

Connecting Teens Day



What are the most common "Big Emotions" you notice in your classroom? How do they manifest in student behaviour?

Anger, often through disruptive behaviour

Anxiety, often seen in withdrawal or avoidance

Frustration, expressed in low motivation or defiance

Excitement, leading to overactivity or lack of focus

Other (Please specify)

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NAVIGATING BIG EMOTIONS – FROM CHILDHOOD TO TEENHOOD

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Harry Waters Will Rixon

What do you know about Big emotions?

Take the survey to help shape our podcast discussion!




By taking part in this survey you help us understand the challenges faced by teachers in the teenage classroom and shape the resources and strategies we share to advance learning in classrooms around the world. Together, we can create a supportive environment that fosters effective teaching and impactful learning.

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BIG EMOTIONS

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"It's hard to describe the metamorphosis that begins with the onset of adolescence. This transformation holds so many different threads."

Yann Martel



Transformation from Childhood to Teenhood:



The transition from childhood to adolescence, often referred to as the **teenhood**, is a significant developmental phase marked by profound psychological changes. This period, roughly spanning ages 10 to 19, encompasses the onset of puberty, identity formation, and increasing independence.



Biological Changes and Their Psychological Impact



The transition from childhood to adulthood



Three distinct phases:

- **early adolescence**
- late adolescence
- young adulthood.

Puberty: A Catalyst for Change



- Self-Image and Body Image
- Mood Swings



Early Stage of Growing Up (Early Adolescence)"



from 10/12 to 14/15

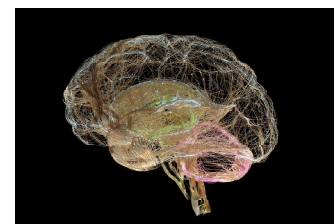
A particularly important time in a teenager's life the definite end of childhood entering a phase of changes (sudden at first and profound in the longer term)



Brain Development



- Prefrontal Cortex Development
- Amygdala Activation



Influence of Peers and need of autonomy



- Peer Pressure
- Social Comparison



PSYCHOLOGICAL PRINCIPLES OF SUSTAINABLE SELF



- 1 Feeling connected to others
- 2 Sense of autonomy
- 3 Feeling competent
- 4 Noticing what's going well

Need for Independence



- Decision-Making Skills
- Risk-Taking Behaviour



Emotional Development



Erikson's Psychosocial Development Theory



- Exploration of Identity
- Role Confusion



Emotional Regulation



- Increased Emotional Intensity
- Coping Strategies



Emotional regulation



The ability to recognize, understand, and manage one's emotions. Effective emotional regulation helps children:

- Understand their feelings.
- Respond appropriately to their emotions.
- Develop resilience in the face of challenges.
- Build and maintain healthy relationships.

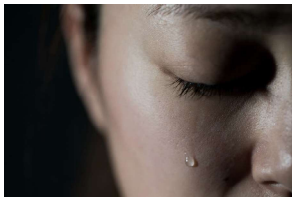
Academic Pressures and Their Psychological Effects



Mental Health Concerns



- Anxiety and Depression
- Stigma Surrounding Mental Health



Academic Expectations



As adolescents progress through school, academic pressures often intensify, impacting their psychological well-being.

- Stress and Anxiety
- Fear of Failure



Cultural and Societal Factors



- Cultural Identity
- Media Influence



Balancing Responsibilities



- Time Management Skills
- Support Systems



Healthy Boundaries



- Negotiating Boundaries
- Building Trust



Create an Emotionally Safe Environment



- Foster Open Communication (regular check-ins, emotional temperature scales, emotional wheel)
- Validate Emotions



BIG Emotions in the classroom



The Power of Emotions

Harnessing the power of big emotions, understanding and utilizing them in the classroom, teachers can create a more **dynamic, engaging and inclusive learning** environment

Introduce Routines



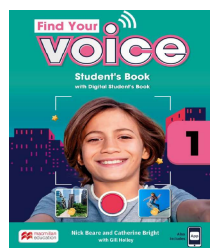
- Create predictable routines to help children feel secure.
- Stability can reduce anxiety and promote emotional well-being.
- You can begin the lesson with emotional barometer

PRACTICAL IDEAS



Find Your voice

Find Your voice



Wheel of emotions



Integrate Emotional Learning into Curriculum



- Teach how to Identify Emotions -helping children recognize and label their emotions is the first step in self-regulation.
- Relate Lessons to Emotions
- Use Emotionally Charged Topics



Incorporate Movement and Active Learning



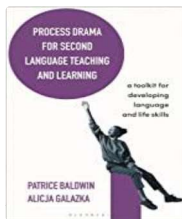
- Physical Activities
- Interactive Learning



Incorporate Creative Expression



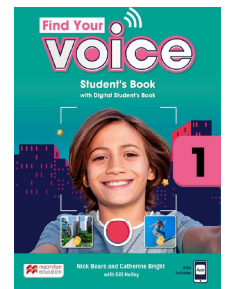
- Artistic Activities
- Role-Playing and Drama



Interactive learning



Design lessons that involve active participation, such as group discussions, hands-on projects, or problem-solving tasks and drama



Utilize Storytelling and Narrative



- Personal Stories
- Encourage Student Narratives



Connect with Students Individually



- Build Relationship
- Support During Difficult Times



Teach Coping Strategies



- Emotional Regulation Techniques
- Reflection and Journaling



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Utilize Technology and Multimedia



- Emotional Videos and Clips
- Digital Platforms for Expression



Thank you very much
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BIG EMOTIONS



- **Boundaries:** Establish clear emotional boundaries.
- **Interaction:** Encourage open communication and sharing.
- **Guidance:** Provide support and direction for emotional expression.
- **Engagement:** Involve students in emotional learning.
- **Management:** Teach strategies to manage emotions.
- **Open Dialogue:** Foster open communication about feelings.
- **Tolerance:** Encourage acceptance of diverse emotions.
- **Inclusivity:** Ensure all voices are heard and valued
- **Optimal Environment:** Create a safe space for expression.
- **Nurturing Relationships:** Build trust and connections.
- **Support:** Offer ongoing support to students in need.

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