A long-exposure photograph of Niagara Falls at night. The water is blurred into a smooth, flowing ribbon of light, with warm orange and red tones from city lights reflecting on the surface. In the foreground, the dark, craggy rock formations of the falls are visible. In the background, a distant city skyline with various lights is visible across the water.

CONNECTION, COMPASSION AND CHARACTER IN THE TEEN CLASSROOM

CLAIRE VENABLES INTERVIEWS
LUCY CRICHTON


PLAN OF THE SESSION

Making
Connections

Showing
Compassion

Building
Character

The 7
Gateways

A photograph of three young women sitting outdoors on stone steps. The woman in the center is holding a smartphone and pointing at the screen. The woman on the left is smiling and looking at the phone. The woman on the right is wearing a brown cap and a lace top, with her hand over her mouth in a surprised or amused expression. The background shows a stone wall and some foliage.

Why can it be so hard for me to
CONNECT with my teenager learners?



NEGATION



TRANSITION



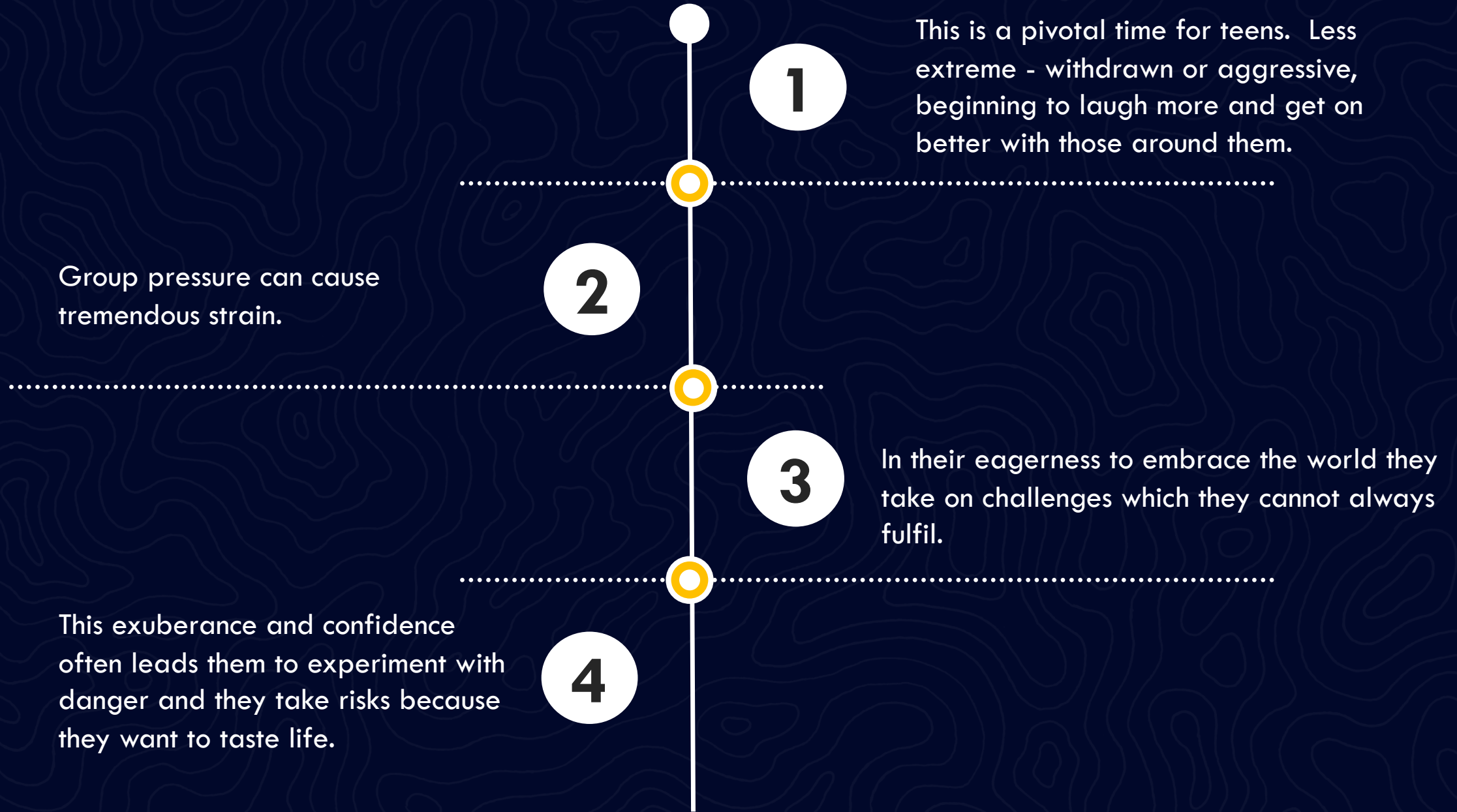
AFFIRMATION

BETWEEN FORM AND FREEDOM BY BETTY STALEY

THE NEGATION STAGE - 11 TO 14

- 1 Looking for the wonderful or the perfect and can feel let down and disillusioned when not found.
- 2 See the ugliness where they had expected beauty and human weakness where they had expected perfection
- 3 Become defiant – test everything and everyone – particularly anyone representing authority.
- 4 Cynicism may develop out of unfulfilled expectations. This makes them feel lonely.
- 5 They question whether there is a friend out there for them, becomes an overwhelming priority in their lives.

THE TRANSITION STAGE - 15TH YEAR



THE AFFIRMATION STAGE - 16TH & 17TH YEAR



Turning point in the young person's development characterized by the transformation of self-love and interest to love of others and the world in general.



Search for answers, political, religious and the next step in their education and future career.



