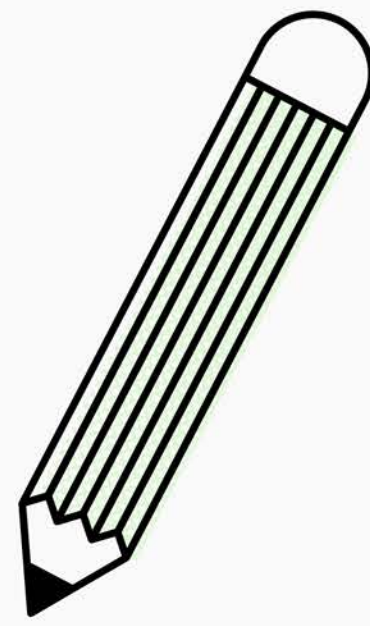
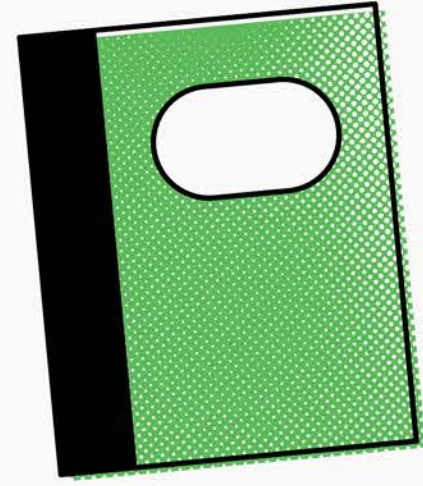


# Teaching Teenagers 101

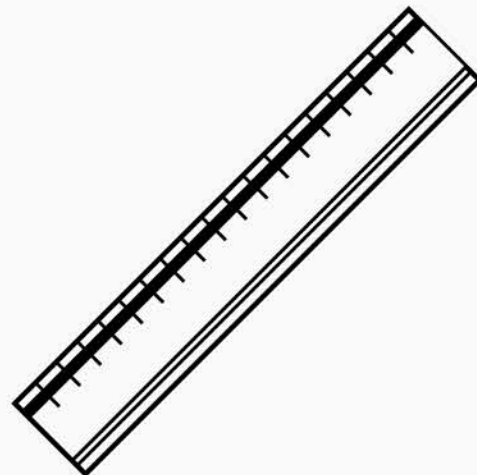
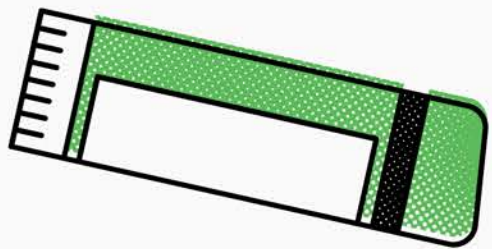
A crash course in 5 minutes by Facundo Pignanelli.

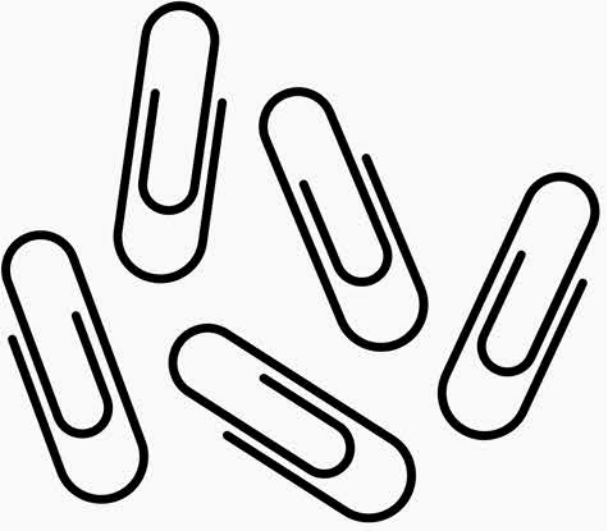




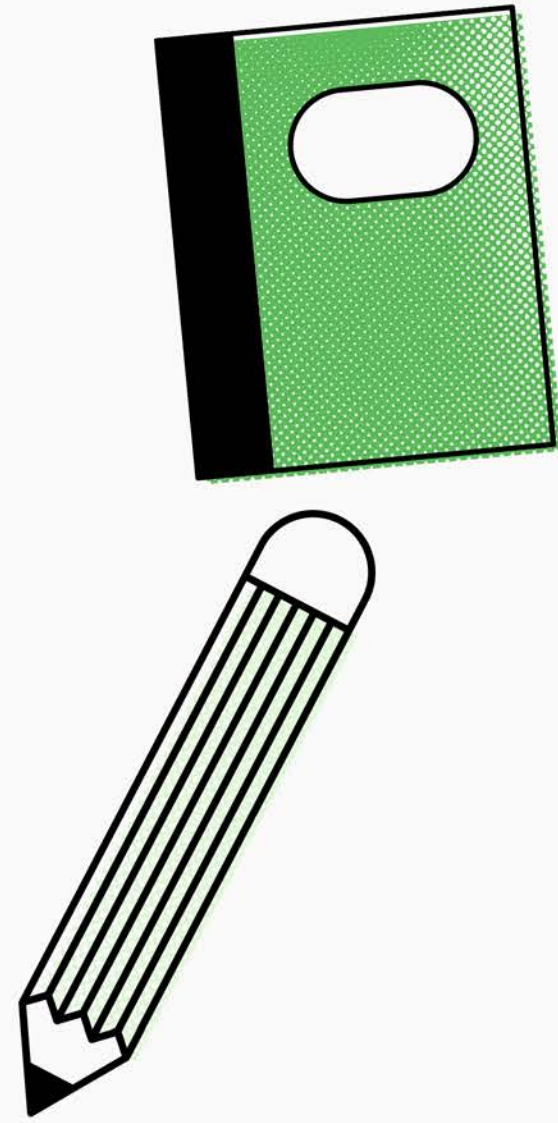
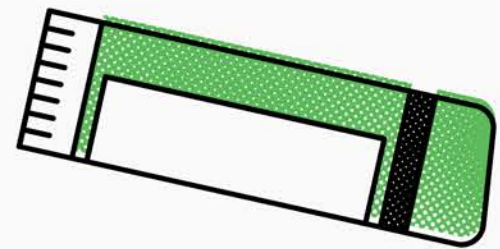
# Teaching teenagers is *hard.*

Luckily for us, we have Claire and Bob!





**Say Hi to  
Claire!**

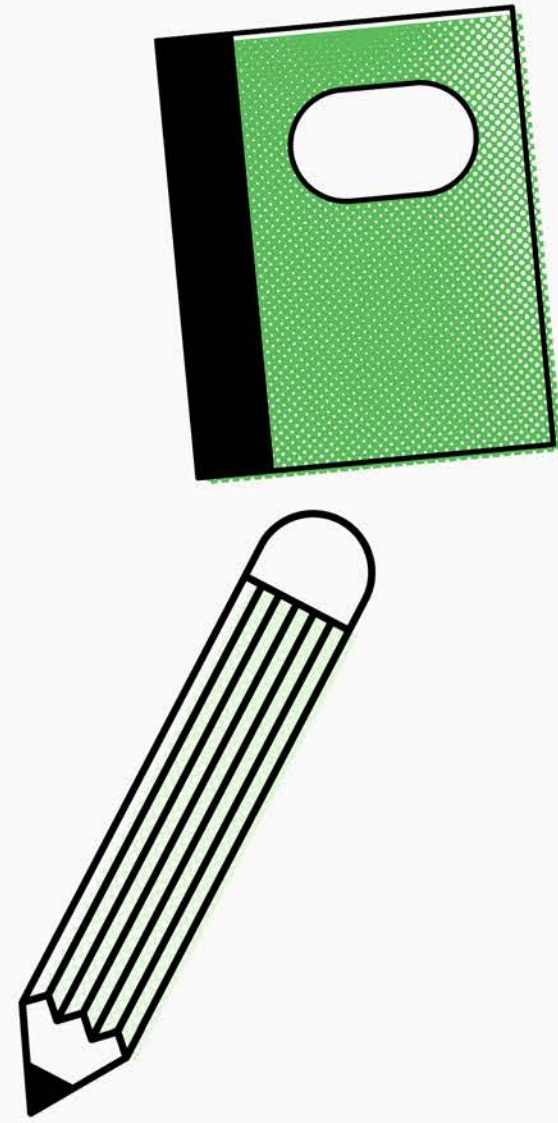
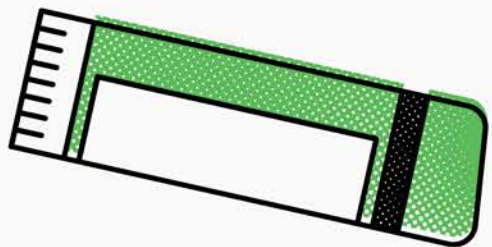






# But who is she?

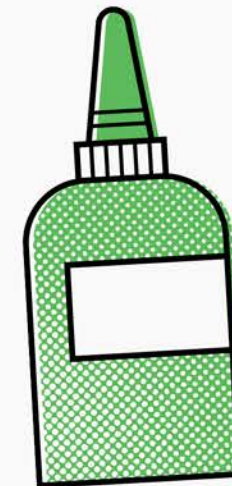
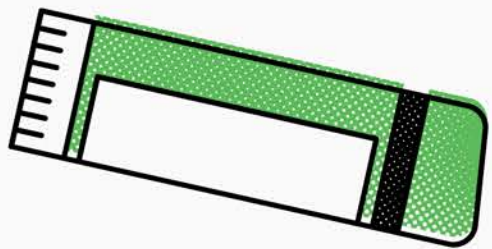
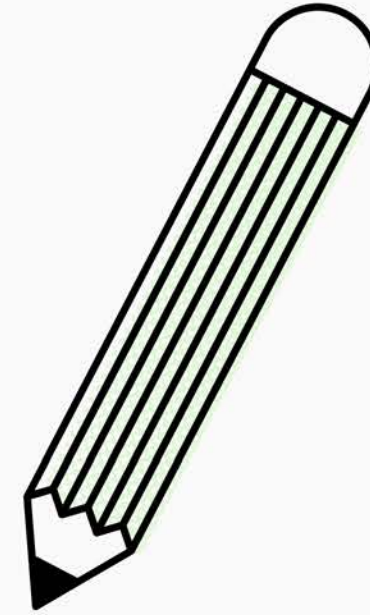
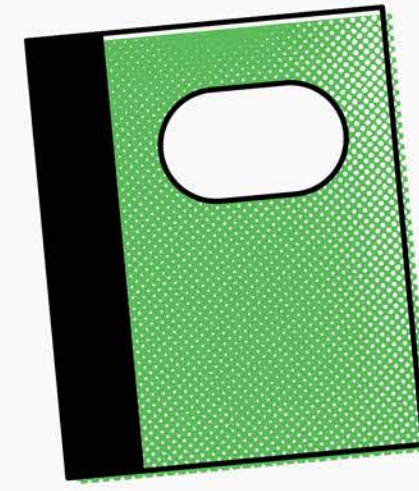
She is, literally, the perfect teacher. And we mean it. She has done her homework and is ready to tell you all the secrets about teaching teenagers.



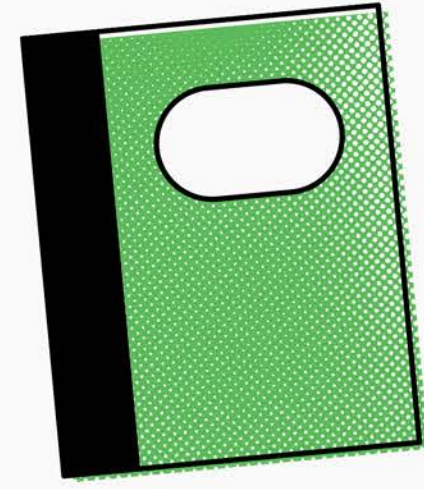
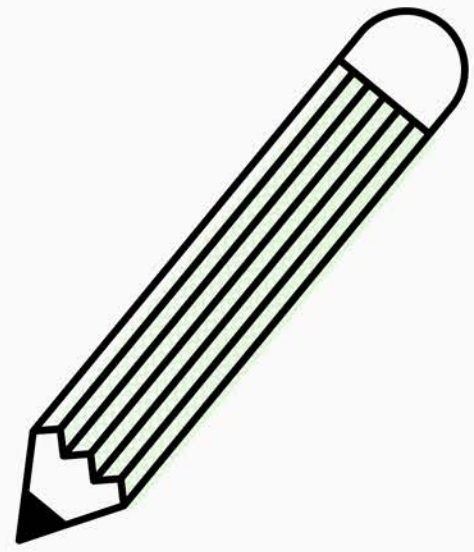




**Now Say Hi to  
Bob!**

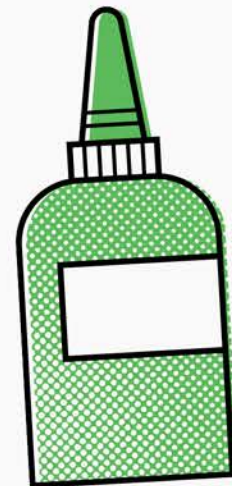
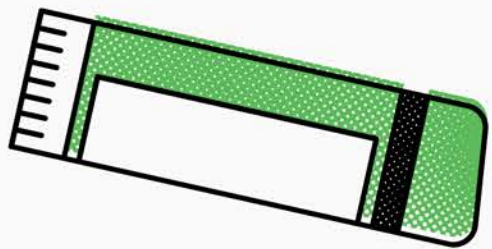




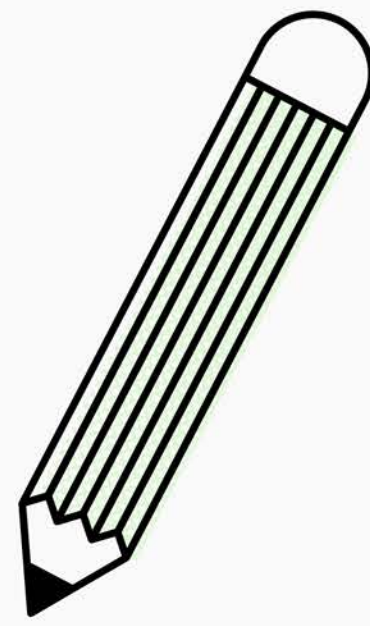
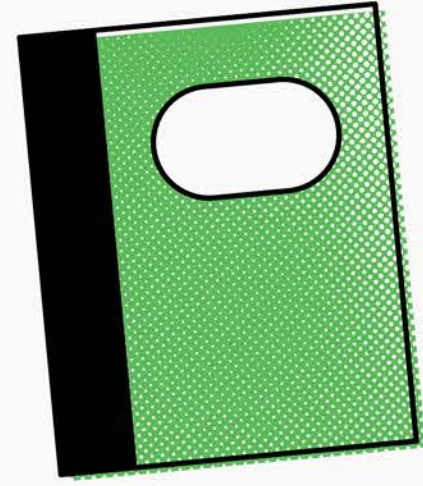


# But who is he?

Bob will be the first to admit that he hasn't done his homework (shame on him!), so he isn't as knowledgeable as Claire.

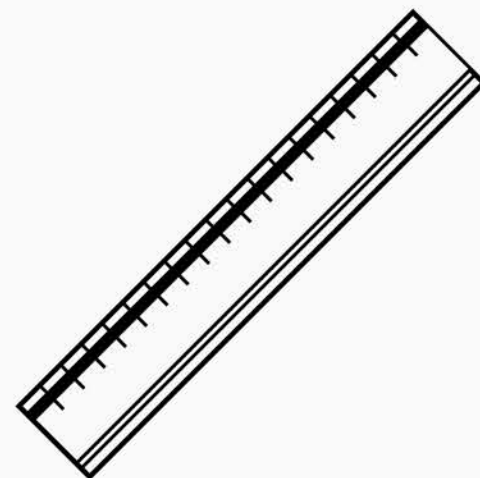
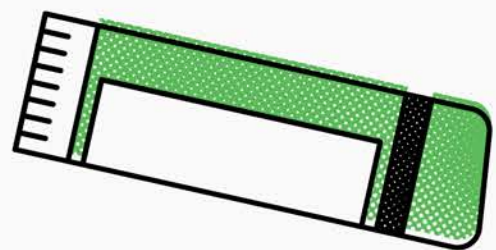




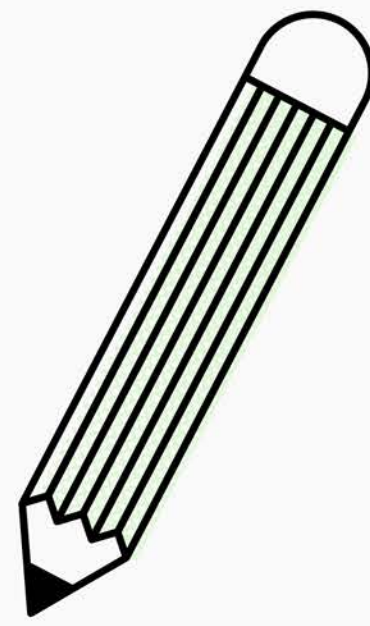
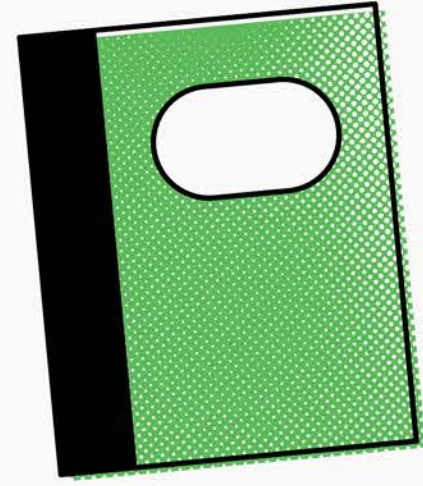


# So, what are they here for?

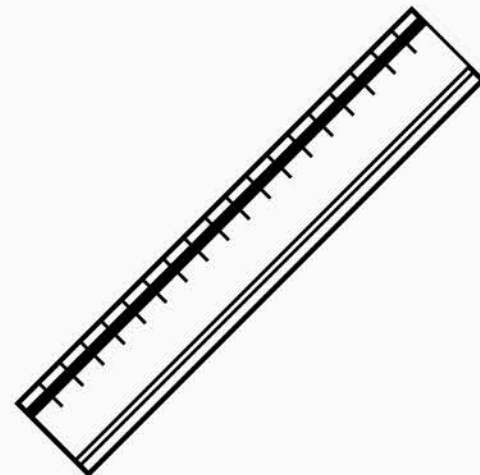
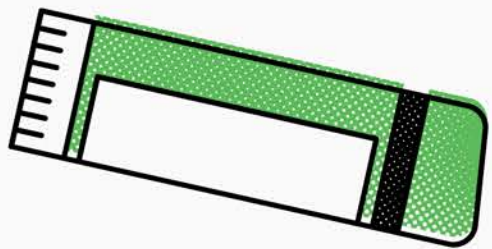
Thanks for asking! It's a very simple matter really. We will take a look at three situations and think **What Would Claire Do?** And **What Would Bob Do?**



