

# UNDERSTANDING ADOLESCENTS



**Berckemeyer Consulting Group**

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# NOTES:



## The Unique Nature of Young Adolescents

- » Desire to feel powerful
- » Humor and Attention
- » Boredom
- » Physical Changes and Physical Activity
- » Fear and Loneliness
- » Need for movement
- » Constant cravings
- » Social and Emotional needs
- » Dram-ma vs real life drama
- » Structure and Clear Limits
- » Creative expression



## Ideas and Strategies

- » Listen, then react
- » Use of humor
- » Reward the positive
- » Know your limits
- » Consistency
- » Policeman attitude
- » You elevate they elevate
- » Don't stop teaching
- » The power of touch
- » Understand their life
- » Be inviting - stand by the door
- » Relationships
- » Let them know they make good company
- » Identify rude behaviors
- » Wait time, wait time and more wait time
- » Affirmations
- » Student work around the room  
Use the ceilings and floors
- » Practice new things in small amounts
- » Ownership, ownership, ownership
- » I messages
- » Follow up discipline, social issues, personal conflicts, and rewards
- » Provide options
- » Don't be afraid to deviate from the lesson
- » Hands-on learning - Paper Plates
- » Be an advocate



## **The Middle School Classroom**

- » The closer the better
- » Seating options
- » Teacher is always on the move
- » Have a phrase that pays—STOP, FREEZE, and LOOK at ME, “Come to the carpet of love and acceptance.”
- » Repeat what they say
- » Do not multi-task—look at them when they are speaking
- » Always ask this question to yourself— “Would I like this class if I were an adolescent?”
- » Teacher does the follow up after a discipline action
- » Handout procedures—Permission slips, homework and other items that need passed back
- » Use of folders for journals and student work
- » Board of missing work and other student updates
- » Helpful hints when doing assignments
- » Work until the end of the hour
- » Eliminate extra credit—add enhancements
- » Provide options for learning—Example: “Today you need to get to 50 points” ... then provide five options with varying point value
- » Get to know your activities
- » Don’t overwhelm the overhead
- » Discuss pet peeves—share some of yours
- » One place for homework and other items that need to be handed in
- » Tubs, buckets, and other storage articles
- » Attention signals
- » Use of student names when you need attention
- » Vocal inflection
- » Repeat after me
- » Assign student to provide make-up work and assignments
- » Organization
- » Dealing with tardies—guest book
- » Keeping your hands clean





## Student Behavior Reflection Sheet

**Name:** \_\_\_\_\_ **Class Period:** \_\_\_\_\_ **Date:** \_\_\_\_\_

» Describe the situation that happened.

» How did your involvement help or hurt the situation?

» If you had the chance to do it all over again, what would you have done differently?

» What consequences should be given?

» What ideas do you have to make sure this situation does not happen again?

### Teacher/Team Notes

Consequences given:

Additional comments:

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*Team Member*

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*Student*

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# **!** Missing Assignment



**Subject:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Title of Work:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Student has not turned in the above assignment.**

Student Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Story Pyramid

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

### Key

1. Name of main character
2. Two words describing main character
3. Three words describing setting
4. Four words stating problem
5. Five words describing one event
6. Six words describing second event
7. Seven words describing third event
8. Eight words stating solution

Student: \_\_\_\_\_

Title of Book: \_\_\_\_\_

Author: \_\_\_\_\_



# ABOUT THE AUTHOR

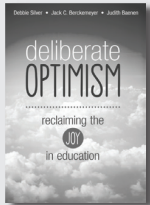
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A nationally-recognized presenter, author, and humorist, Jack Berckemeyer, began his career as a middle school teacher in Denver, Colorado. After two years of teaching he was named as an outstanding educator at his school, and shortly thereafter he was identified as one of the outstanding educators in the district. In 2003, he received the Outstanding Alumni Award from the Falcon School District. Jack brings his energy, humor, and expertise to all staff development as he helps teachers and administrators remember why this job makes a difference. Jack has presented in conference and school district settings both nationally and internationally. Jack served as a judge for the Disney American Teacher Awards and served on the selection committee for the USA TODAY All-Teacher Team.

Jack Berckemeyer is known for his motivating, practical ideas communicating a message of hope, laughter, and insight into education. Jack was also the Assistant Executive Director for the National Middle School Association for 13 years and is the author of *Managing the Madness - A Practical Guide to Middle Grades Classrooms*. His most recent publications are *Taming of the Team - How Great Teams Work Together* and *Deliberate Optimism - Reclaiming the Joy in Education*, co-authored with Dr. Debbie Silver and Judith Baenen.

Jack is currently the Owner and Director of *NUTS and BOLTS - Ready to Lead, Teach, and Learn Conferences* located in Denver, Colorado and Destin, Florida. Jack lives in Denver, Colorado and has no pets or plants.



### Deliberate Optimism: Reclaiming the Joy in Education

by Debbie Silver, Jack Berckemeyer & Judith Baenen

\$29.95



### Paper Plate Activities - Letters and Numbers

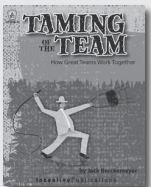
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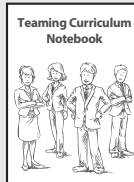
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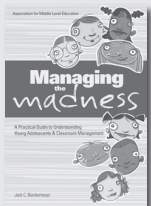
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### Teaming Curriculum Notebook

by Jack Berckemeyer

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### Managing the Madness: A Practical Guide to Middle Grades Classrooms

by Jack Berckemeyer

\$24.99



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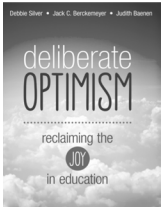
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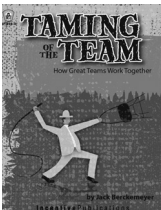
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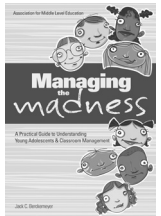
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