Have the tools to question, analyse and criticize and their thoughts move towards transforming the world and making it a better place.



As teenagers feel more confident and more comfortable with themselves, they become more realistic about life. They begin to appreciate their freedom and respect their responsibilities.

A blurred background image of a classroom. In the center, a student with bright pink hair tied in a bun is seen from behind. To the left, a student with dark hair is partially visible. To the right, a male student with glasses is partially visible. The background is a textured, light-colored wall.

What role does **compassion**
play in the teen classroom?



12 years old



14 years old




18 years old



21 years old

WHAT ARE THE SUCCESSFUL TEEN TEACHERS DOING THAT I'M NOT?



A candid photograph of three young women in a home. On the left, a woman with curly hair, wearing a purple patterned top and blue jeans, is laughing and looking upwards. In the center, a woman in a bright pink tank top is running barefoot towards a wooden door, also looking up. On the right, another woman with long curly hair, wearing a red and blue patterned shirt, is in the foreground, slightly out of focus, looking towards the others. A young girl in a pink shirt is visible in the background on the right. The setting includes a bookshelf, a tiled floor, and a staircase in the background.

We need to help teenagers express their longings, their inner worries and fears, and increase their motivation to learn and thrive. By strengthening ties to family and friends we can help teens approach adult life with vitality, character and vision.



THE SEVEN GATEWAYS TO THE SOUL OF EDUCATION

BY RACHAEL KESSLER

The yearning for **deep connection** describes a quality of relationship that is profoundly caring, is resonant with meaning, and involves **feelings of belonging**, or of being truly seen and known.

GATEWAY 1

Unit 1

Who Am I?