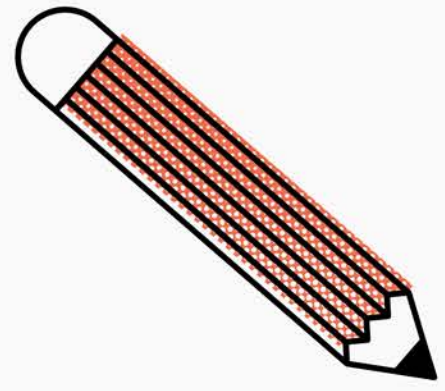




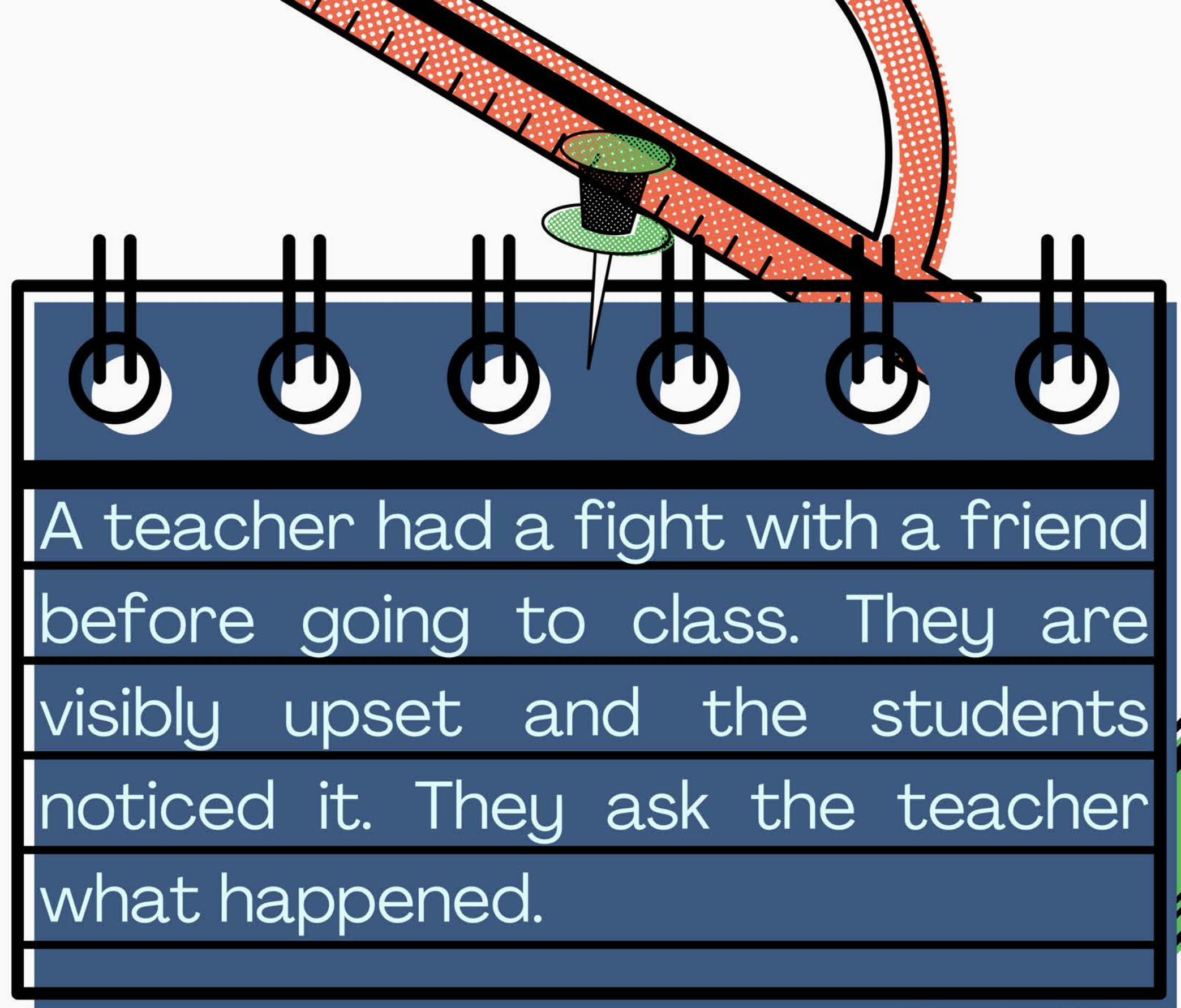
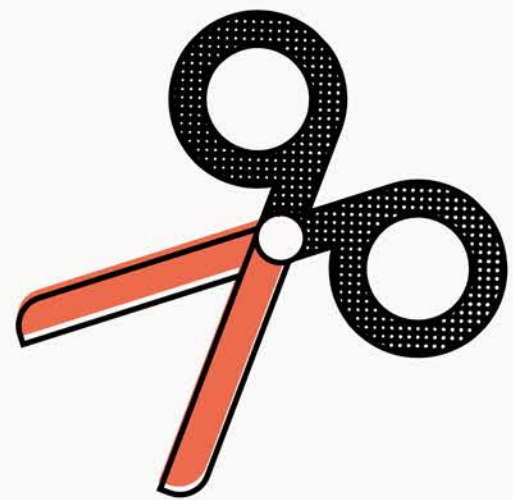
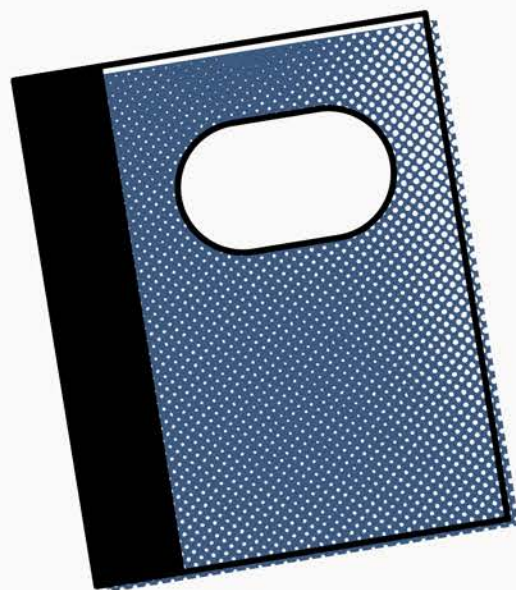
**Let's start!**



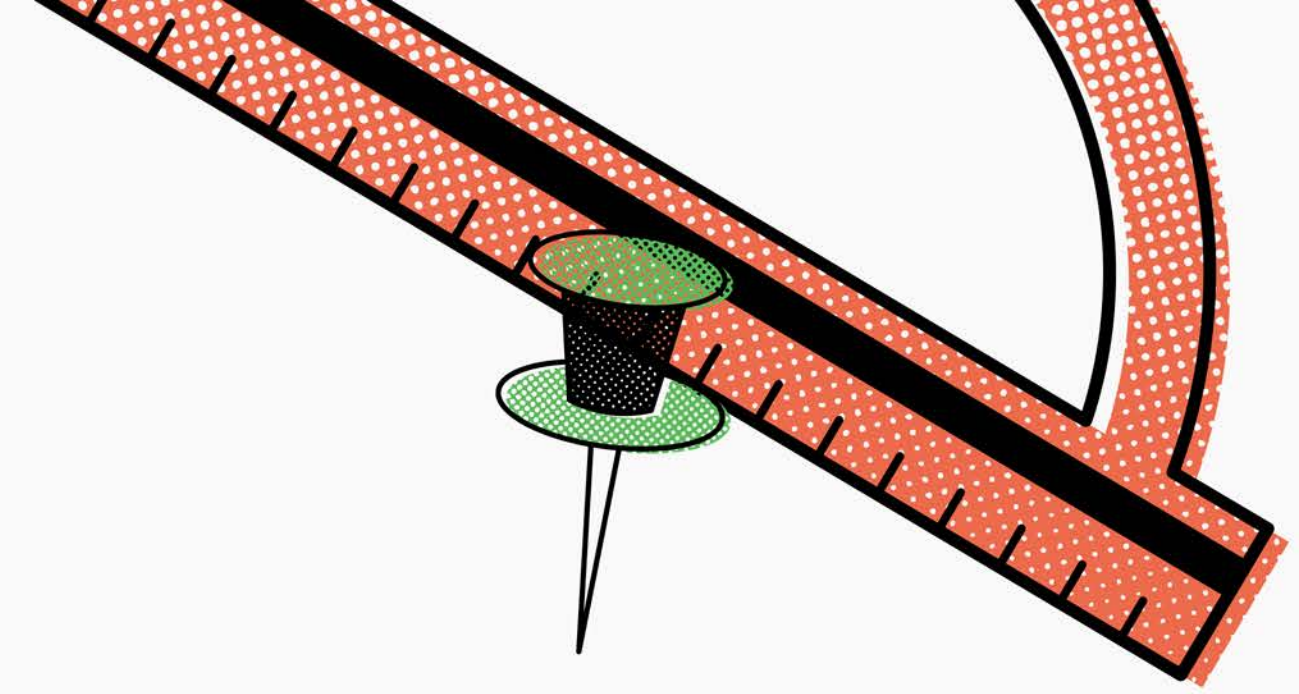
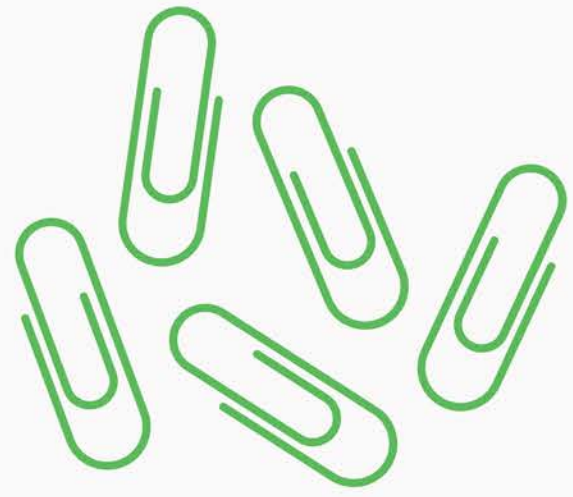
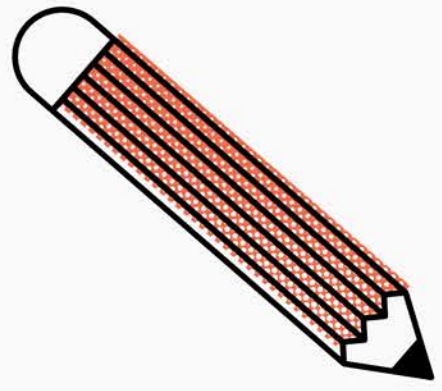




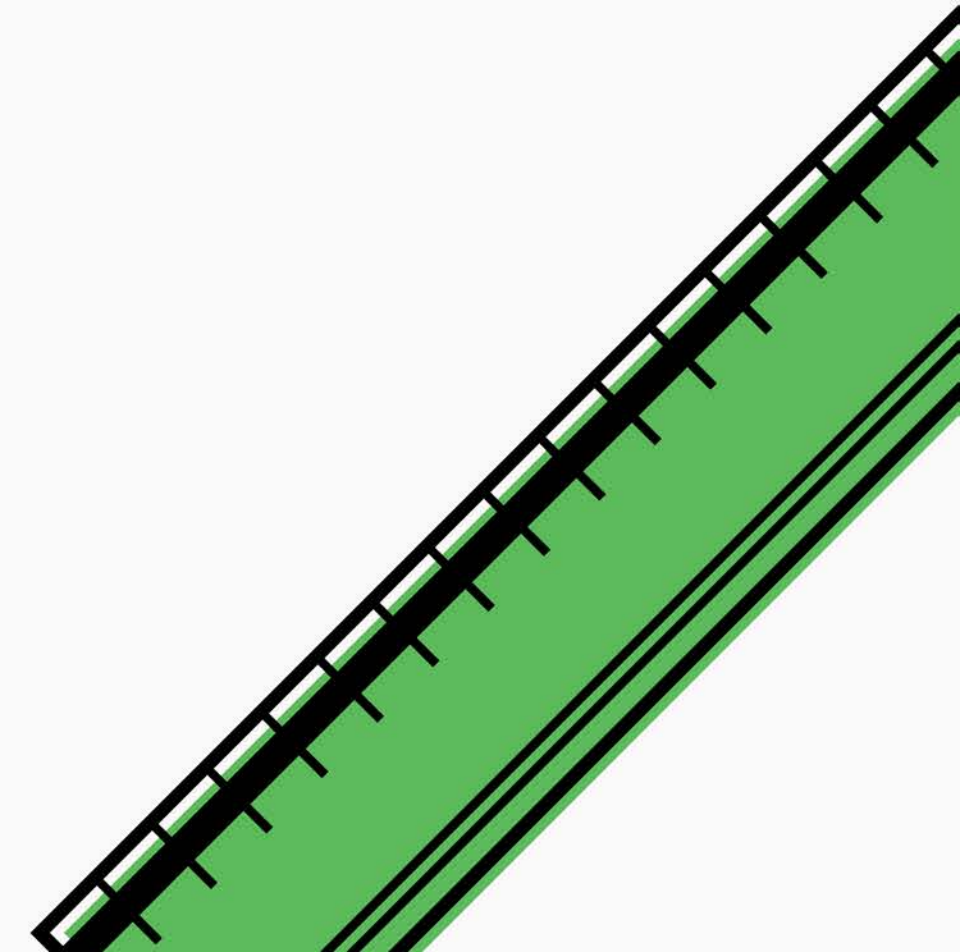
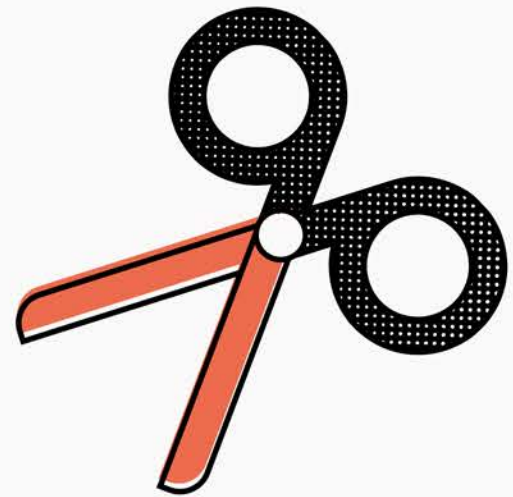
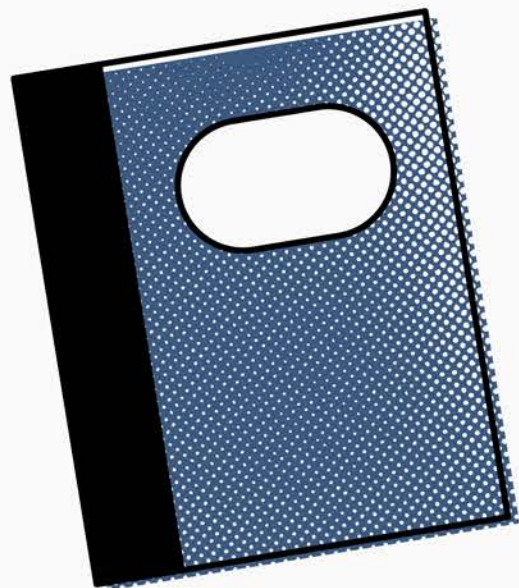
# The Situation



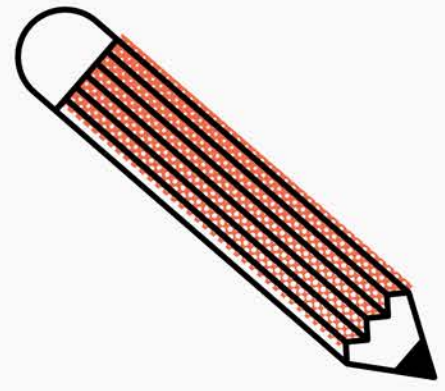




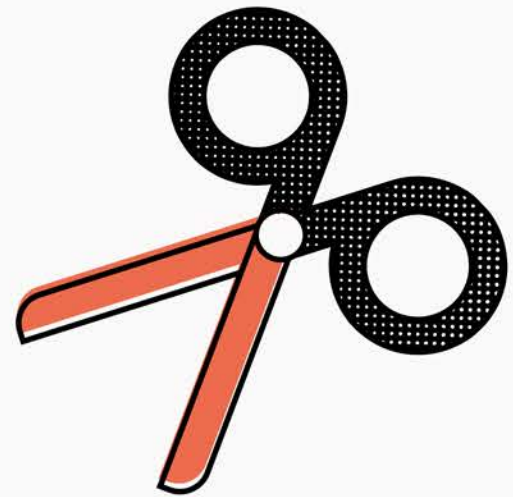
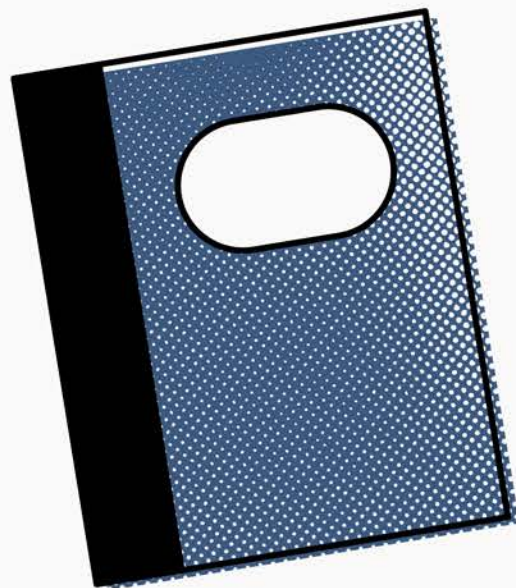
**Now let's see how  
they handle it.**



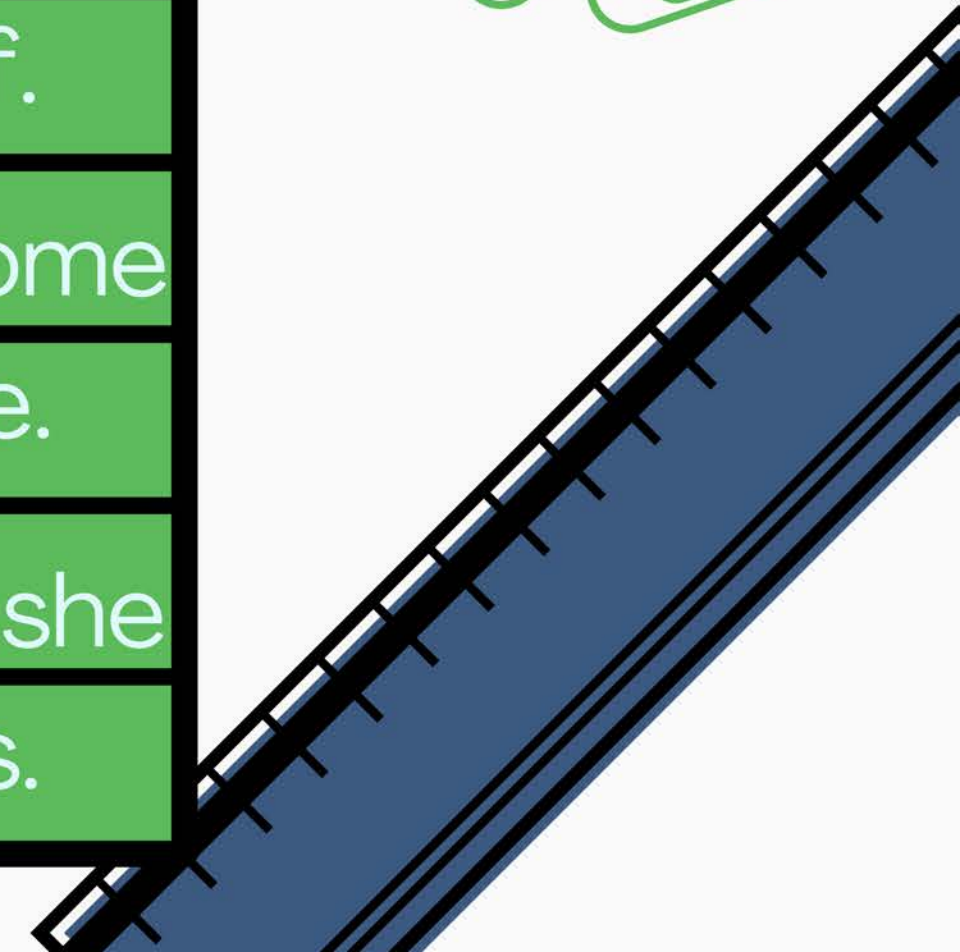
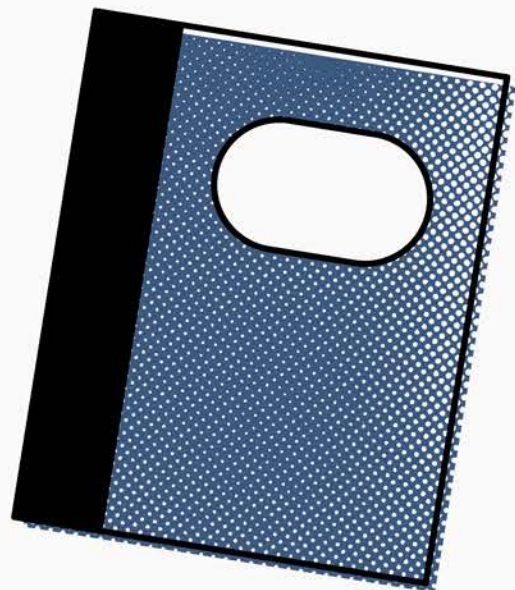
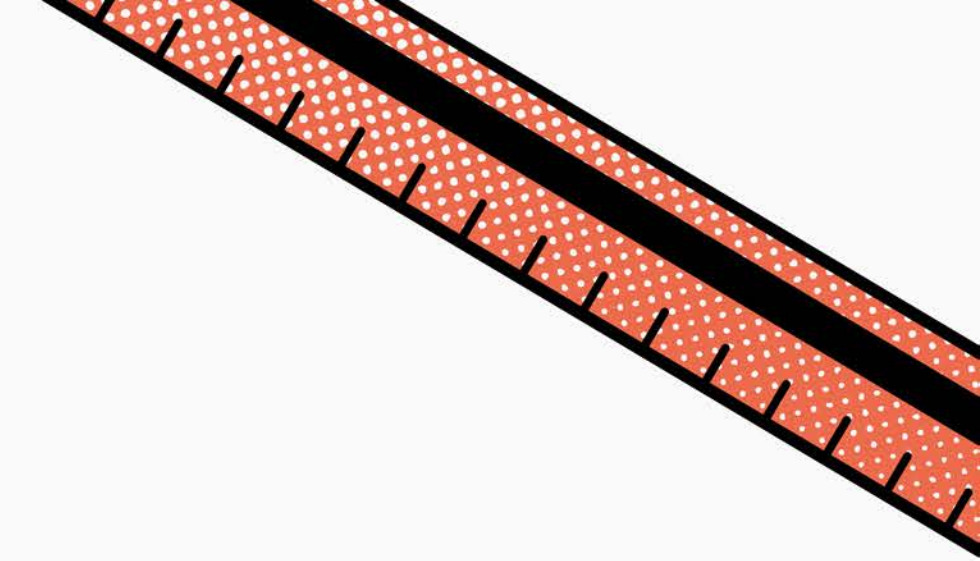
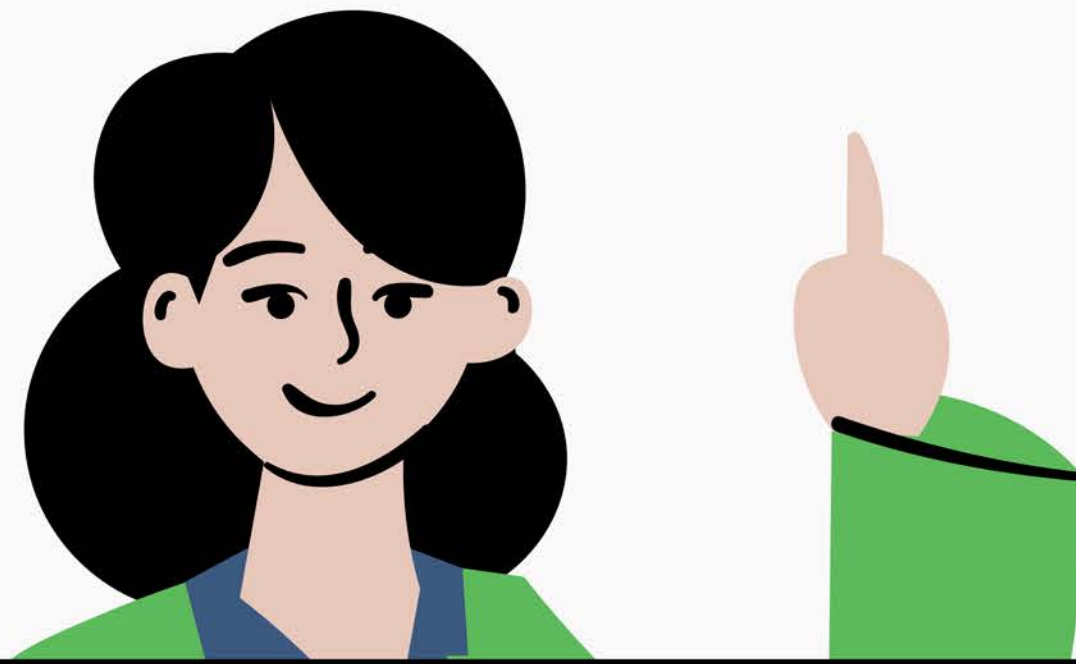
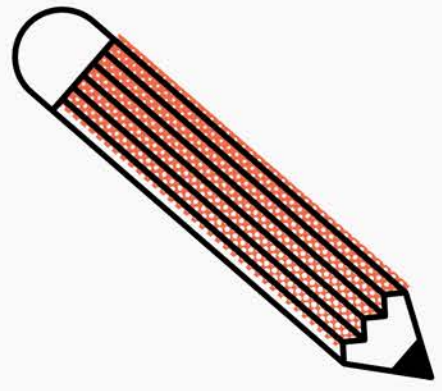




