discuss the ethics of juvenile-targeted advertisement. Their cognitive and affective capabilities are challenged, such as when connections are made between difficult content and its application to personal experiences. For example, physics gains relevance when adolescents observe the movement of playground equipment at the neighborhood park. They can draw upon a variety of resources in the learning environment, including personal experience, the local community, and the Internet. For example, the principles of economics become less mysterious when classes enter into a collaborative enterprise with an area radio station to record and market a CD. Their knowledge and understanding are substantively broadened or deepened. For example, neuroscience becomes less abstract when students use digital imagery to view the workings of the human brain. Adolescent learning is a complex endeavor, yet current research is clear about the conditions that support it APA , Lambert and McCombs ; McCombs and Whisler ; Resnick ; , b. The current literature on learning and learner-centered practices confirms that many personal, intellectual, and social variables interact within the classroom setting and affect adolescent learning APA ; Bransford et al. The broad principles that support an adolescent-centered perspective represent a synthesis of research and theory on teaching and learning see Figure 1. Helping Students Find Connection, Compassion, and Character at School, described the need for students to feel cared about and connected, to be creative and joyful, to have a sense of purpose, and to believe they can exceed the expectations of others. The personal dimension of adolescent learning encompasses these complex and individualized needs, beliefs, and emotions. Adolescent perceptions about personal ability and effectiveness impact their level of motivation and persistence with new learning tasks. Certain favorable mental "attitudes," such as open-mindedness, tolerance, empathy, and intellectual curiosity, help adolescent thinking to expand and develop at a higher cognitive level. Their learning is enhanced when individual differences are acknowledged, respected, and accommodated; when students are motivated through challenge, relevance, choice, and a sense of accomplishment; and when they feel comfortable to express, create, explore, experiment, take risks, and make mistakes. Adolescents are inclined to be more conscious of the opinions of those around them, especially their peers. Elkind referred to the tendency to be preoccupied with what others think as the "imaginary audience" phenomenon. Many adolescents believe that in social situations, all attention is focused on them. As a consequence, they may be overly sensitive. They may react emotionally to kidding, for example, and often hold on to personal feelings of anger or embarrassment. Although students become more socially oriented during the period of adolescence,

their perspectives remain predominantly "me centered" and limited. Reprinted by permission of SkyLight Professional Development.

6: Teaching Adolescents How to Process Emotions | Our Everyday Life

Teaching Adolescents To Become Learners summarizes the research on five categories of noncognitive factors that are related to academic performance: academic behaviors, academic perseverance, academic mindsets, learning strategies and social skills, and proposes a framework for thinking about how these factors interact to affect academic.