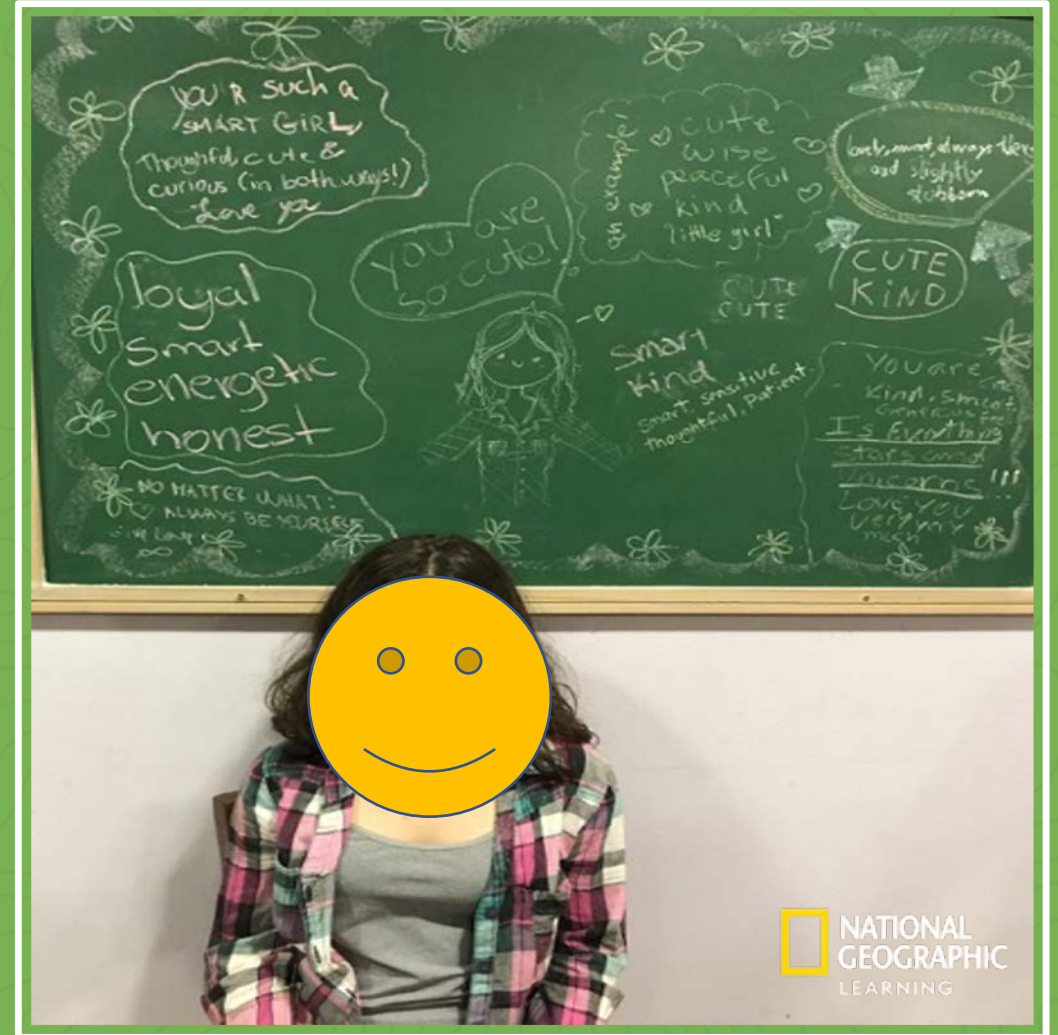
"Make sure to be passionate about whatever it is you get into . . ."

—Jack Andraka

Friends celebrating Holi, the Indian festival of colors

1. How would you describe the people in this photo? How do you think they might describe themselves?
2. Describe yourself in five or six words. Now think of five or six words that you would never use to describe yourself.
3. What are you passionate about? Why?

ACTIVITIES THAT INVOLVE SELF EXPRESSION, FEELINGS AND PREFERENCES



Practice daily!
Watch series (to improve listening skills) and try talking to people to improve your conversation and speaking skills!

Sing songs, research lyrics, find music that makes you want to know more....

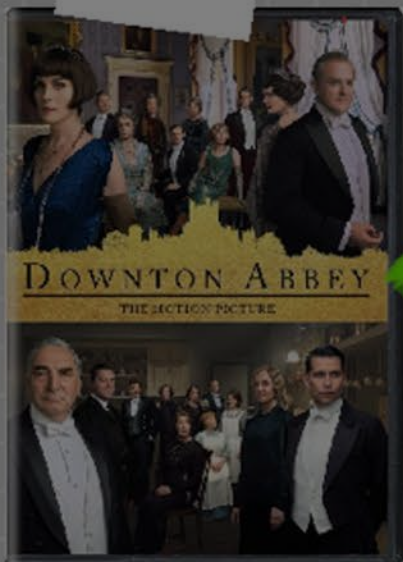


Recreate a scene from a movie or TV show!

Good for pronunciation!

If YOU want your English to improve, how often should you practice?

ENGLISH



talk to yourself!
speak english in the shower or alone in your room. it's easier 'cause there's no one to judge you



COLLABORATIVE JAMBOARDS

Try reading multiple books!