# What Would Claire Do?







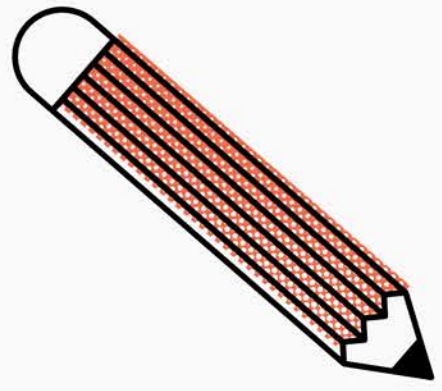
## What Would Claire Do?

Claire thanks the students for noticing her emotions, and tries to recompose herself.

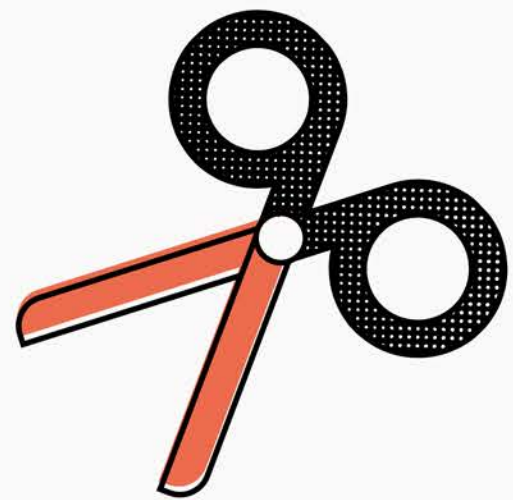
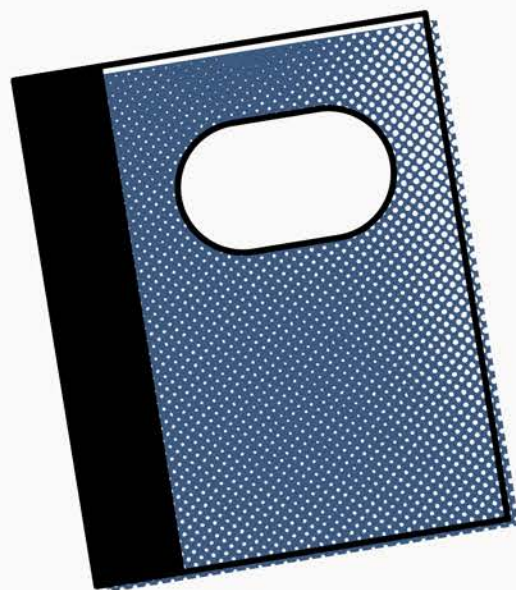
She tells the students that she has some personal issues but that everything is fine.

When the students press for more, she keeps her control and continues the class.

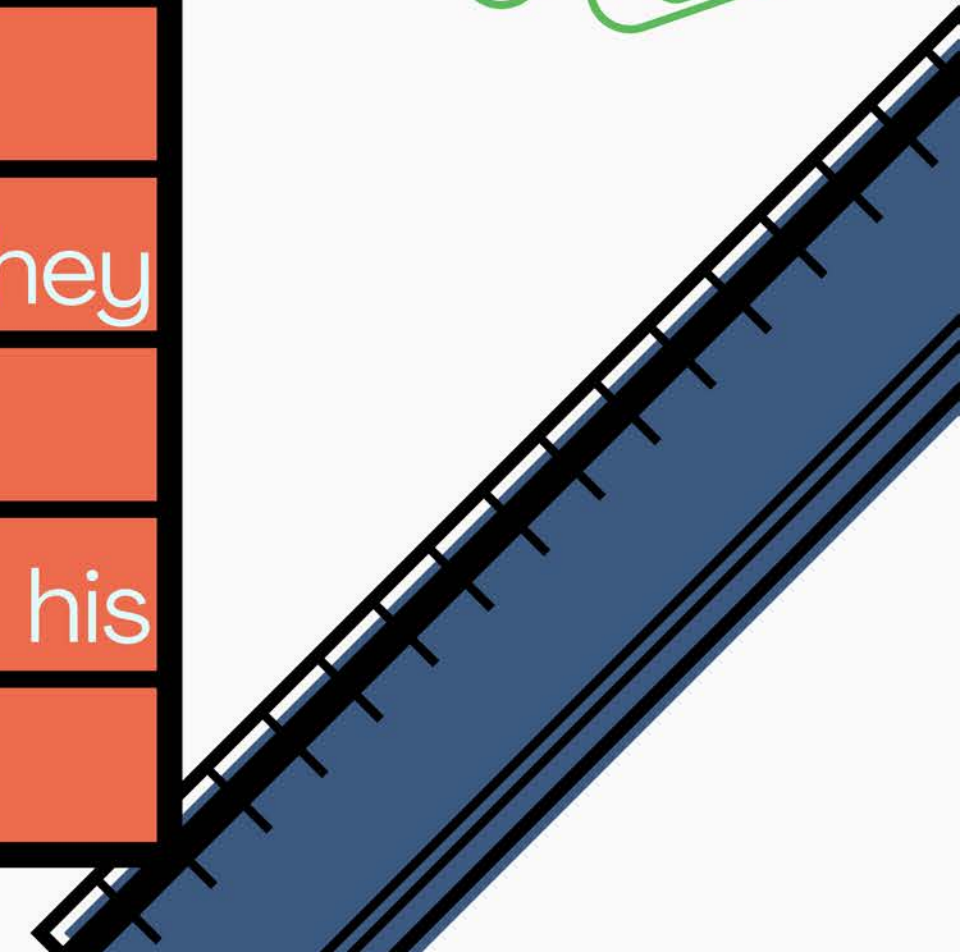
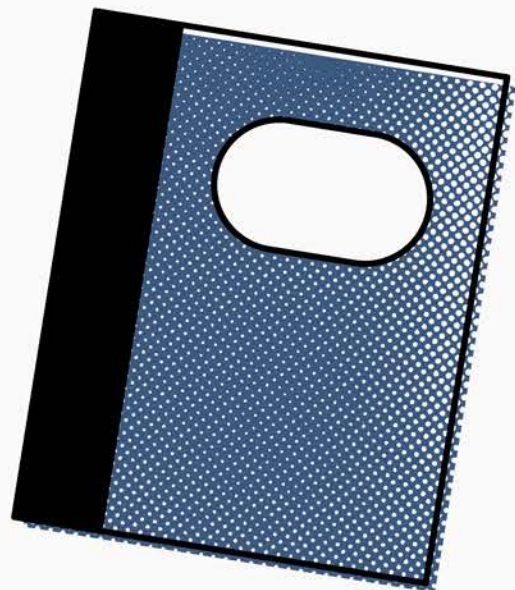
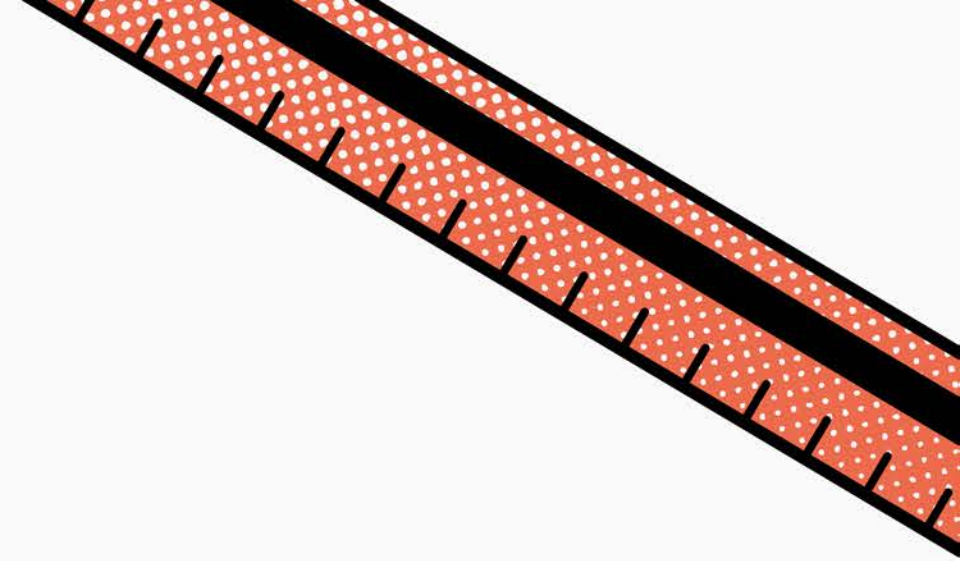
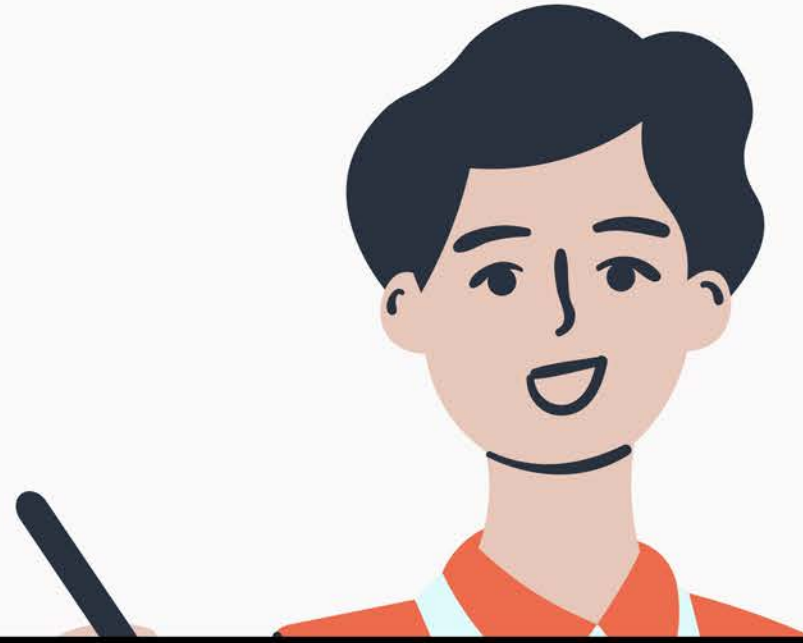
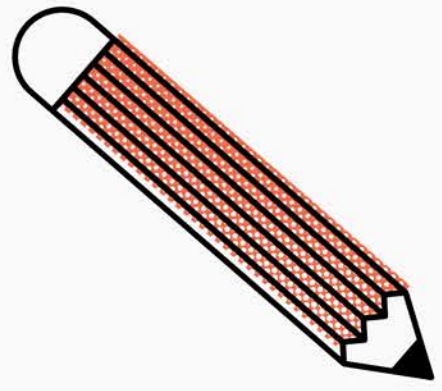




# What Would Bob Do?



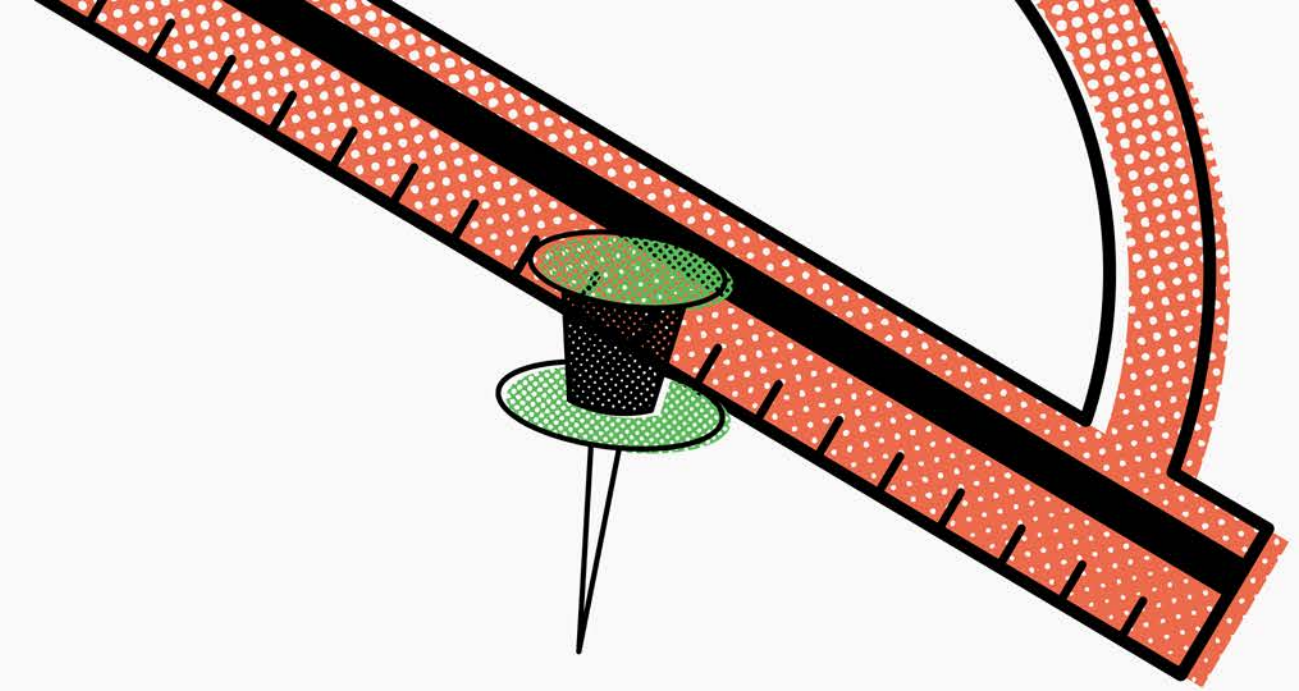
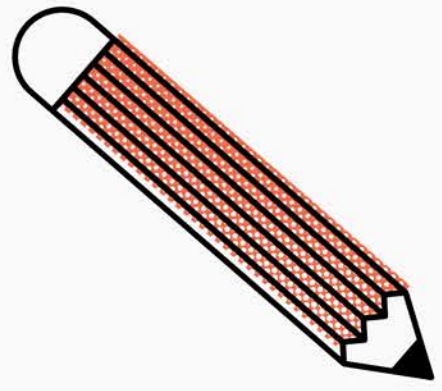




## What Would Bob Do?

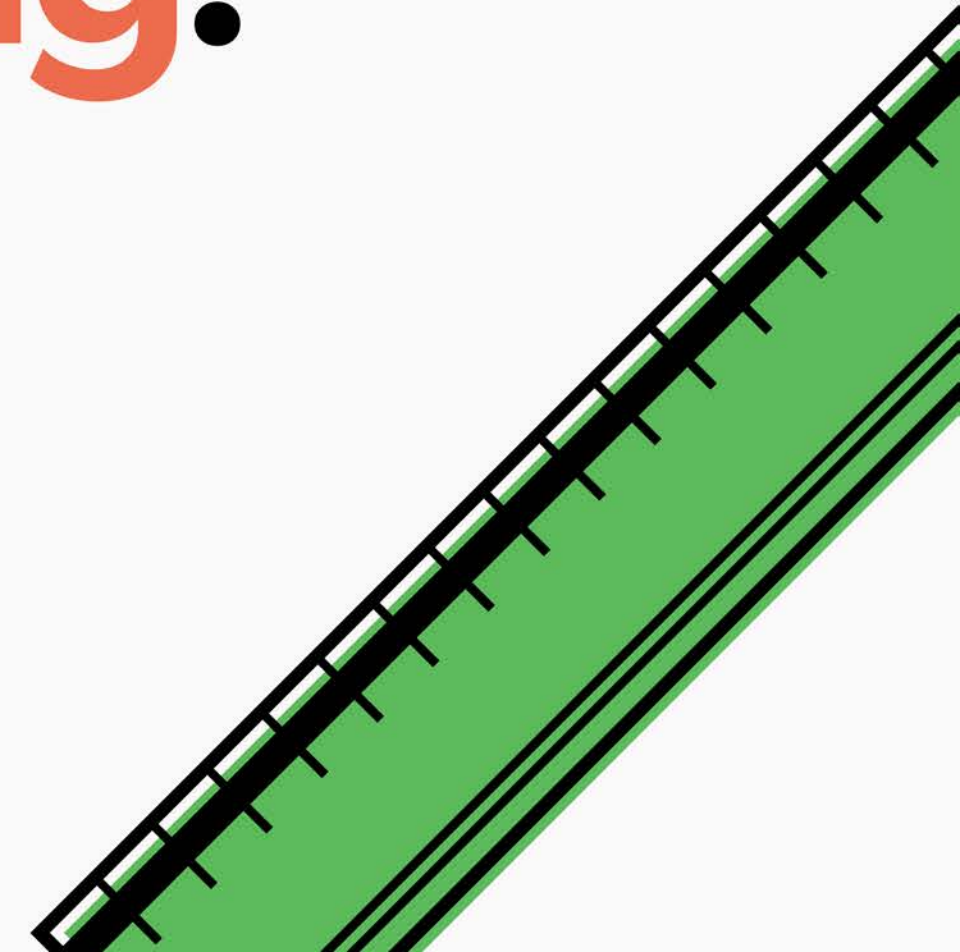
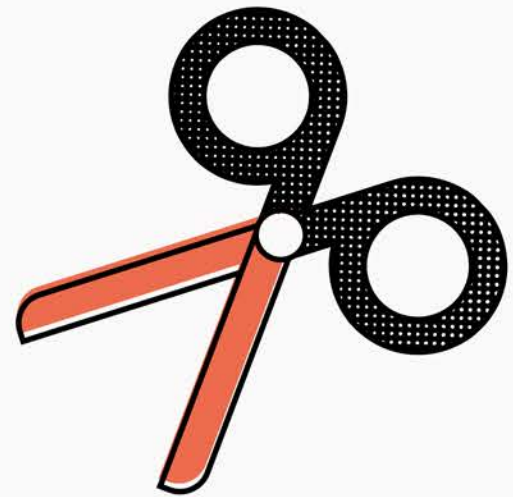
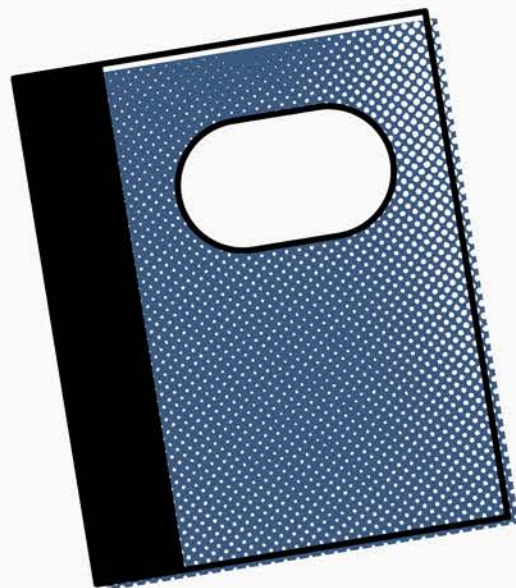
Bob goes on a rage against his friend, not getting a hold of his emotions. He shares information with the students when they ask for more, including very personal information that he shouldn't share with his students under any situation.