How do you teach them? How do they learn best? How much can I teach at one time? These are all questions that I asked over and over again in my first year of teaching. I had accepted a job as a 7th grade language arts teacher, and I was ecstatic to have a job where I could share my love for reading. However, I had no idea how to best teach these early adolescents who everyone seemed to be scared of. I survived my first year, and ended up really enjoying my days with these teenage students. Not only were they brutally honest quite often, but many of them even seemed to still want to learn, though they would NEVER admit that out loud. After I knew that middle school was truly where I belonged, I realized that I still had a lot to learn. I had many students that made great breakthroughs throughout their first year, and non-readers that all of a sudden brought books with them on a daily basis and actually read them! Many of them, however, seemed to make little progress, and there were others that seemed to just go through the motions to complete my class at a high enough level to pass, but made no attempts to really explore and get any real meaning out of the class. I did what I could throughout my first couple of years, but I knew that I was doing what many teachers fall into the habit of doing. There were quite a few students scoring double their improvement goals on the MAPS test at the end of the year, but others were scoring lower than their original score from the beginning of the year. The adolescent brain! The good news is that brain research is becoming so established that it is now full of information to help middle school teachers learn about the adolescents they call students. There are reasons that explain why teens act the way they do, and because we can better understand their brains, there are strategies that we can use to help our teenage learners learn better. Conflict is an essential part of growing up. It is something we should expect, and develop ways to best handle the different types of conflict. Because of this, I know that my classroom environment needs to start each year with clear guidelines, and I need to stick to them throughout the entire school year, which is the hardest part for me. Graham and Prigmore make the connection that giving students expectations on the first day of school and then expecting them to remember and follow those rules throughout the entire year is like teaching them the operation of long division once and expecting them to remember it forever without ever re-teaching it or covering it again. This is unfair to the students, and makes the whole year a little harder for them. By frequently addressing classroom rules and confronting those that break them on the first offense, students will know the boundaries of their classroom environment and will behave more accordingly. Adolescents are very capable of learning and behaving, as long as we keep our expectations clear and enforce them consistently. One example that occurs in my classroom is when kids talk when they should be working independently. Confrontations do not have to be aggressive, forceful events â€” one method that I have used and plan on altering to suit this idea is a participation grade. If someone is misbehaving, I will tap that student on the shoulder, say that their behavior cost them an X, and I hope they can keep the rest of their Xs. At the end of the week, each X represents a point lost for their participation for the week. By knowing that they did not get away with their behavior, students will see that it pays to stay on task and not misbehave. Adolescent brains are still growing and maturing at an incredible rate, and have not yet developed enough to always allow teens to function like the young adults we expect them to act like. At the same time, his limbic system, where raw emotions such as anger are generated, is entering a stage of development in which it goes into hyperdrive. This makes many decisions that we see so simply to be quite complex for teenagers. One example that I know we all see too often is the problem of prioritizing. When many teens get home after a long day, they have homework, dinner, possibly chores, friends to call or text, and their favorite show to watch. I remember specifically one day that that happened to me in school â€” I was so upset when I realized that I had forgotten to do the work, but it had honestly slipped my mind with all of the other things that I had to do the night before. By helping students exercise their brains, Brownlee et al. Most teens struggle with this problem, and we just continue to push and expect them to find a way to get their work

done. Because of all of this information, it is very important to work WITH adolescent brains, instead of continually expecting them to succeed with worksheets, vocabulary lists, and long-term assignments with no short-term goals, which can tend to work AGAINST their brains, overwhelming them and causing them to struggle with prioritizing. One strategy that I currently use is a daily schedule written on the board. I tell students each little step that they will need to participate in before getting to the end of the hour. Instead of giving them a long-term assignment with no deadlines or smaller steps, it is most helpful to give students more short-term expectations during instruction, so that they see what needs to be done at the time, and what does not have to be done before the next class. It is important for me to point out that some people disagree with these ideas of teen brains working differently than adult brains. Though this is a very valid argument, I feel that this only strengthens the fact that though other countries may not see the troublesome, conflict-ridden teens that we do, our teens are what we have to work with. This is what we have to work with, and though the adolescent brain may be different in other parts of the world, there is still a lot of research that shows that American teenage brains are working at this different level when compared to American adults. So how do I teach students that have brains programmed for conflict, high raw emotions, and little control of organization? So if we give students the information they need during instruction, then also help them organize it and make connections, they will be able to behave appropriately and work more in the way that we expect. By simply giving enough time to accomplish tasks, providing a visual of the schedule, and giving them a chance to document any upcoming due dates or homework assignments, their brains will better be able to process what is needed of them and will better be able to accomplish our expectations. While one group of researchers are learning why adolescent brains work the way they do, others are exploring ways that we teachers can use this new information to enhance teaching and learning.

7: Teaching teenagers | Onestopenglish

UCHICAGO eratur eview | Teaching Adolescents To Become Learners 2 School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and.