Try to insert English in your daily life. It can be small phrases, a whole text, a piece of music or a podcast, as long as you practice at least a little bit every day..



Listen to songs in english, and when you don't know a word you can search the meaning!



Talk to native speakers!



GATEWAY 2

The longing for **silence** and **solitude**, a place for reflection, of calm or fertile chaos, an avenue of stillness and rest.

CREATIVE WRITING USING HAIKU POETRY

Haiku is a form of poetry that began in Japan. It uses the senses to describe scenes from nature, and often involves vivid images of trees, plants, seasons, and other elements of the natural world.

The sound of the Wind - 5
rushing past us telling us - 7
here we are alive - 5

Mini extended texts:
Have hope,
Everything is going to change.
People can live respected for what they
are, and not for the label that society
imposes on them.
Carolina 15yrs old.

The search for **meaning** and **purpose** concerns the exploration of big questions, such as "Why am I here?" "Does my life have a purpose? How do I find out what it is?" "What is life for?" "What is my destiny?" "What does my future hold?"

GATEWAY 3

GATEWAY 4

The hunger of **joy** and **delight**, experiences of great simplicity, such as play, celebration, or gratitude. It also describes the exaltation students feel when encountering beauty, power, grace, brilliance, love or the sheer joy of being alive.

IMAGE OF THE WEEK

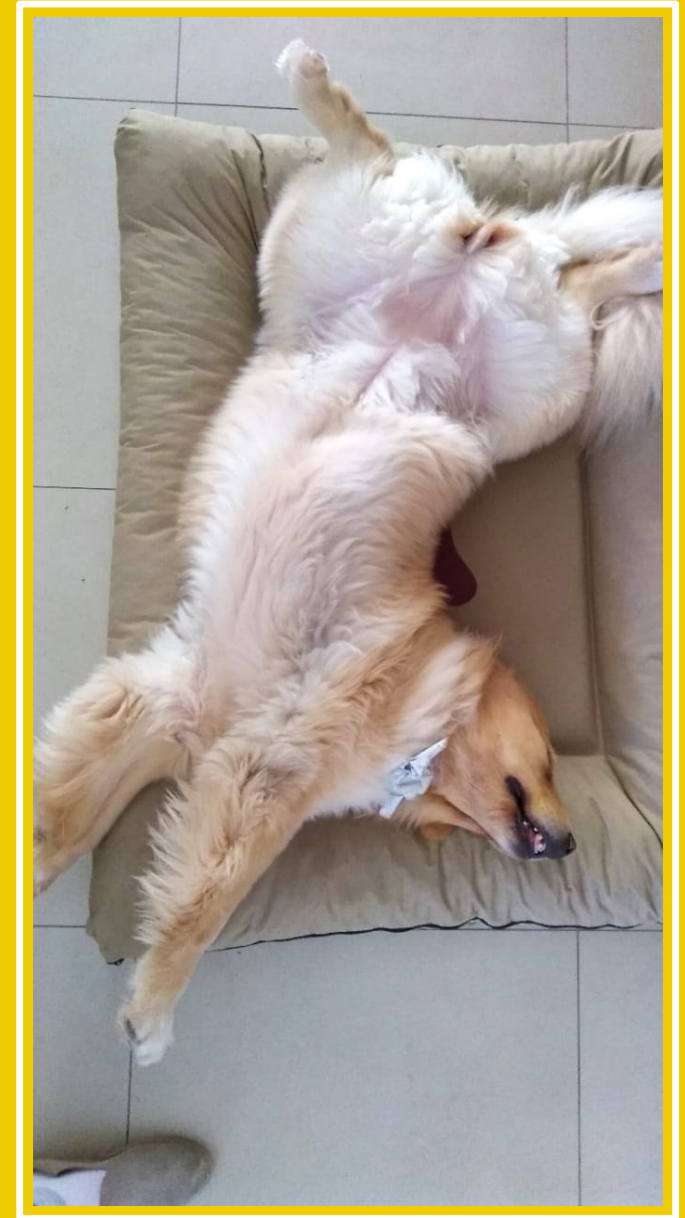



WHAT ARE
THEY
SAYING /
SINGING?