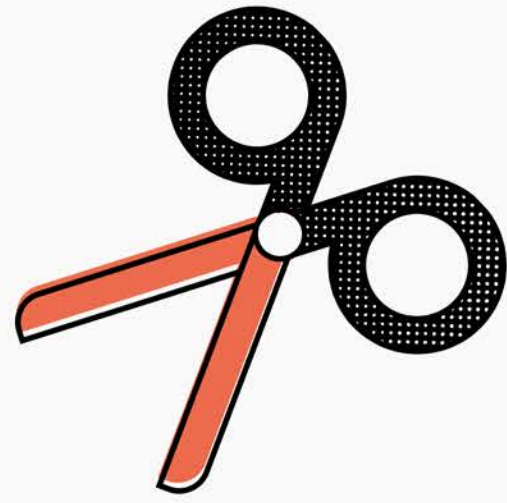
Now let's see who is **right** and who is **wrong**.

(because trust us, one of them is really, REALLY wrong).





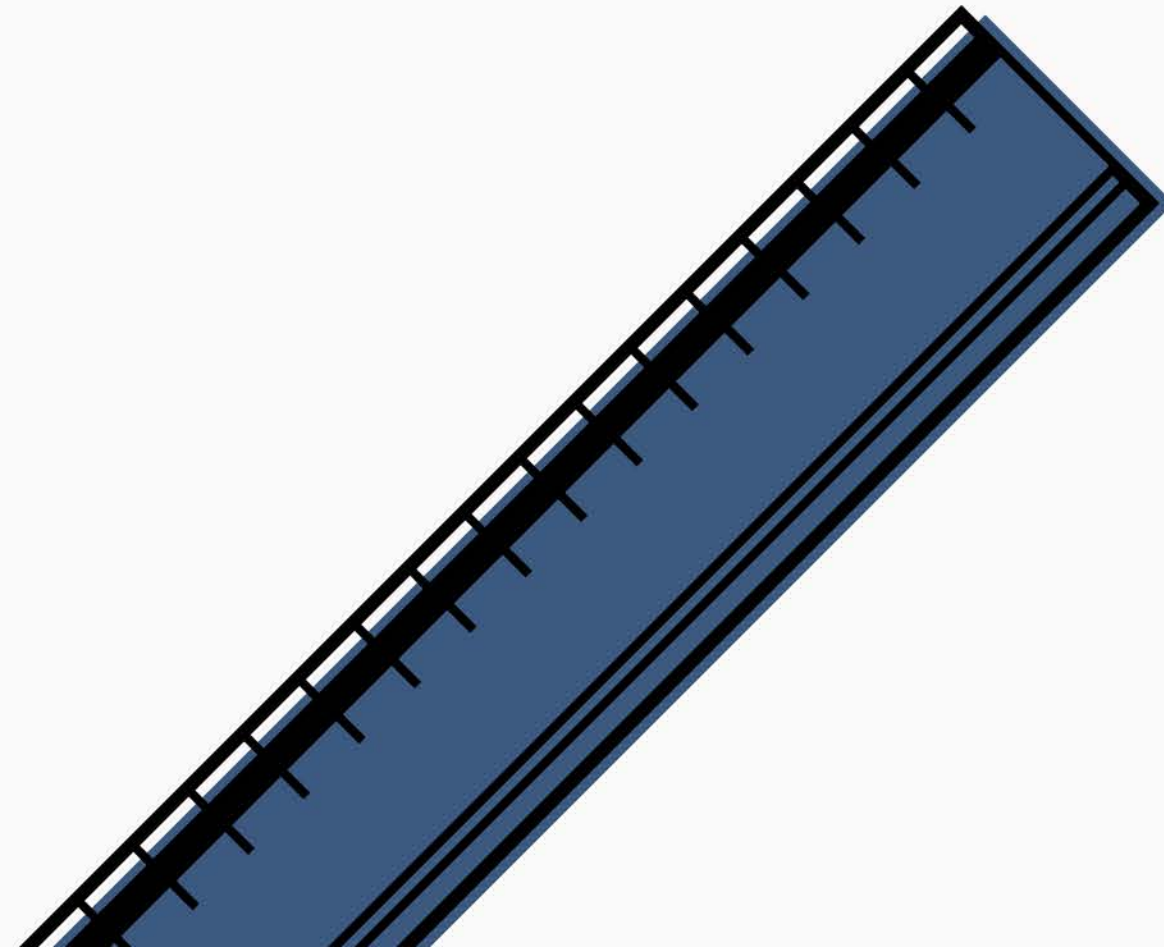
**Claire is**  
**Right.**



**And Bob is**  
**wrong.**

(who could have guessed!)

**Let's see why...**





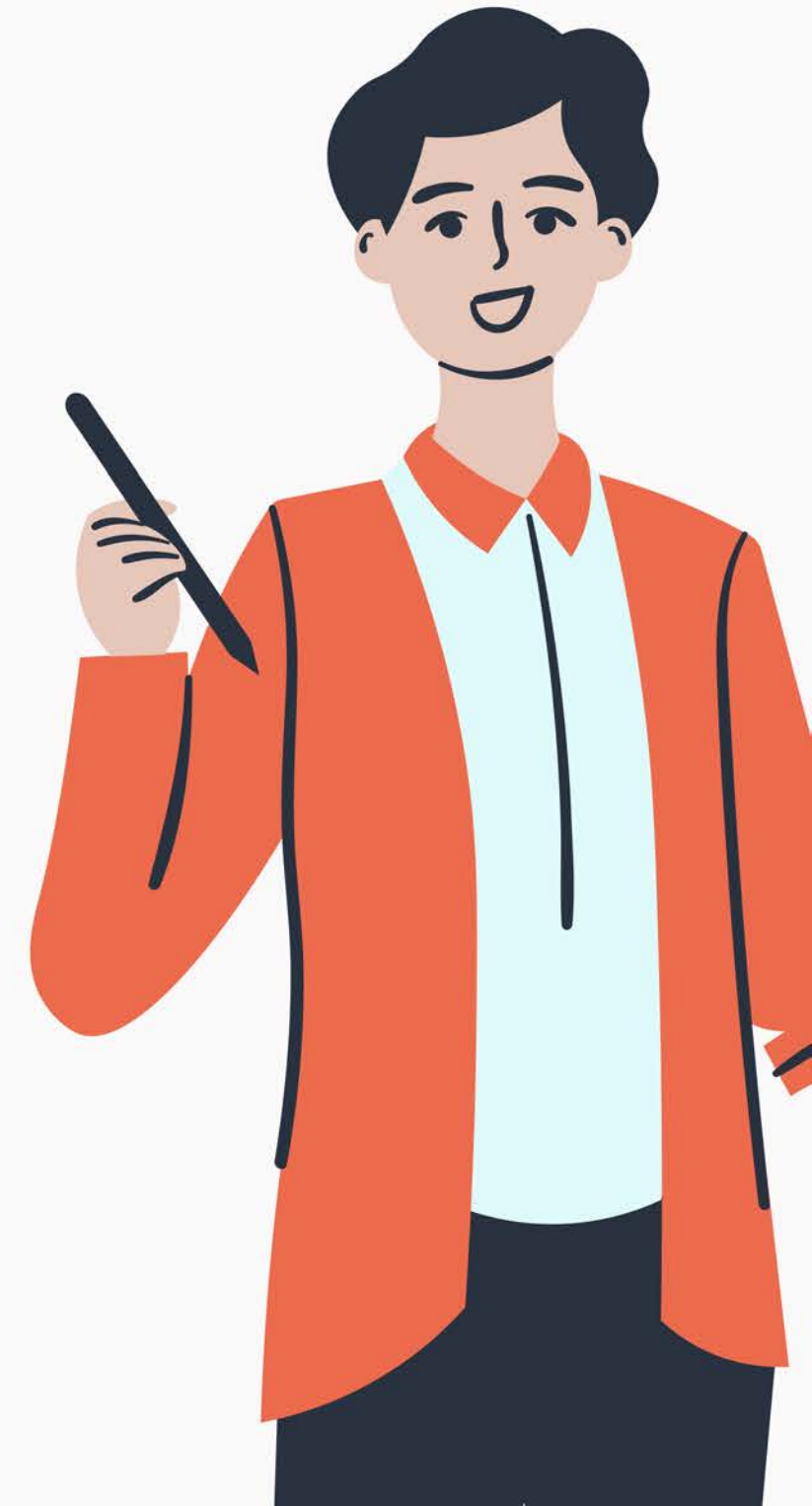
# Claire was **right** because...

- **She has Self-Control**, she doesn't let her emotions get to her.
- **She was friendly towards the students**, but she knows they aren't her friends.
- **She didn't let things get personal:** As soon as she can, she pivots back to the topic of the class.

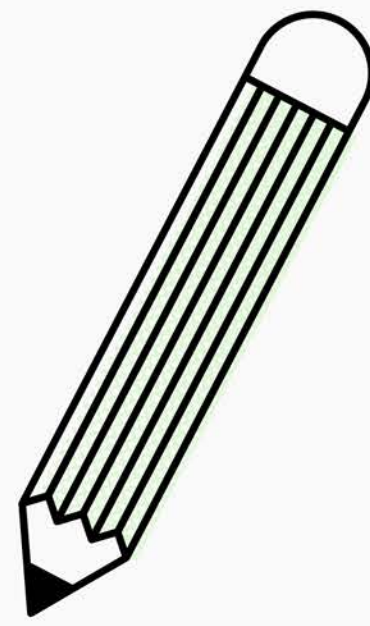
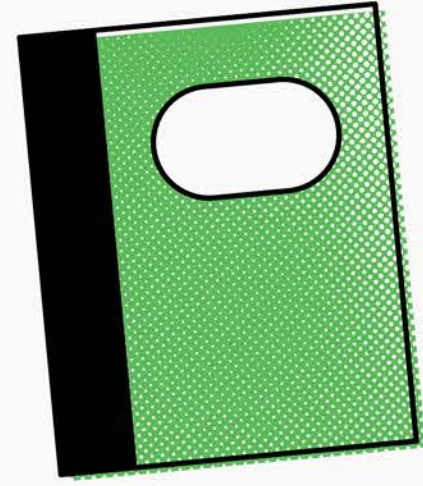


# Bob was **wrong** because...

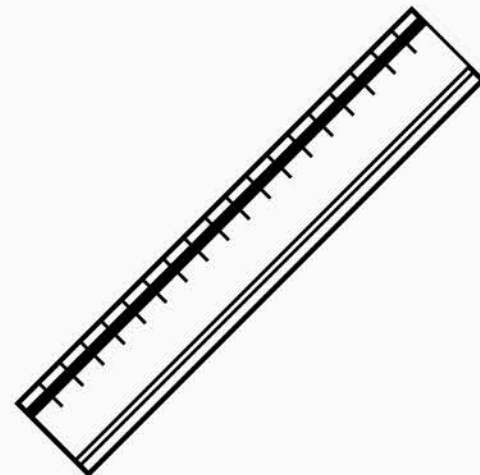
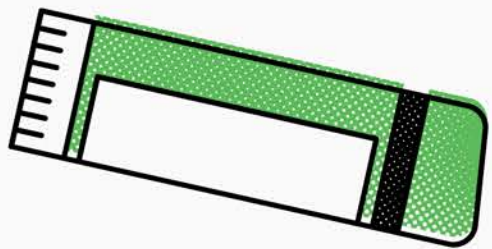
- **He hasn't Self-Control:** He gets carried away with his emotions.
- **He sees his students as friends**, when he should be friendly towards them.
- **He gets personal:** Instead of going back to the class, he shares personal information with the students.



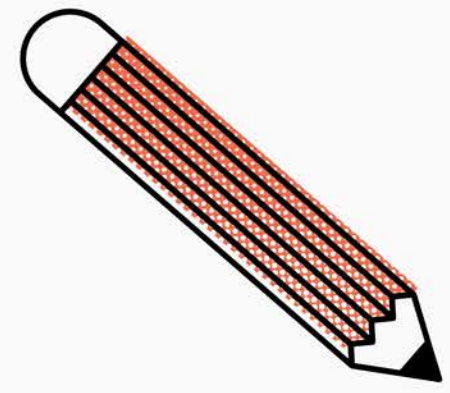




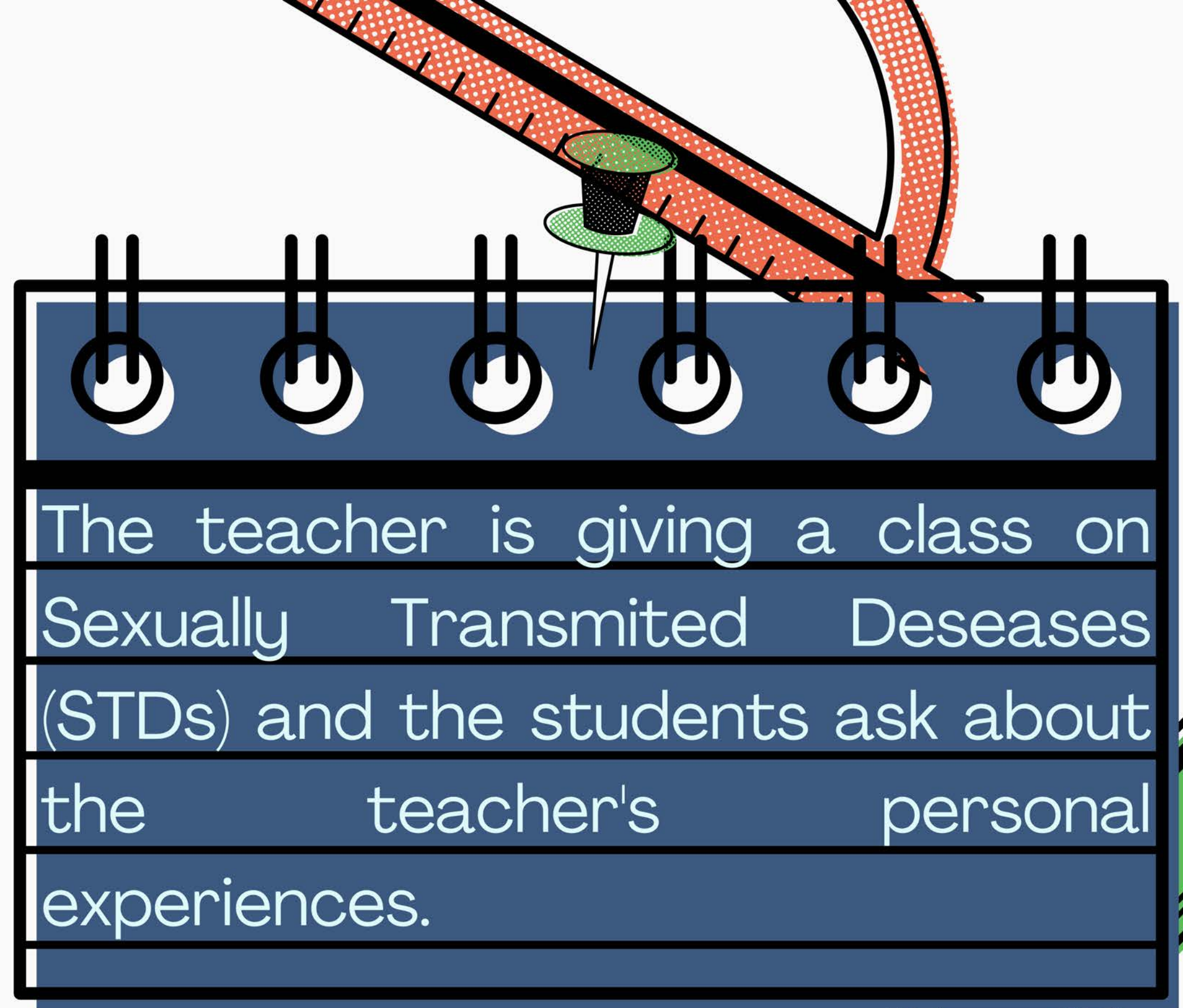
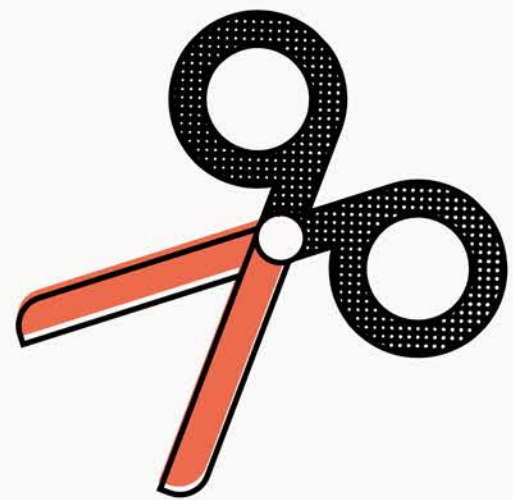
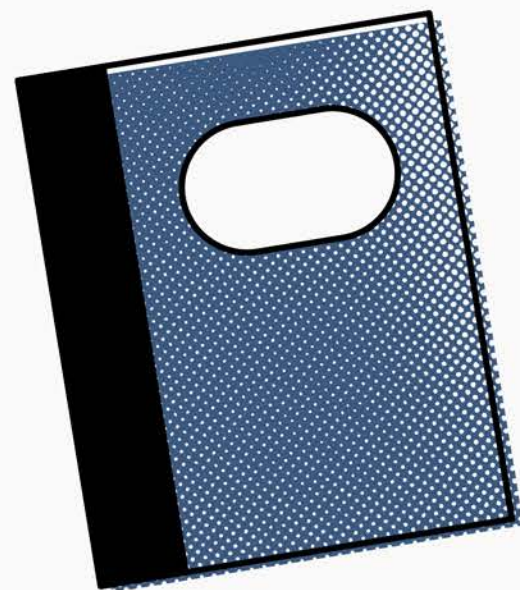
**Let's see a  
different  
situation**