References Just five years ago. Far from being over the hill, they are just beginning to encounter the mountain. Intellectual Growth and Behavior Adolescence is a critical time for brain growth see interview with neuroscientist Jay Giedd. Significant intellectual processes are emerging. Adolescents are moving from concrete to abstract thinking and to the beginnings of metacognition the active monitoring and regulation of thinking processes. They are developing skills in deductive reasoning, problem solving, and generalizing. This brain development cycle also impacts short-term memory. A middle school student can generally retain from 5 to 7 bits of information at one time, so teachers should not try to cram too much information into one lesson. The more engaged and "rich" the new information, the more likely it is that the new information will be retained. The short-term memory maintains information until it moves into another area of the brain long-term memory or until more, new information is introduced. At this point the short-term memory ignores the new information in favor of the previous information, or discards the previous information in order to deal with the new. Some of these changes manifest themselves in behaviors that are observable and stereotypical of middle school students. Taken in concert with the other major development issues at this age, brain development reinforces the following typical adolescent behaviors: Engaging in strong, intense interests, often short lived Preferring interactions with their peers Preferring active to passive learning Teaching Implications Given what we know about brain development and the other changes taking place in the young adolescent, teachers can improve student learning by doing the following things: Present limited amounts of new information, to accommodate the short-term memory. Provide opportunities for students to process and reinforce the new information and to connect the new information with previous learning. Encourage students to talk with their classmates about the new information; have them debate or write about it; create small group discussions. Provide lessons that are varied, with lots of involvement and hands-on activities. Brain stimulus and pathways are created and made stronger and with less resistance if they are reinforced with a variety of stimuli. Create projects; use art, music, and visual resources; bring guest visitors into the classroom. Provide lessons and activities that require problem solving and critical thinking. Brain growth is enhanced and strengthened through practice and exercise. As with other developmental changes, students reach the "starting point" of this brain growth cycle at different times and progress through it at different rates. Some students will be ready for problem-solving activities, while others may still be working at their best when dealing with concrete information. Given these facts and the fact that students learn in different ways and respond to different stimuli, the direction is clear: The middle school classroom should be an active, stimulating place where people talk and share, movement is common and planned for, and the teacher uses a wide array of approaches to introduce, model, and reinforce learning. When planning lessons, middle school teachers must keep the goal clearly in mind and make sure that students can reach the goal in multiple ways. Teachers must check in with students along the way to keep them working toward the learning objective. As thinking and learning become more abstract, students need predictable and safe environments so that they can risk, explore, and grow. Teachers must structure and facilitate these experiences. Students need to learn how to problem solve, think critically, and develop processes for learning. Teachers need to structure and facilitate these, too. Teach students how to study. There are many resources for teachers to structure these experiences. Establish, teach, and practice consistent expectations and routines. Use graphic organizers to assist in visualizing problem solving. Distribute assignment sheets that clearly articulate benchmarks, timelines. Color code materials e. The thirteen-year-old brain is not over-the-hill. It is just discovering the higher peaks of thinking. And its owners are ready to explore, understand, and maximize their developing abilities. Young people experience tremendous brain growth during the adolescent years. It is up to educators to capitalize on this time in their lives. References Dyck, Brenda A. National Middle School Association. Prior to retirement, he served as a high school teacher, counselor, and administrator; middle school principal and director at the district level;

director of human resources; and president of National Middle School Association from to

8: Teaching the Teen Brain. | We Teach We Learn

*HIV awareness and education should be universally integrated into all educational environments. * CDC recommends all adolescents and adults get tested for HIV at least once as part of routine medical care.*

