WORKING WITH THE TEENAGE BRAIN

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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

HOW DID YOU DO? ARE YOU REALLY A VISUAL OR AN AUDITORY LEARNER?

caterpillar mathematics ordinary participate responsible advertisement particular

politician prehistoric absolutely punctuation alligator mechanical literature

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.

CREATE PAIRWORK OPPORTUNITIES

8 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.

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

What activities give students new perspectives on the changing world?

... I'm Michael I like "Istening to classical music. I've got avial hut film not a "musician so I and the second source of the second source I hate dencing and "mp lays but film really", photography - I've got a good sources and like "photography - But and the second source don't like painting much but i each like don't like painting much but i each like don't like painting much but i each like models and low "goods's goods's novel and low to yo." In groups, talk about your lives and dialited. Use Exercise 7 and the Speaking boot to help your. Which person in your group has similar likes and dialities to you? A: Ara you into matic? B: Yes, Jan. Jose nock matic. I play the guitor. I'm a maticlem. What about you?

7 1.23 Complete the text. Then discuss with a partner. Are your answers the same? Listen and check.

RICHARDS (1997) SUGGESTS TEACHING TYPICALLY INVOLVES:

selecting learning activities, preparing students for new learning, presenting learning activities, asking questions, conducting drills, checking students understanding, providing opportunities for practice of new items, monitoring students' learning, giving feedback on student learning, and reviewing and reteaching when necessary (p. 196).

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

1. Developing a skeptical approach

- 2. Breaking down problems
- 3. Searching for evidence
- 4. Maintaining a vigilant attitude toward personal biases

1. Developing a skeptical approach to problem solving and decision making

We look the same but we don't like the same things, like isode sizesical music but i study art. The ends novels in powers but i don't read much. And also doen watches TV ut i never watch TV – it doesn't interest me, like these to paint but if an enver freihere her paint pictures, like these to paint but if an enver freihere her paint pictures, like these to paint but if an enver freihere her paint pictures, like these to paint but if an enver freihere her paint pictures, like these to paint but waters and the server freihere her paint pictures, like these paint but understand. "You don't like the same impair they say. "But you always go out together Why?"

Dancing in the UK

Many of us love dancing or watching dancing. Rut why do you think we do it? It's strange when you think about it. When we dance, we don't go anywhere and we don't make anything, so what's the reason for it?

2. Breaking down problems into their simplest

what's the reason for it? Today in the UK dance is very popular. About 5 million pople to dance classes every week. There are many tytes but the mest popular are street-duncing, cere, balfer and table. Attreet-duncing, cere, balfer and table. Attreet-duncing, less pat many styles including breaking, hip-hop and popping. It's opsure with young people and you have to be very fitsble. Some people any we do this kind of donce to show our triends how strong and skillul ve are. Careo is a simple version of avier, solds and jie. You can do cerce to fast or slow mule, till avery popular with middle-aged people because dancing is a good way to keep fit. Ablet is popular of aver the world. There are many outcomes

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 to the world ballot. The world value is to the world ball the safetime is not other people. So there are many reasons why we dance. Whatever the reason everyone agrees that dancing is great fun

THY D

Where are all the couch potatoes?

3. Searching for evidence that both supports and refutes a given conclusion

1 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 British typically watch hereity-seen and a half hours of TV overy week- emission four hours of did But there is some surprising news - young people don't watch as much TV as dults. For example, middle-aged adults leged forty-fie to skty-hold watch about fine hours a day. But young 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.

Vocobulary Age groups oduits kids middle-oged (people) pensioners leenogers

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3 Studies in countries such as the USA and Australia suggest the same kick today spand least time in their of their TV sets than young people in the 1890s.

The amplies today control fater sit with their families in the king room couch. So where are they? Control particips agend all their horizon in the today is, eaving from the TV? The ample answer is not, they don't. The faculties less time actively of bitters becargoes is an own utility the internet lybbally about their yor hours a week? The ouch notation is also a large and they gut today in the badroom.

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7 The survey shows British people watch a lot of TV. What about you and your family? I don't watch TV very often but my

sister watches TV all evening. 4. Maintaining a vigilant attitude toward their personal bias, assumptions, and values that may interfere with making an objective decision. (Buskist and Irons, 2008)

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EMOTIONS INTERFERE

"It's impossible," said Pride. "It's risky," said Experience. "It's pointless," said Reason.

"Give it a try," whispered the Heart.

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

Journal of Developmental Review (2008)

THE TEACHER'S RESPONSE:

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

ADAPT ACTIVITIES TO MAKE THEM MORE STIMULATING

EXPLORE STUDENTS' LIVES!

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)

THE TEACHER'S RESPONSE:

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.

> 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

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- or popular dances in your country.
 Write a short script and include some photos or video.
- 3 Share it with your class.

Teenagers have difficulty interpreting emotions and 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 ...

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GET STUDENTS TO EXPLORE EMOTIONS

5 In pairs, follow the instructions. Use the Speaking box to help you.

Student B: It was Student A's birthday yesterday.
 You forgot it. Apologise.
 Student A: It was your birthday yesterday but birthdays aren't very important to you.

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BRAIN FACT #7

Teenagers weakest reasoning skill is *cause* and effect.

THE TEACHER'S RESPONSE:

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

Holly also enjoys art at the weekend.

HOW CAN TEACHERS EXPLORE CAUSE AND EFFECT?

Holly also enjoys art at the weekend.

BRAIN FACT #8

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

ALWAYS LEARNING

THE TEACHER'S RESPONSE:

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

How do we do address emotions in the classroom?

PEARSON

MAKE IT ABOUT THE STUDENTS

SPEAKING

6 In pairs, role play the situations. Student A, look below. Student B, look at page 131.

Student A

- You argued with Student B. You shouted and called him/her a bad name. You feel bad. Apologise.
- 2 Student B posted an embarrassing photo of you on the internet. You are angry. Don't accept the apology.

BRAIN FACT #9

Teenagers are slow to develop empathy for others.

THE TEACHER'S RESPONSE:

"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)

BRAIN FACT #10

Teenagers need more sleep.

WAYS LEARNIN

THE TEACHER'S RESPONSE:

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.

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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.

ALWAYS LEARNING

THE TEENAGE BRAIN

This session sets the theme for this weeklong course of teacher training webinars for teachers of secondary students.

Dr. Ken Beatty, an expert in technology in language learning, explains what science teaches us about how teenagers think and how that informs our language teaching practice. Using examples from *Wider World*, the new Pearson/BBC secondary course, he demonstrates how content and pedagogy can frame and maximise learning outcomes for teenage students.