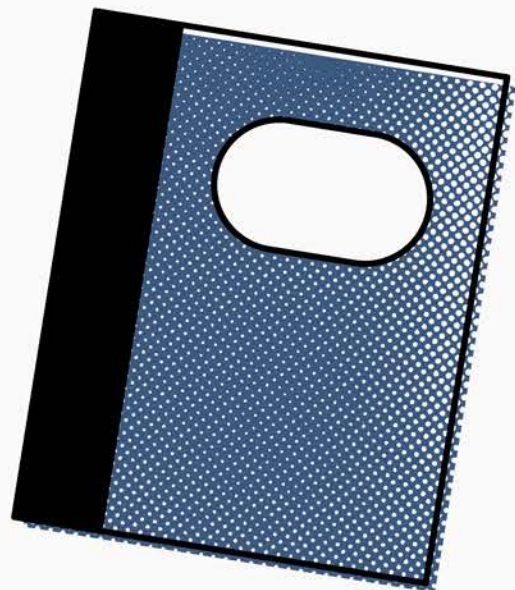
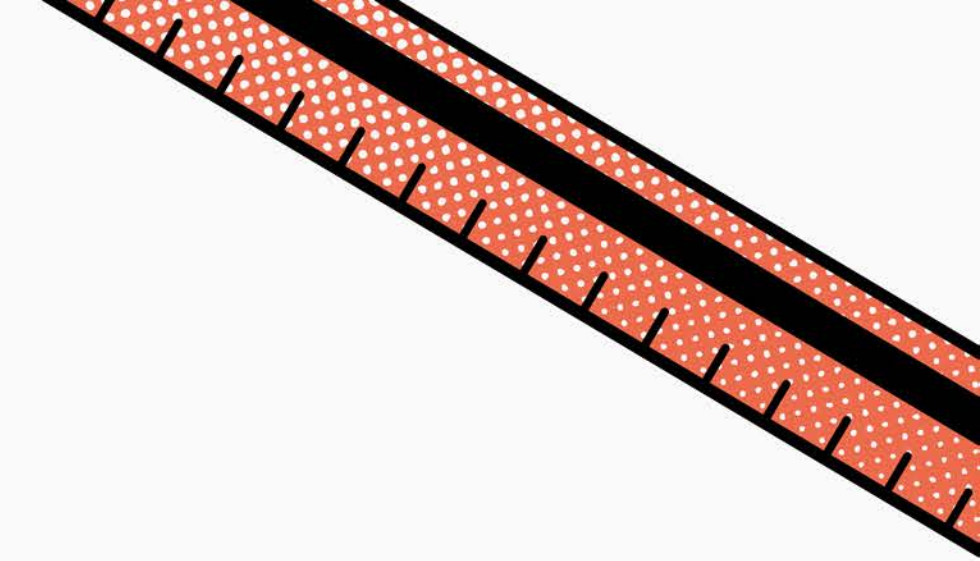
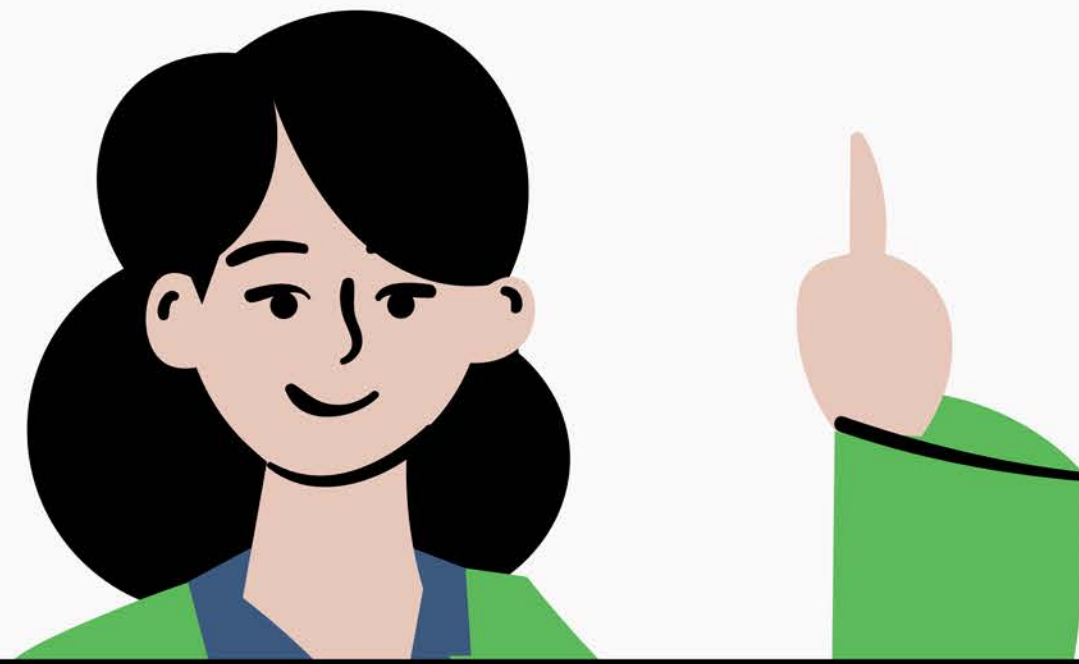
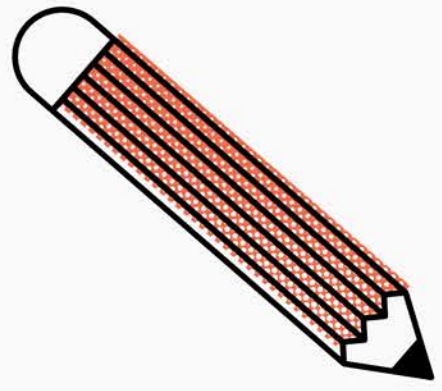




# The Situation







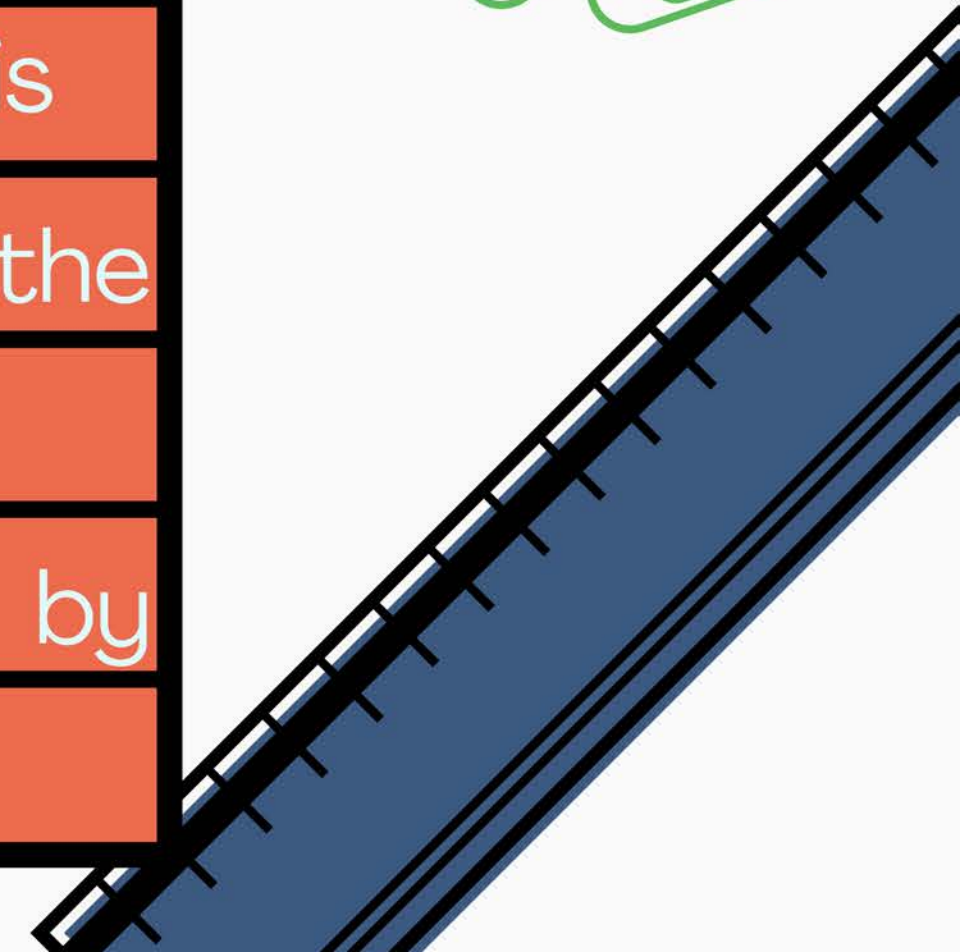
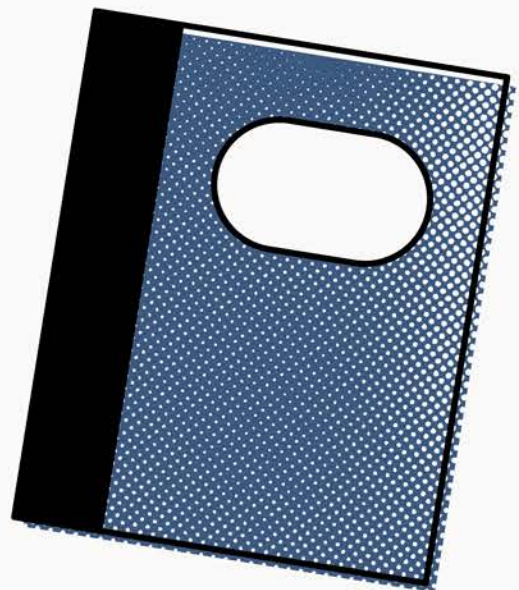
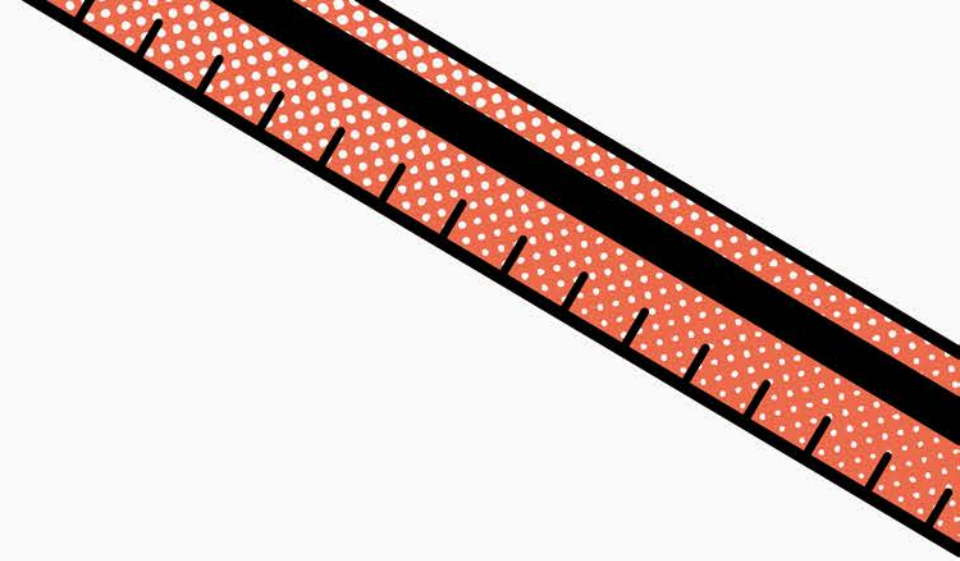
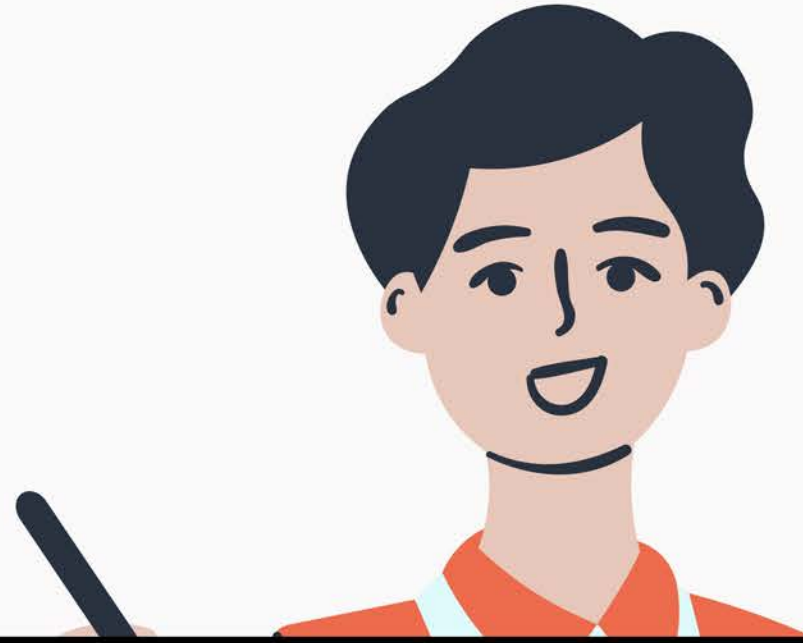
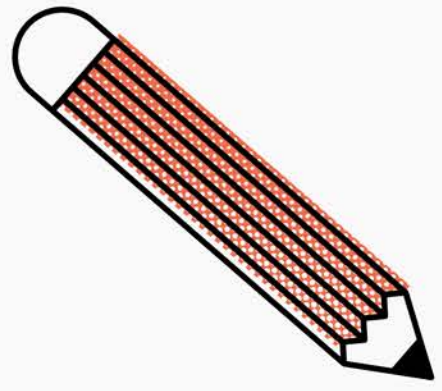
## What Would Claire Do?

Claire appreciates the students interest, but maintains her personal boundaries.

She knows that the students don't have a real need for her personal experiences, so

she doesn't disclose that kind of information and explains to the students why.





## What Would Bob Do?

He shares personal experiences with STDs, and even tells experiences that weren't his to begin with. He doesn't realize that the students don't really need all of this info and that he is being inappropriate by disclosing details about his sexual life.



# Claire was **right**

(once again)

## because...

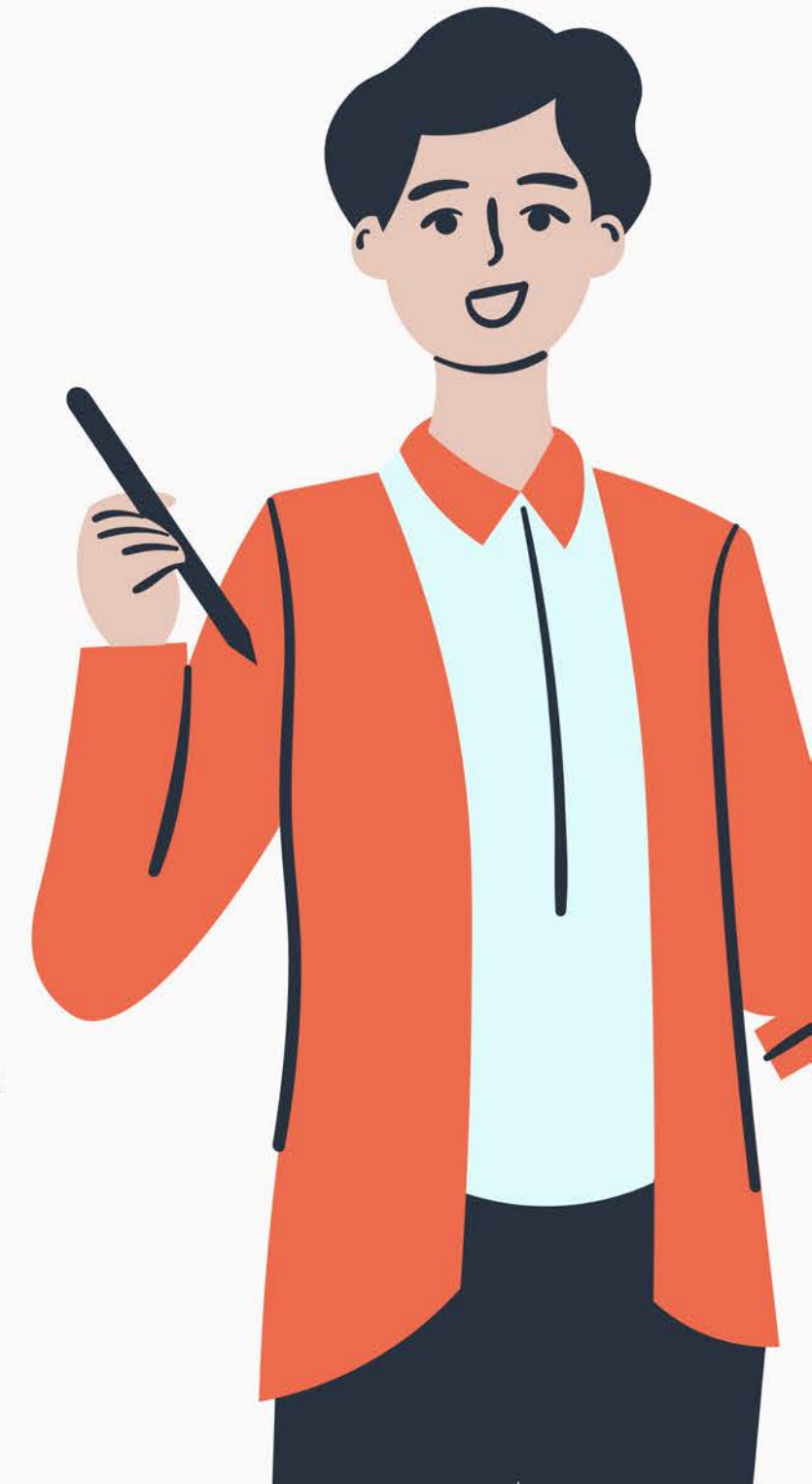
- **She maintains boundaries** by not disclosing personal stories.
- **She identifies the students needs** to learn about the topic and focuses on that.
- **She avoids trouble** by not discussing topics that could cause problems.



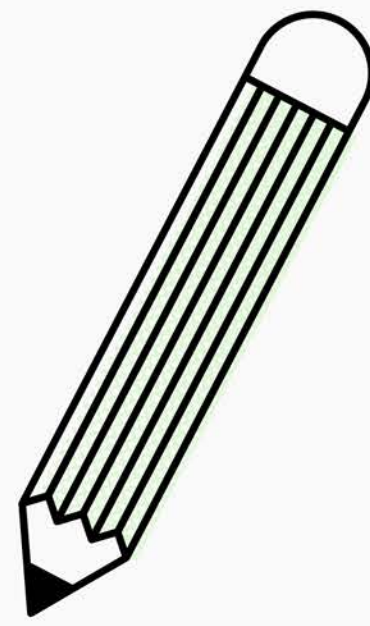
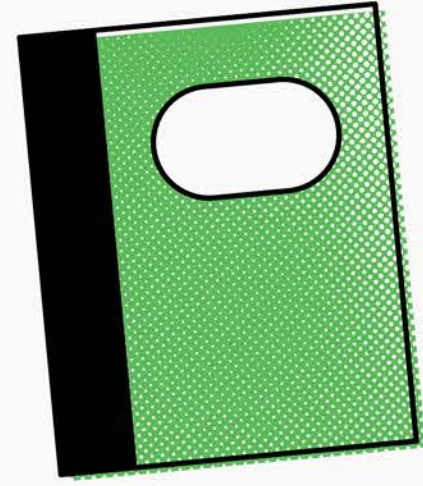
# Bob was **wrong**

## because...

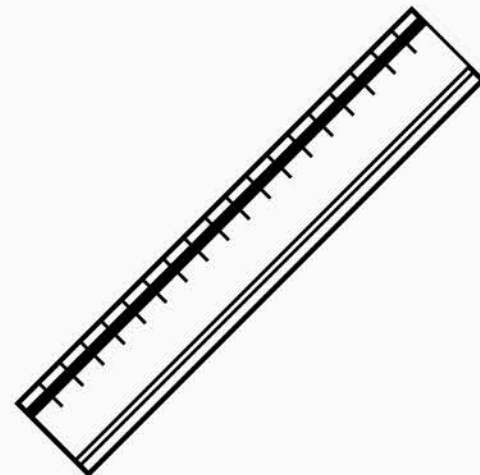
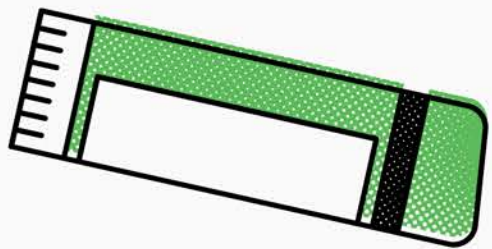
- **He oversteps boundaries** by sharing personal experiences.
- **He caves to the students wants** and ignores their real needs.
- **He welcomes trouble** by discussing sensitive topics in this manner.