Selected Patient Education Resources Teaching adolescents Adolescence is a distinct stage that marks the transition between childhood and adulthood. Adolescents are capable of abstract reasoning. Although you may still include the family in education, adolescents themselves are a major focus of teaching since they have considerable independence and are, consequently, in more control of the degree to which recommendations will be carried out. Adolescents have many important developmental tasks to achieve. They are in the process of forming their own identity, separating themselves from parents, and adapting to rapidly changing bodies. Bodily changes at puberty may cause a strong interest in bodily functions and appearance. Sexual adjustment and a strong desire to express sexual urges become important. Adolescents may have difficulty imagining that they can become sick or injured. This may contribute to accidents due to risk taking or poor compliance in following medical recommendations. Because adolescents have a strong natural preoccupation with appearance and have a high need for peer support and acceptance, health recommendations that they view as interfering with their concept of themselves as independent beings may be less likely to be followed. As sexual adjustment and strong sexual urges characterize this age, the nurse may do significant teaching about sex education and contraception. In addition to teaching adolescents about why and how their bodies are changing, the nurse is also in a good position to dispel misconceptions young patients may have about sexual development or sexual behavior. Teaching adolescents about sexuality requires a special sensitivity and understanding. In addition to sex education, other important patient teaching areas are alcohol and drug abuse and general health measures, such as the importance of good nutrition and exercise as the basis for life-long health. Patient teaching for adolescents should take the form of guidance rather than lecturing. The nurse may increase health teaching effectiveness by including the family. The nurse can give guidance and support to family members that can help them understand and respect adolescent behavior. Parents should be encouraged to set realistic limits for adolescents while still allowing them to become increasingly responsible for their own health care management. To the extent possible, children of all ages should be included as much as appropriate for their age level in the teaching process. Therefore, the nurse conducting patient teaching must establish rapport not only with the child as a patient but with the parents as well. In preparation for teaching both the child and parent, the nurse should assess the quality of the relationship between parent and child. Some parents are open and honest with their children and foster independence. Other parents provide structure and guidance while allowing the child latitude to make some choices of his or her own. Still other parents are less flexible and allow their children little participation in the process. In other instances, parents provide little structure or guidance, enforcing no rules and essentially abandoning the child emotionally. The approach to patient teaching the nurse takes in each of these situations differs depending on each unique parent-child relationship. It is important to remember that instead of judging the relationship, the nurse should use whatever relationship exists as a starting point for teaching.

9: Pearson Prentice Hall: eTeach: Supporting and Motivating Adolescent Thinking

Beginning secondary teachers need more than knowledge of content and teaching strategies. Insight into adolescent culture is critical to success in managing a classroom. A student teacher was having serious problems managing the behavior of her 10th grade math students. When her students were not.