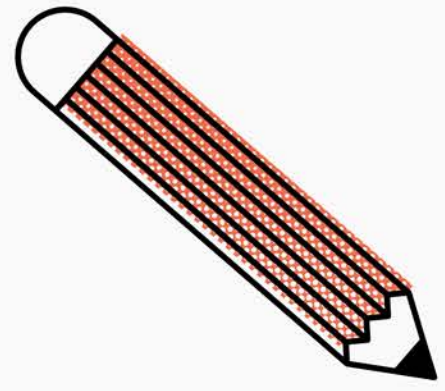




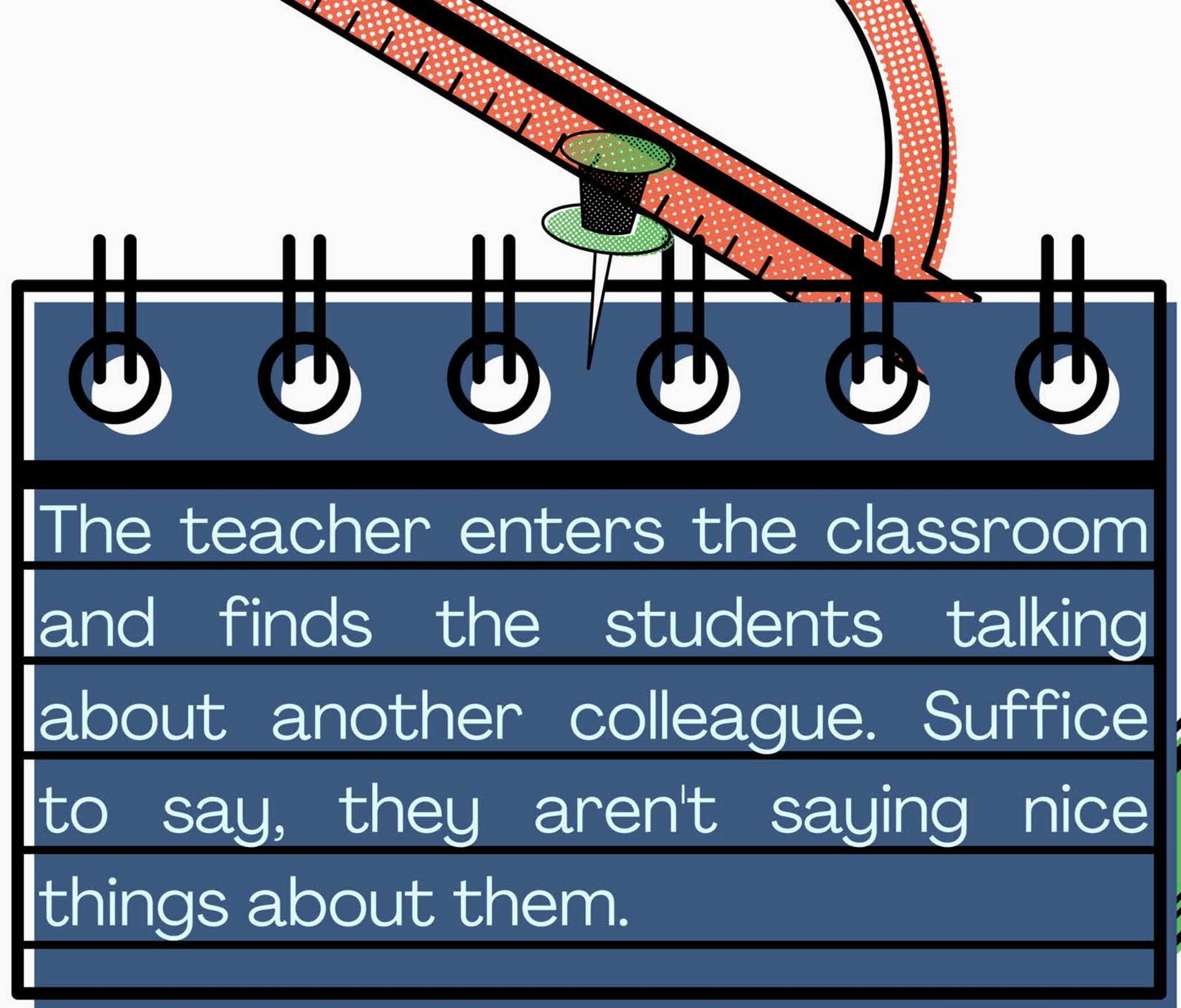
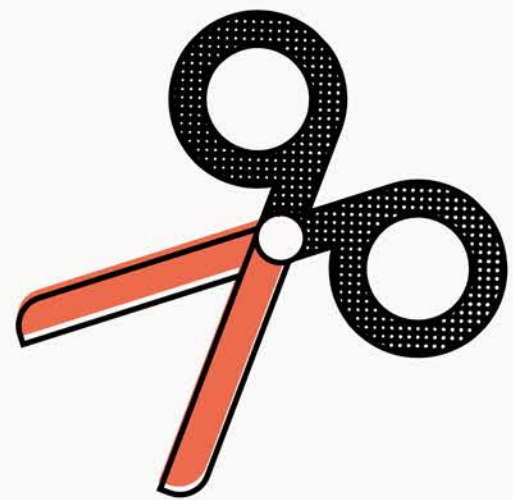
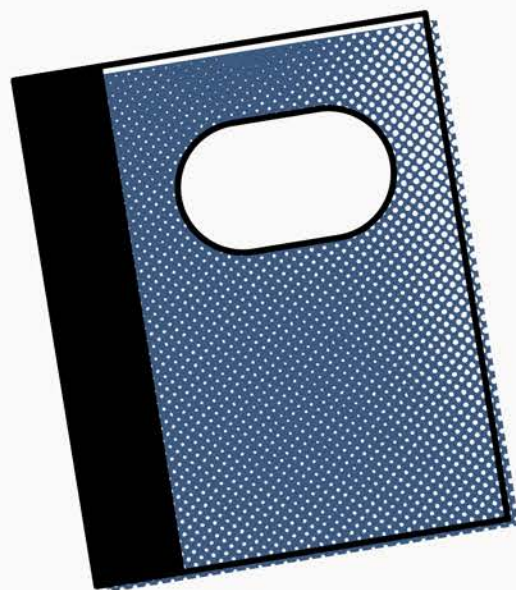
**Let's see one  
more situation**



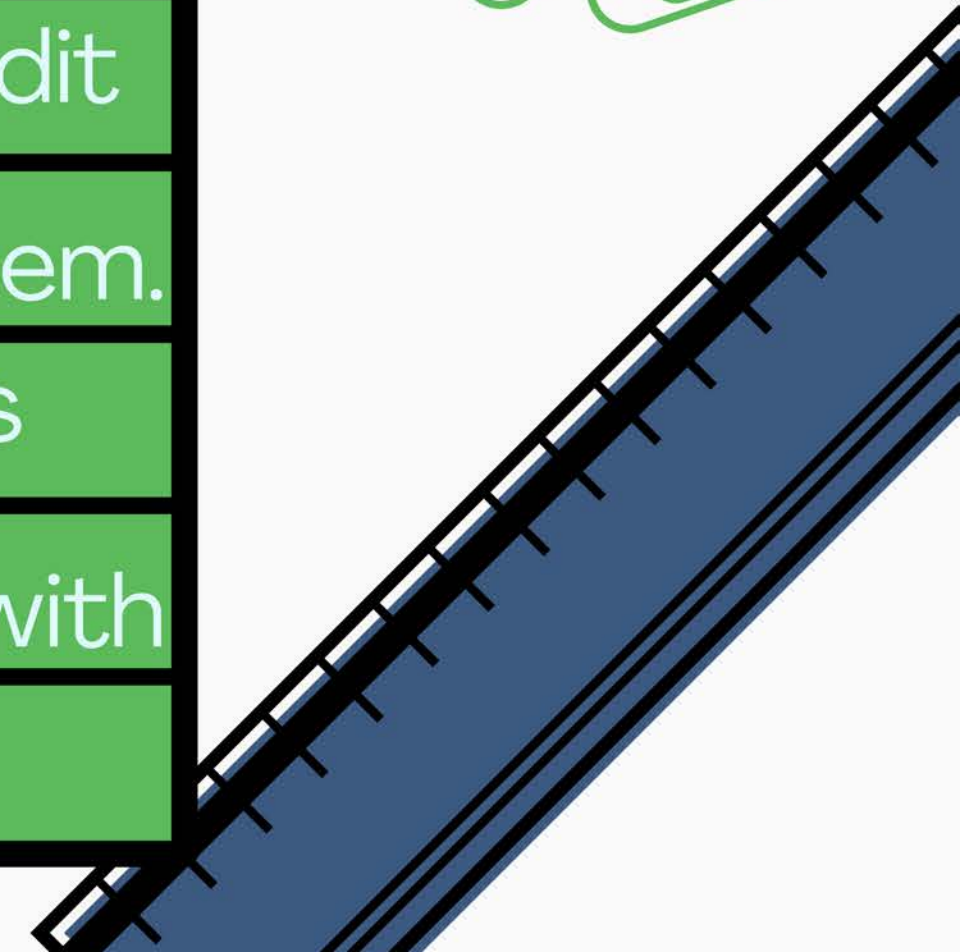
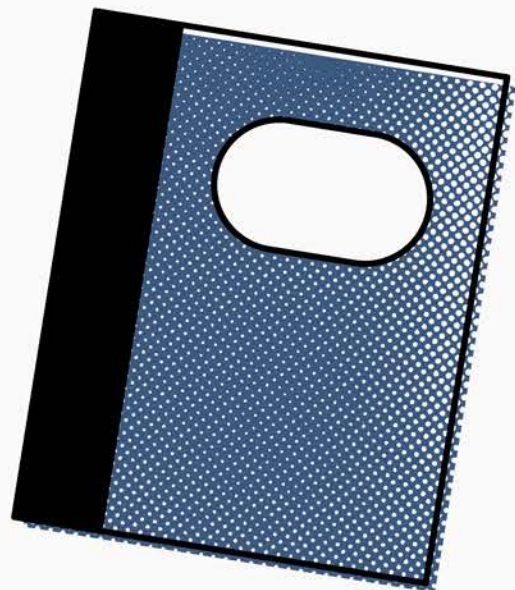
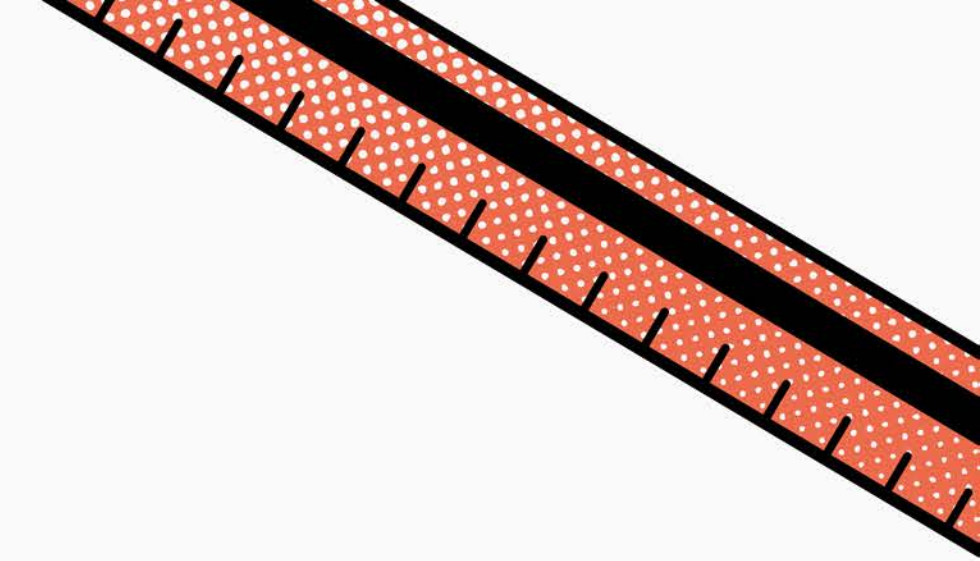
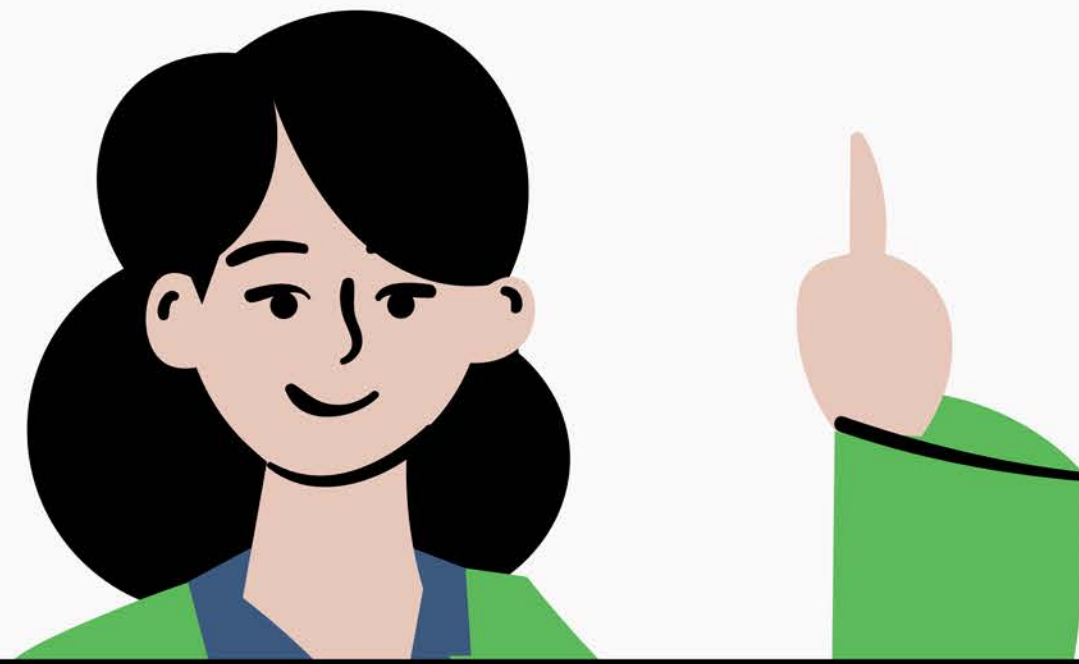
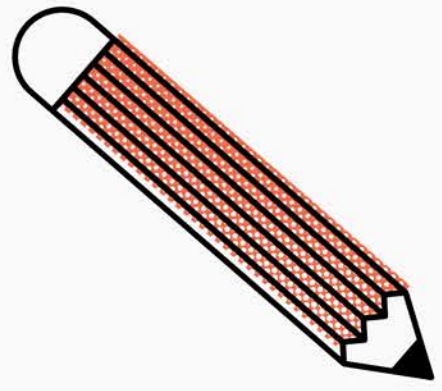




# The Situation



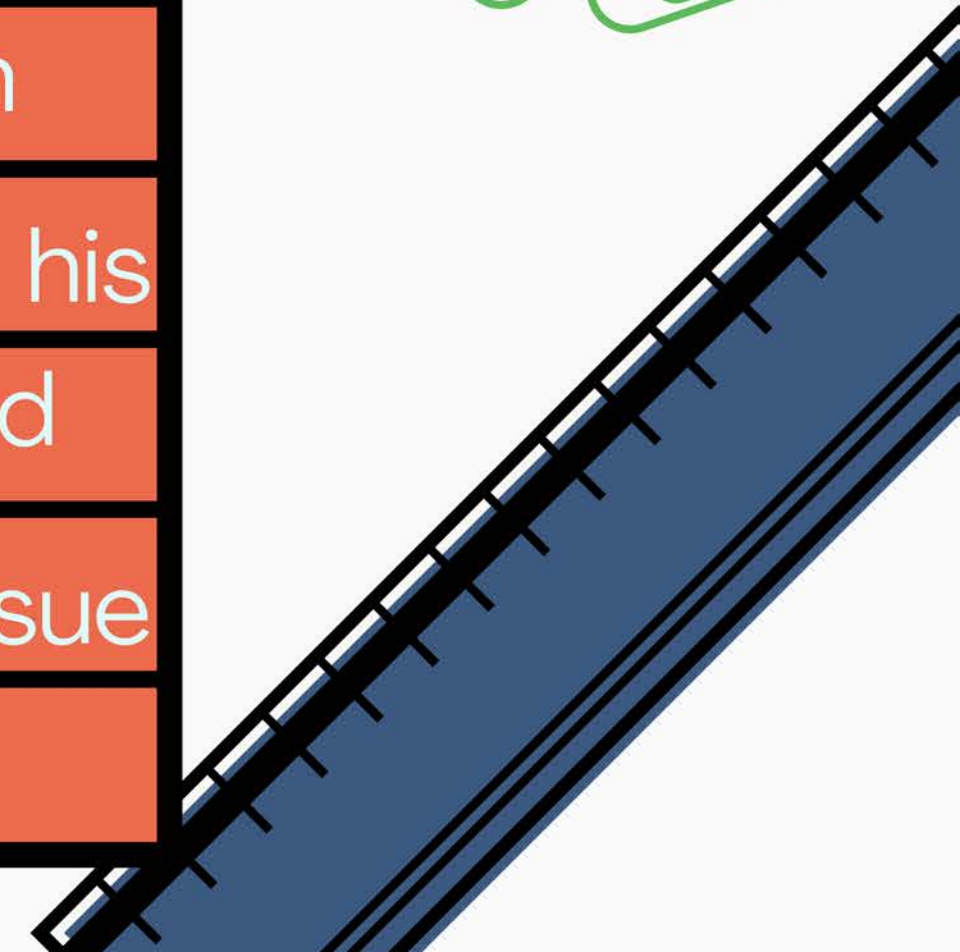
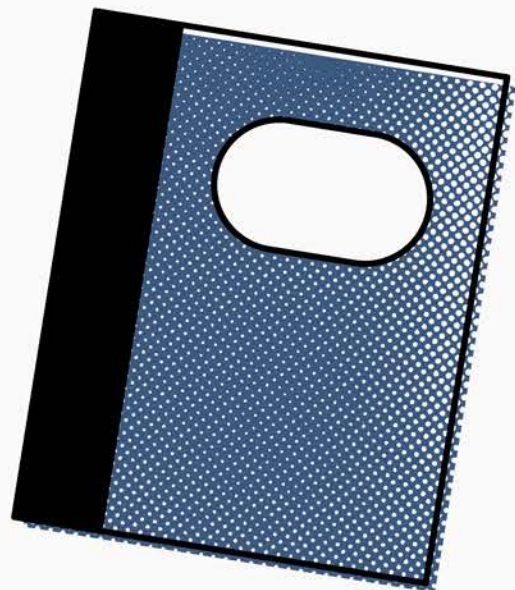
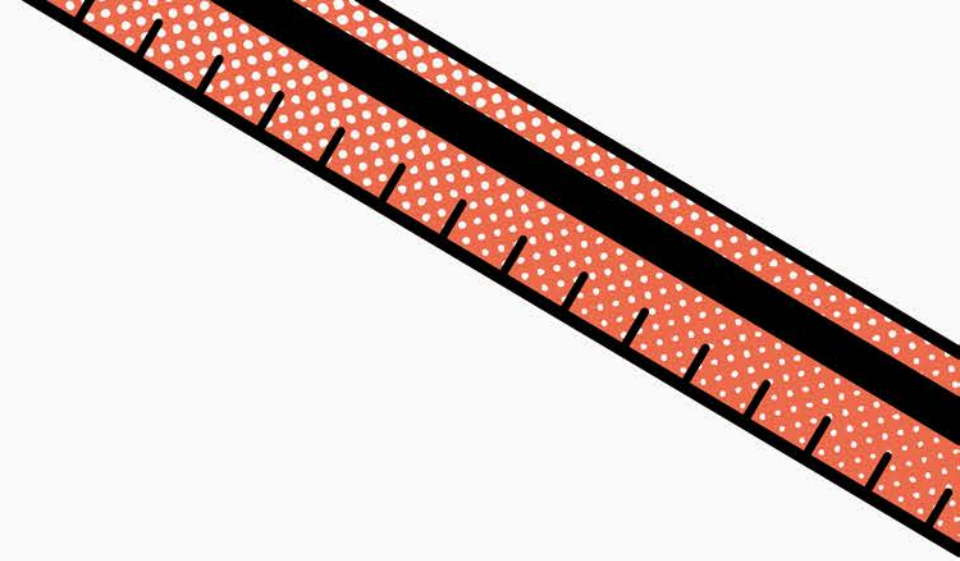
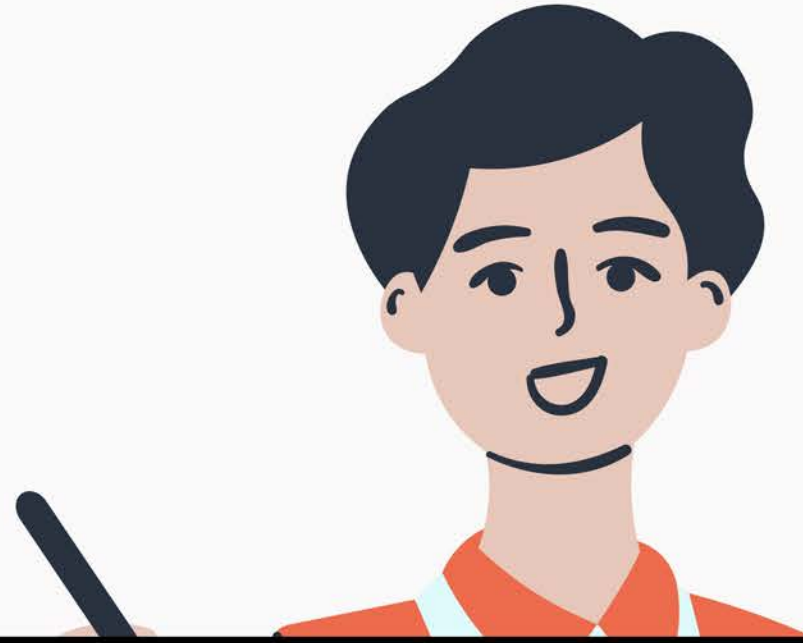
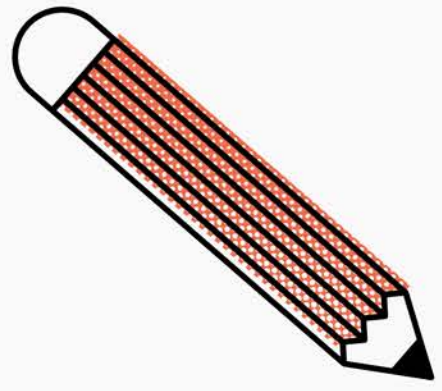




## What Would Claire Do?

Although she agrees with some of their points, she is aware that she can't discredit a colleague by talking bad about them. Instead, she suggests things the students could do to address their complains with the teacher in a respectful manner.





## What Would Bob Do?

He joins the students at badmouthing the other teacher. Instead of helping the with the students problems, he projects his complaints about him to the students. And does nothing to help solve the actual issue at hand.



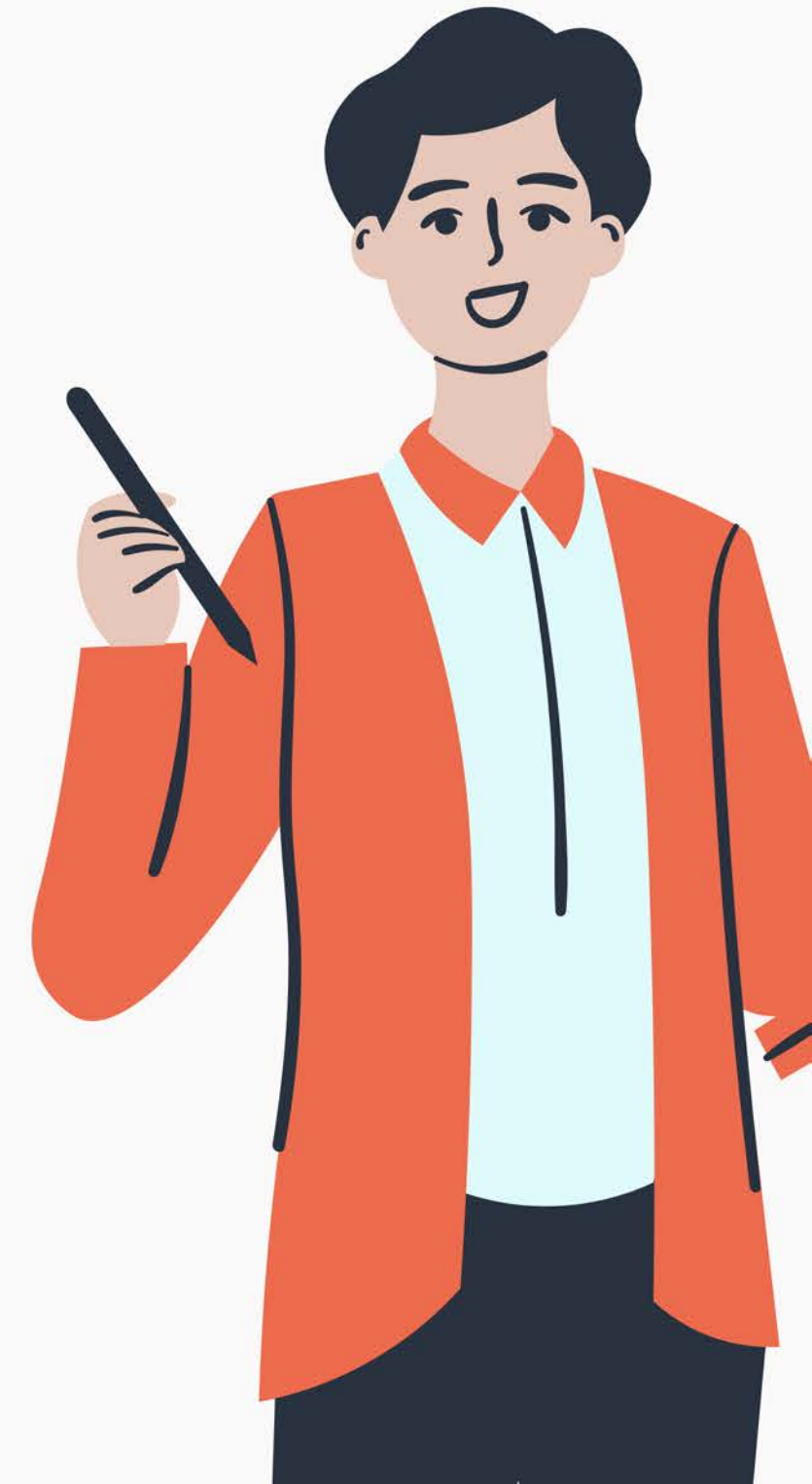
# Claire was **right** because...

- **She is self aware**, she knows she's the grown up in the situation.
- **She relates to the students** but doesn't project her emotions onto them.
- **She keeps it professional** by not badmouthing a colleague.

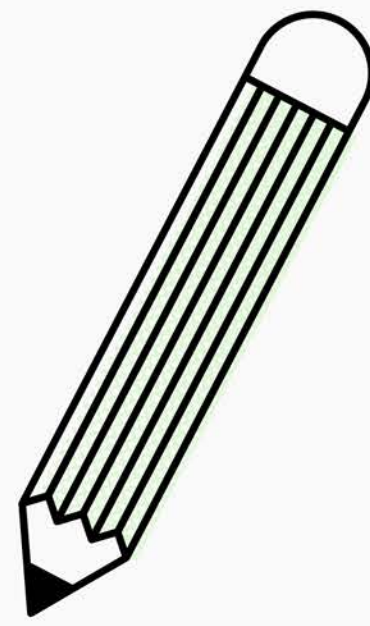
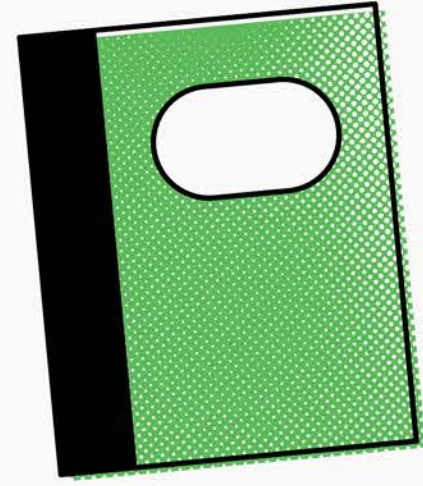


# Bob was **wrong** because...

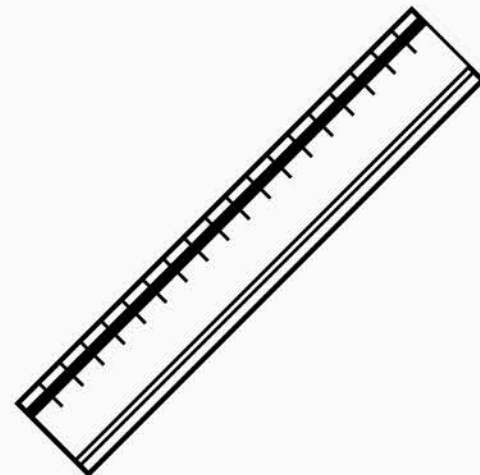
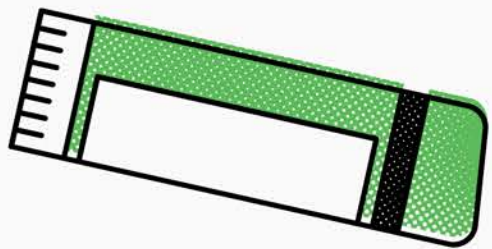
- **He is not self aware** since he joins as a teenager in the discussion.
- **He identifies on the students** projecting his emotions.
- **He is unprofessional** since he badmouths a colleague.



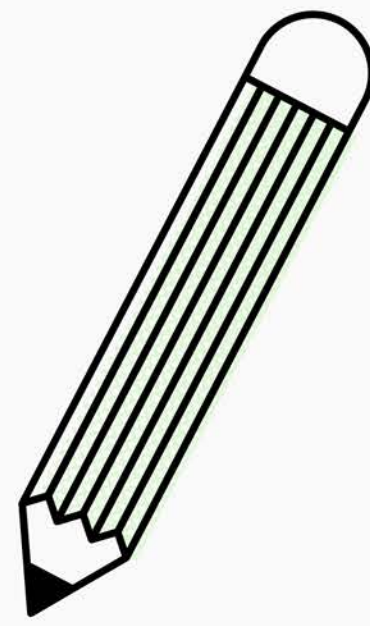
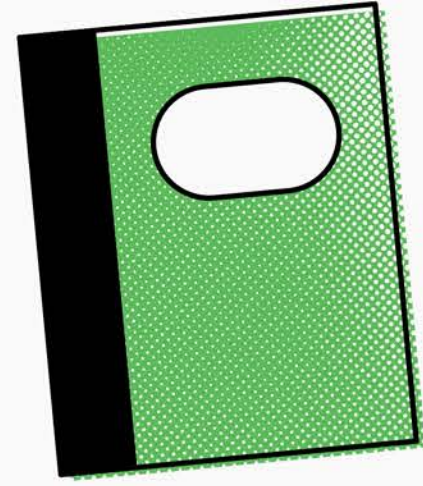




**At this rate,  
you may be  
wondering:**



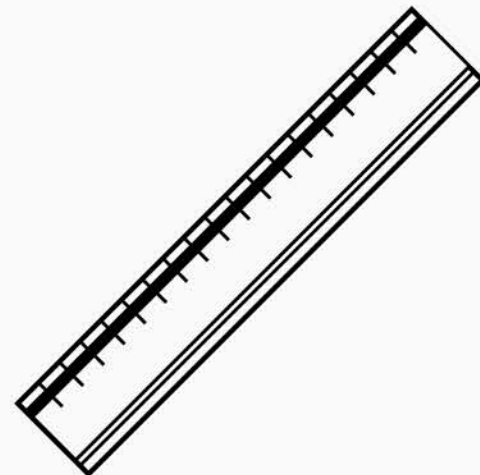
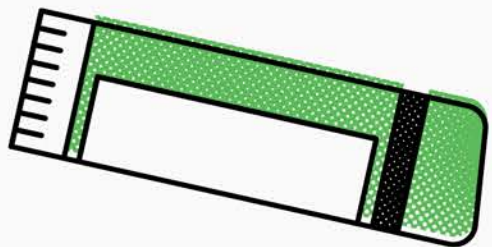




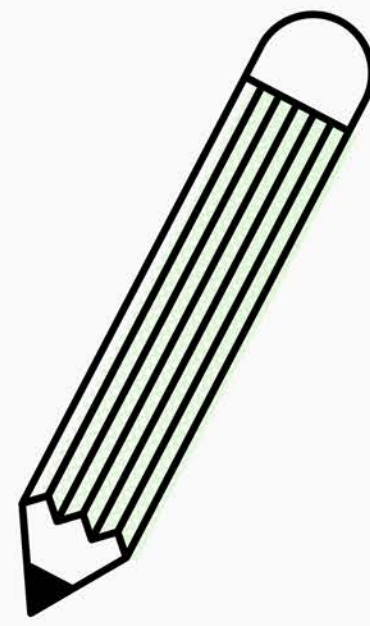
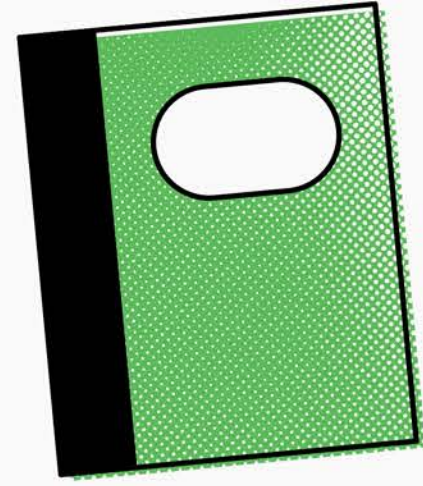
- **How is Bob still employed?** (to be honest, we aren't sure ourselves)

- **Why does he act so differently from Claire?**

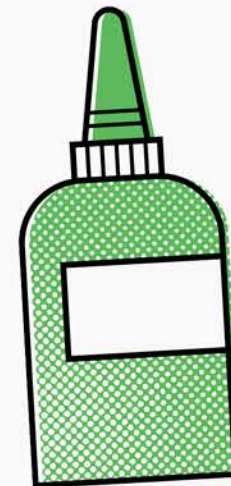
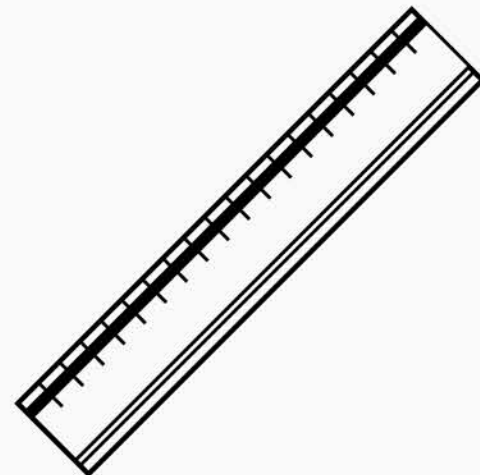
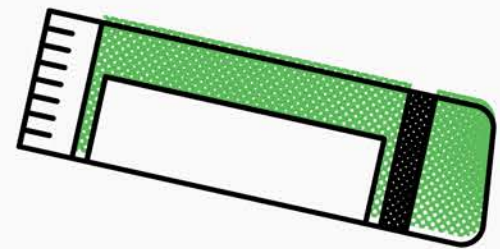
- **What can I do to be more like Claire?**



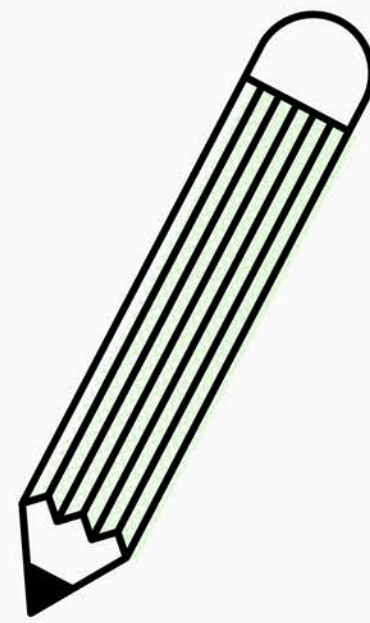
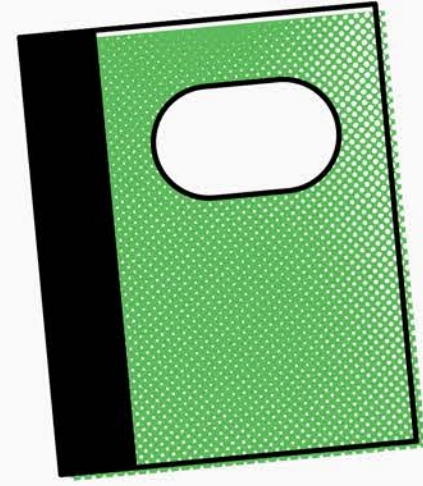




The awnser is,  
actually, pretty  
simple: **Claire did  
her homework.**

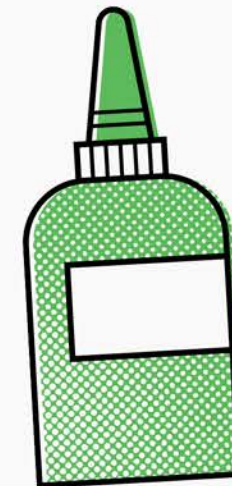
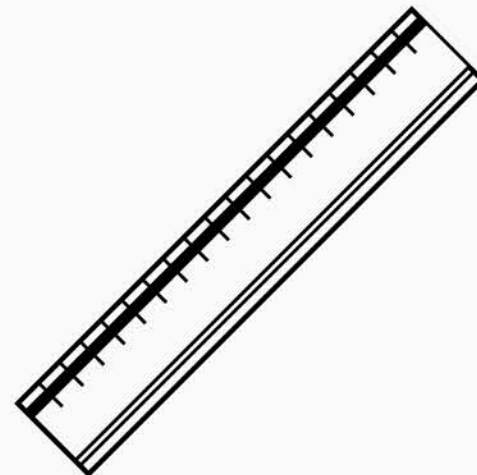
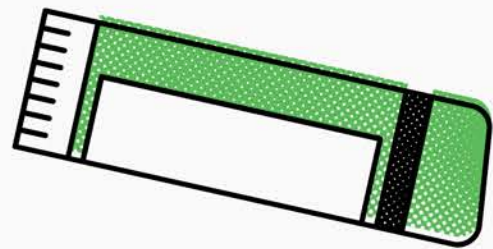




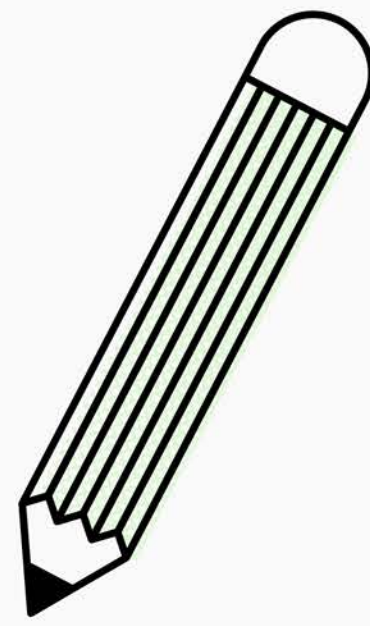
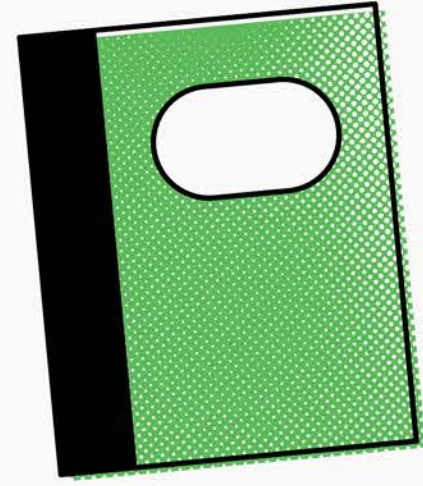


She knows she  
needs to be the  
**grown up** in the  
classroom.

(even though, sometimes she would prefer to be the teenager)

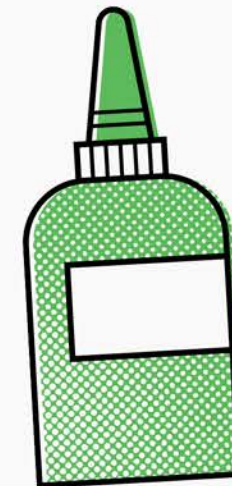
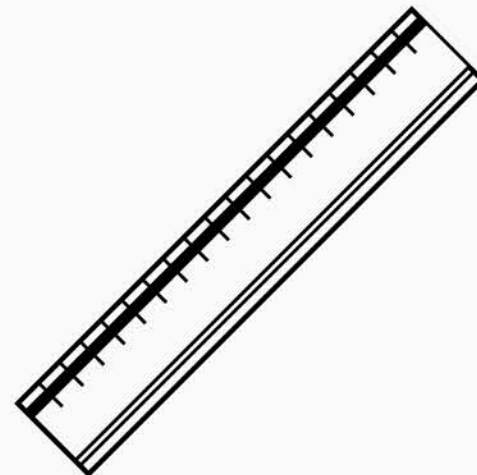
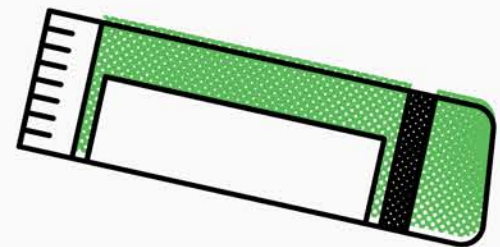




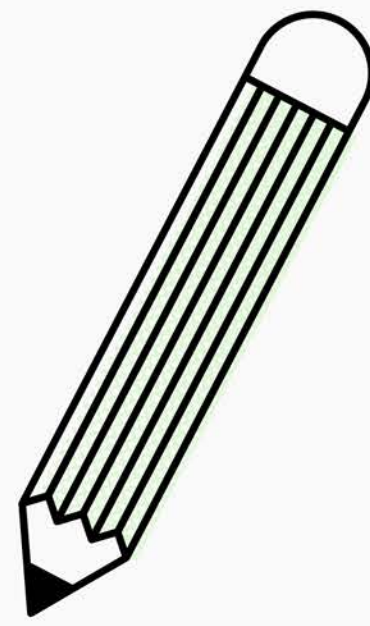
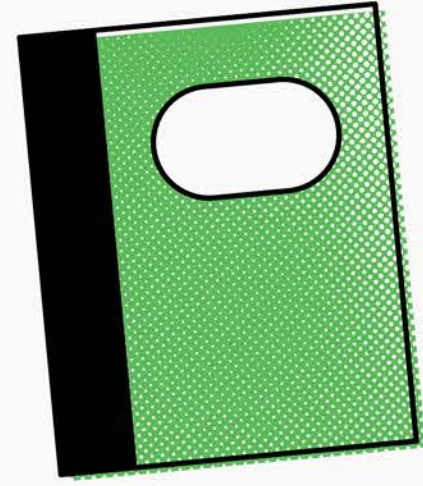


**She knows what  
the teenagers  
need from her.**

(and knows how to work with that!)



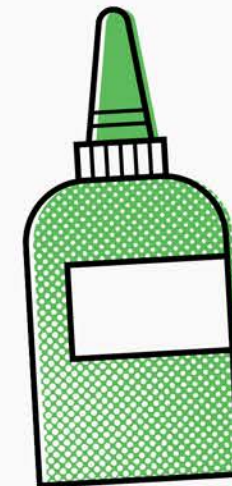
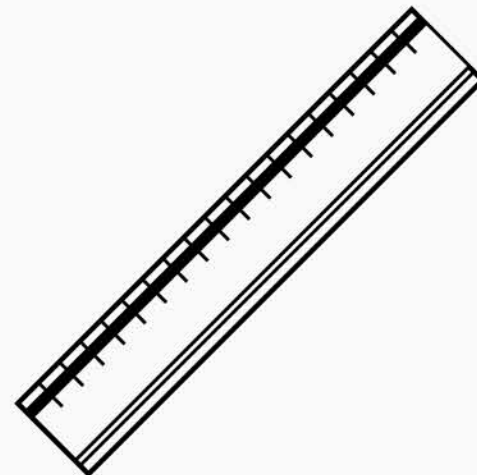
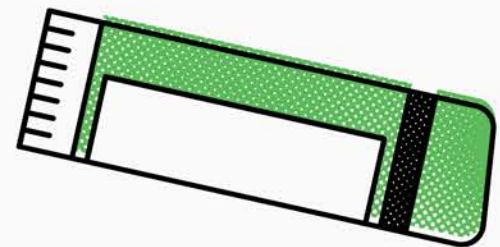




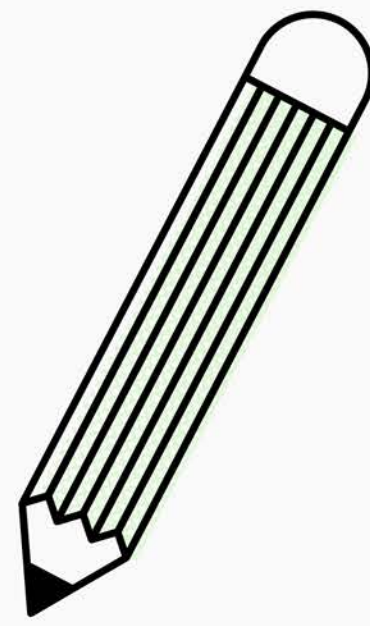
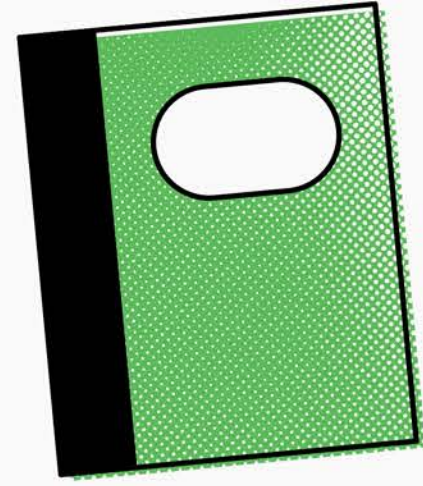
And lastly,

# She has a list of Do's and Don'ts

(you can guess from where she got the don'ts!)