Gordon Beginning secondary teachers need more than knowledge of content and teaching strategies. Insight into adolescent culture is critical to success in managing a classroom. A student teacher was having serious problems managing the behavior of her 10th grade math students. The line was later incorporated into a song, displayed on T-shirts, and chanted by students. One of her students remarked to this confused teacher, "It just cracks me up when you say that! This incident illustrates the need for beginning teachers to understand two critical teaching behaviors: Social Insight Waller asserted that teachers must learn "an elusive something which it is difficult to put between the covers of a book or to work up into a lecture. That elusive something is social insight" , p. Social insight can be described as an understanding of what is taking place in the classroom. That sounds rather simplistic at first. Hall examined eight elements of culture that he defined generally as 1 verbal language, 2 nonverbal communication, 3 culture in general, 4 world view, 5 behavioral style, 6 values, 7 methods of reasoning, and 8 cultural and ethnic identification. Pennington adds a few more characteristics of culture: Bennett notes that we often define culture as what shapes our thoughts and behavior. In line with this, multicultural education often concerns the development of multiple standards for perceiving, believing, doing, and evaluating , p. These notions represent a sample of what some believe constitutes culture. The characteristics illustrate the fact that adolescent culture goes beyond ethnic or linguistic differences. The requisite attribute is that adolescent culture belongs solely to the adolescent. Social insight is a vehicle that teachers can use to glimpse the meanings of the adolescent cultural milieu. When a teacher lacks social insight, communication with students may be less effective, resulting in classroom management problems. In the case of the student teacher mentioned above, the students knew that their insults would not be understood. Helping preservice or beginning teachers develop social insight remains a critical challenge for the teacher educator. Although it might at first appear to be relatively insignificant when compared to the myriad learning and teaching theories new teachers must master, adolescent social development should be of paramount concern if for no other reason than its relationship to managing a classroom effectively. Assuming the lesson is appealing, teachers whom adolescents perceive as successful socially seem to experience less difficulty capturing the interest of their students. Their classrooms run more smoothly. The teacher educator will find it difficult to help the student teacher who lacks this "understanding of the social situation of the classroom and the need to adapt his or her personality to the needs of that milieu" Waller , p. Teachers who demonstrate withitness understand the many behaviors taking place in the classroom and how to react appropriately. Kounin identifies two behaviors in particular that communicate to students that their teacher is aware of the classroom. The first is knowing who is causing a disturbance. Some students are brilliant at fomenting small classroom arguments and then fading into obscurity. Second, withit teachers can handle more than one disturbance at a time and do so quickly. Beginning teachers too often focus on one disruption and miss the start of another. Experienced teachers know this, address the behavior, and engender a modicum of respect by having "eyes in the back of their head. The student teacher is especially fair game for the spunky adolescent and is a likely target of a certain degree of disdain and criticism. Thus, in a matter of days, the student teacher who lacks social insight and withitness can be reduced to emotional Jell-O. A second anecdote involves a student teacher who was attempting to teach algebra to an uninterested group of 10th grade students. Solving for unknowns was not high on their list of priorities that day. Their questions began to veer from the mathematical to the personal: This particular teacher exacerbated the problem by displaying a seeming lack of withitness. A final example is more encouraging. A student teacher was discussing a particularly complex topic in genetics with a 10th grade ESL English as a Second Language class. The students were struggling with the content but were focused intently on the student teacher. She radiated warmth and professionalism, and she used a popular video game as an example to help the students remember the structure of a gene.

Everything about her, including her body language, verbal expression, and even eye contact, communicated sensitivity and empathy with her students. They recognized that she understood them; she had encountered the same feelings they were experiencing. The teacher was familiar with their culture, and this familiarity laid the groundwork for mutual respect. Students did not need to act out with her. Additionally, if any disruption occurred, she spotted it immediately and acted accordingly. I like to refer to the result as academic biculturalism. The withit and socially insightful teacher uses cultural information effectively. The question of how to develop social insight and withitness was posed to a group of secondary student teachers in their weekly seminar. First, she wanted students to realize that some of them might lack social insight by the very fact of their inability to address the question. Second, students who displayed social insight had the opportunity to share their knowledge with their peers. Expose yourself to adolescent culture. This does not require teachers to participate in the latest fashions. For example, having an eyebrow pierced will not endear an adult to young people and can actually alienate them. Adolescents need to distinguish themselves from the adults who nurture them. Teachers can appreciate adolescent culture without embracing it as their own. For example, the school dance, Halloween, a lunch fight, or approaching vacations can all contribute to volatile student weather. Telling students it makes no difference that the prom is the next day is whistling in the wind. The secondary teacher has very little time to talk with students one-on-one, but it is important to find time for individual chitchat. Share your humanity with your students. Celebrate life with them. Successful teachers are not afraid to show their strengths and weaknesses to students in the proper context. The classroom is not a therapy group, but teachers can enjoy life along with their students. As much as it may dismay the proponents of a technological model of teacher education, fledgling teachers can effectively process only a limited amount of information before facing students. New teachers enter the classroom armed with explicit class management plans, a firm belief about how students should act, and a strong grasp of content. However, if they cannot transport that arsenal of information and teacher tricks into the context of what is actually taking place in the classroom, their success will be hindered. Adding social insight and withitness to the arsenal makes it far more likely that the necessary connections will take place. Individuals or Behavior Setting. A Reader, 4th ed. The Sociology of Teaching. John Wiley and Sons. Enter the periodical title within the "Get Permission" search field. To translate this article, contact permissions ascd.

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