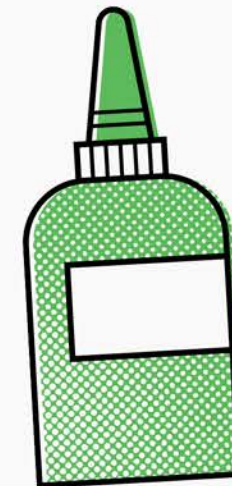
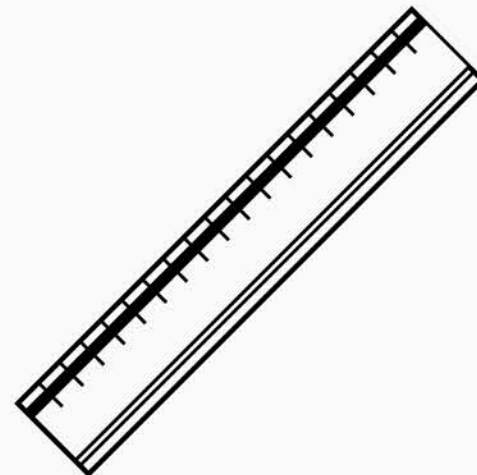
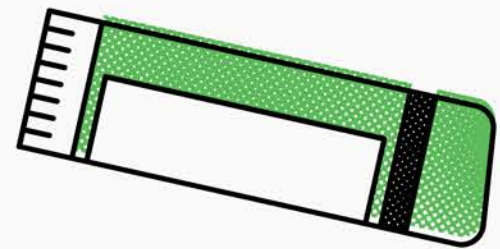




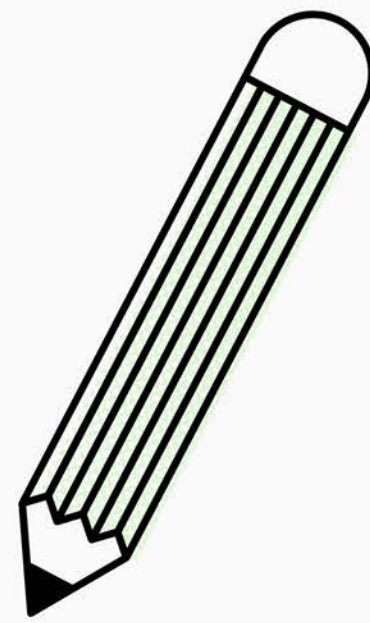
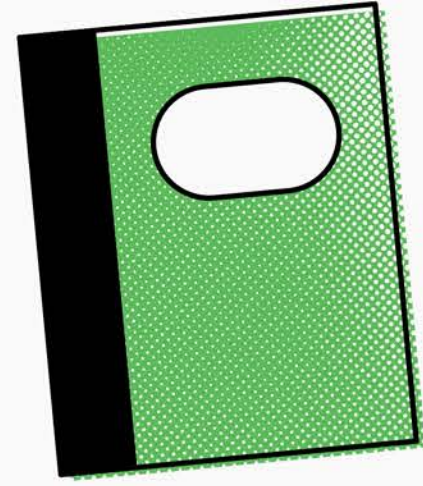


**Bob **didn't** do his  
homework.**

**(and it's obvious).**



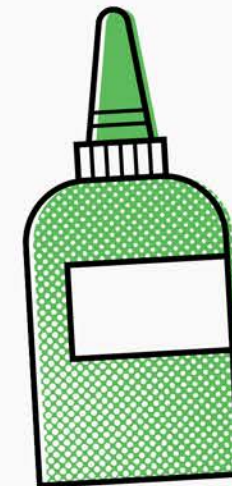
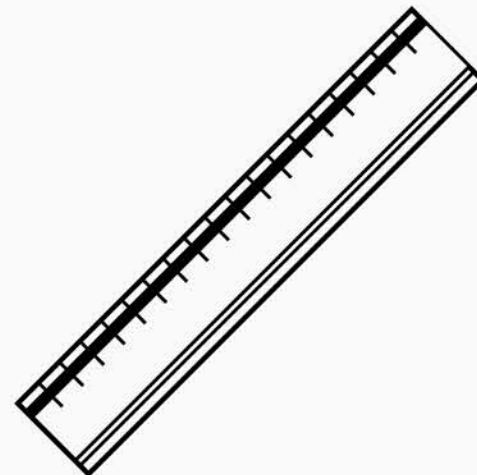
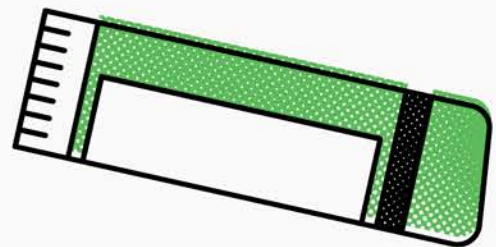




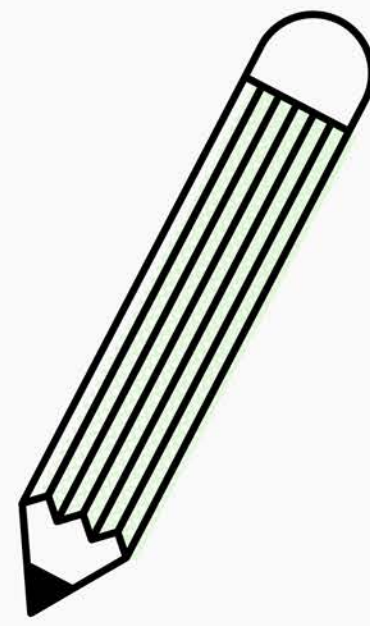
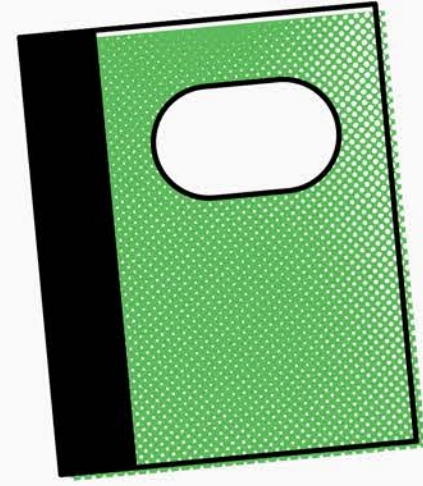
(Look at you, Perfect Teacher!)

So what can you do?

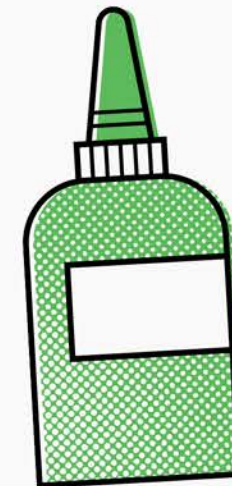
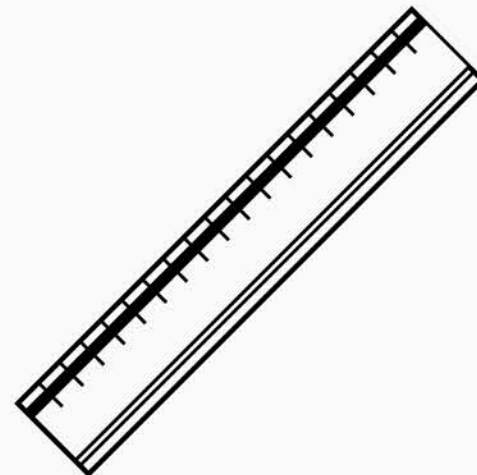
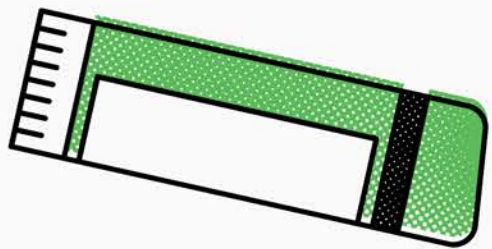
Do your  
homework!



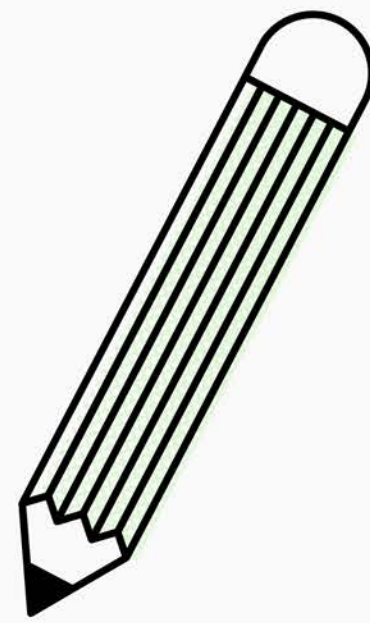
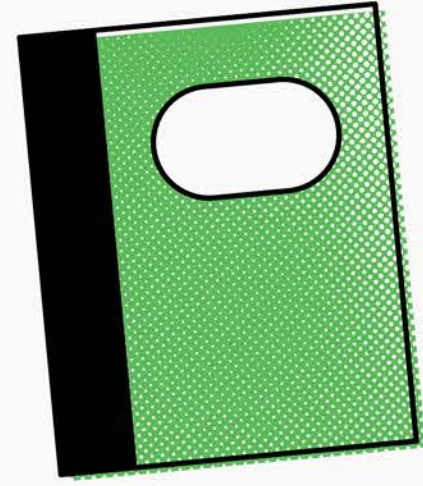




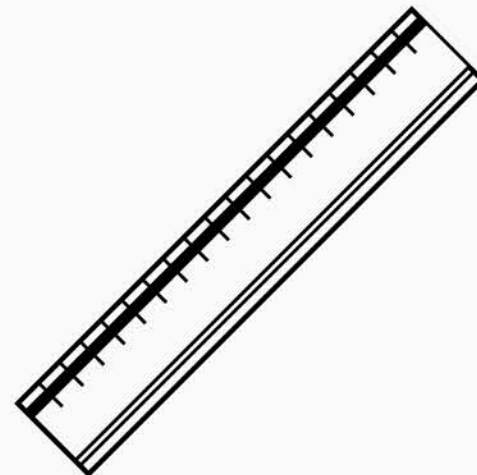
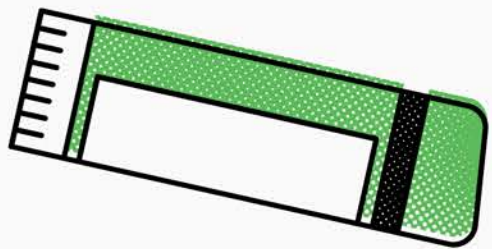
# Research about teenagers.



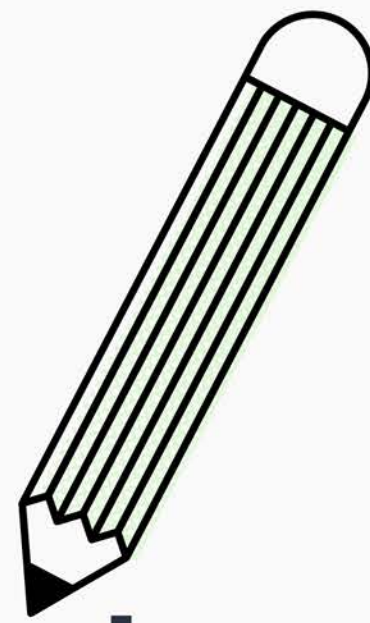
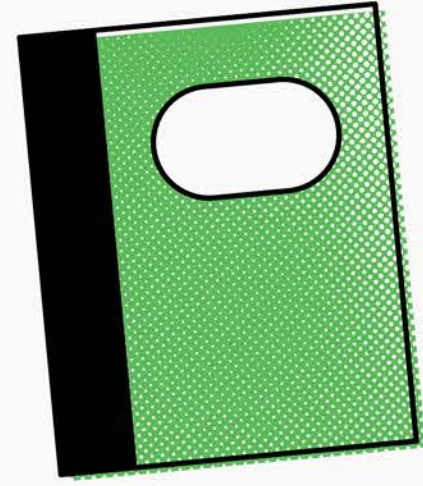




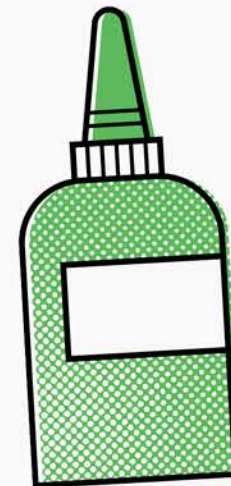
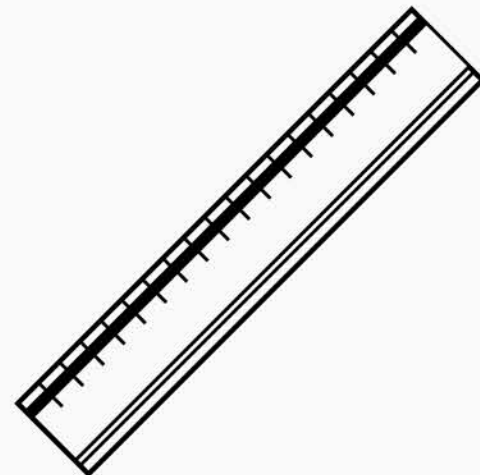
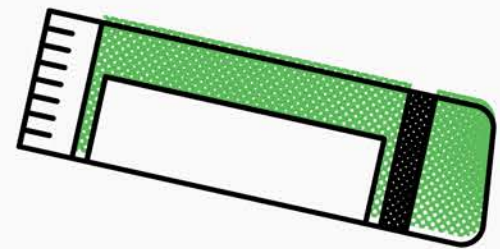
**Talk** with other  
**colleagues** and  
**share** experiences.



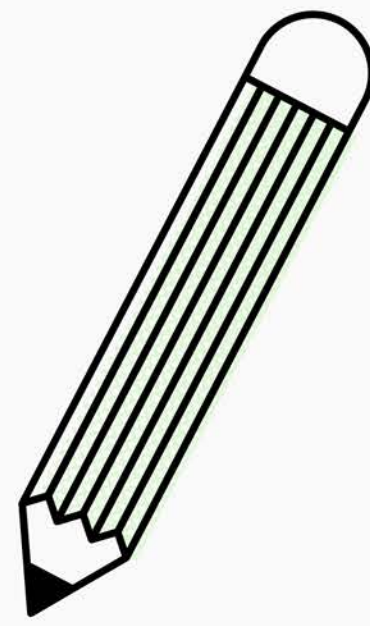
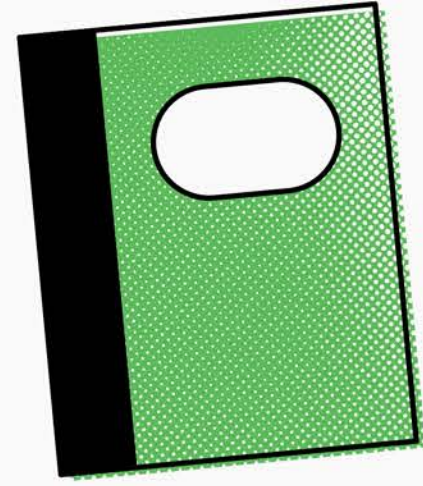




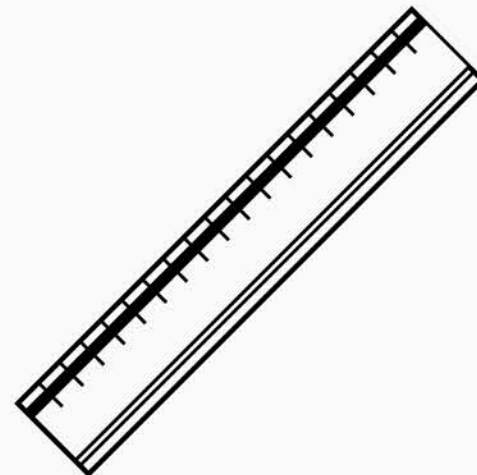
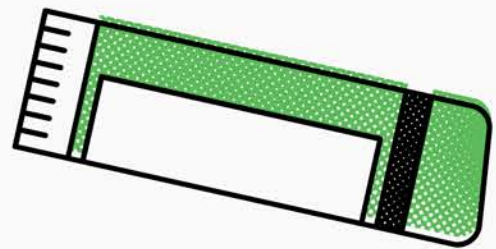
And lastly, always remember:  
**You are the grown  
up and you've got  
this!**



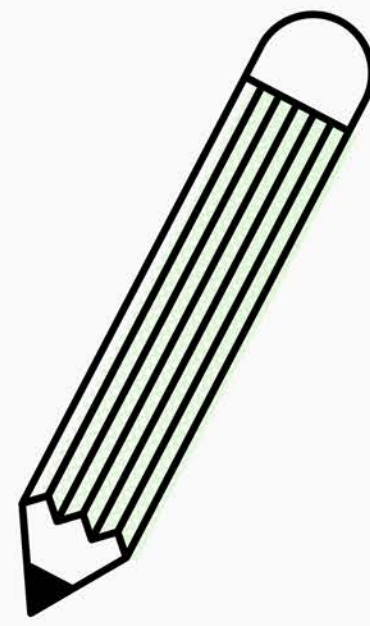
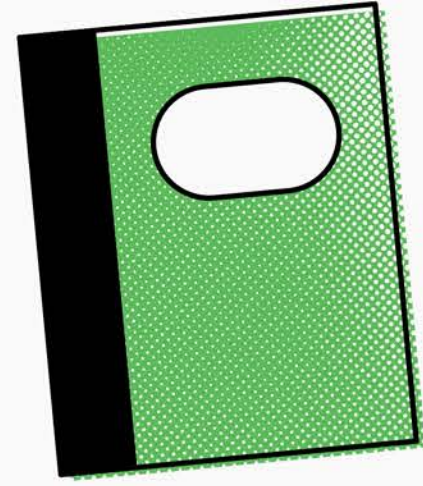




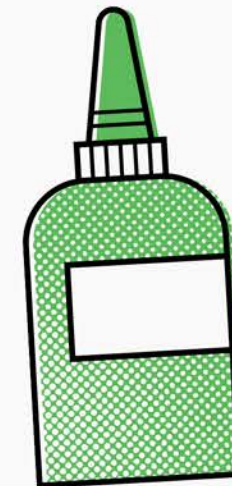
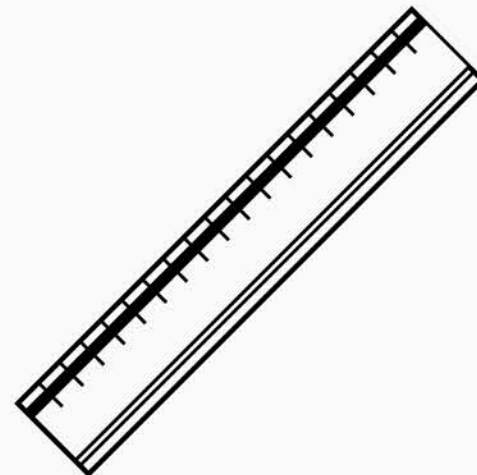
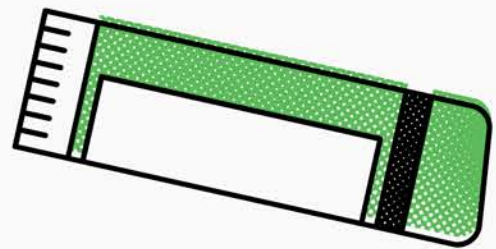
So, in conclusion  
**Be more like**  
**Claire...**







and less like **Bob.**







# The end.

Adapted from *Relating to Adolescents: Educators in a Teenage World* by Susan Eva Porter. Originally published by Rowman & Littlefield Education (March 16, 2009).