SOMETHING THAT BROUGHT
HAPPINESS TO MY DAY





The **creative** drive, is part of all the gateways. Whether developing a new idea, a work of art, a scientific discovery, or an entirely new lens on life, students feel the awe and the mystery of creating.

GATEWAY 5



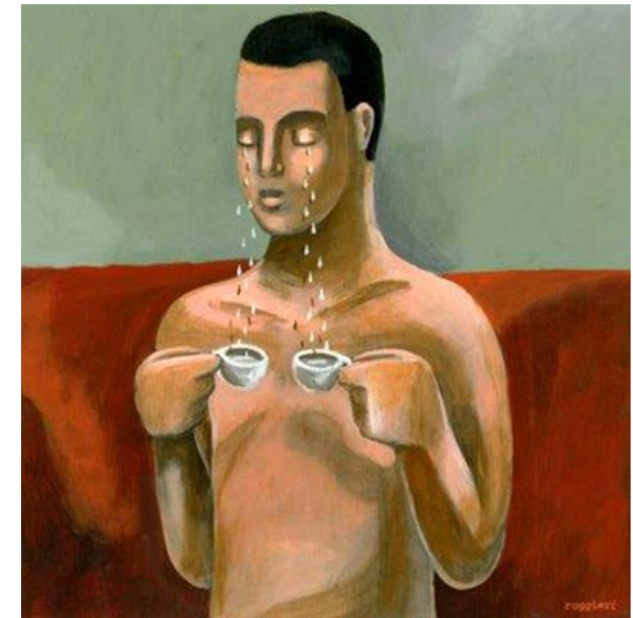
MINI STUDENT TUTORIALS AND PODCAST

ARTISTIC DIALOGUES



Artistic processes connect to a conversation with our inner being.

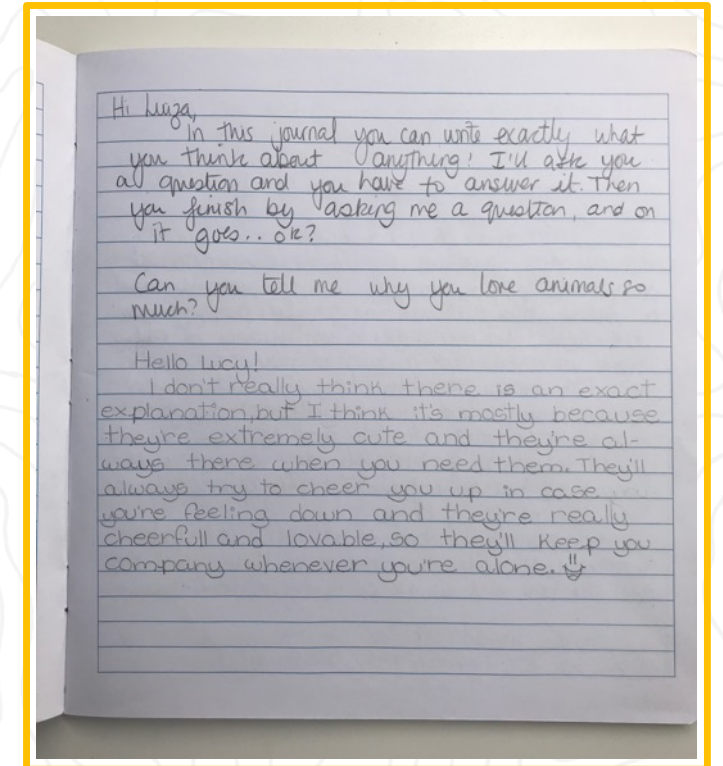
In our daily life we respond to our outer world, but art allows us to awaken an inner eye to imagination and inspiration.



GATEWAY 6

The urge for **transcendence** describes the desire for young people to go beyond their perceived limits. It includes not only the mystical realm, but experiences of extraordinary in the arts, athletics, academics, or human relations. By naming and honouring this universal human need, educators can help students constructively channel this powerful urge.

STUDENT / TEACHER JOURNALS



The need for **initiation** deals with rites of passage for the young -- guiding adolescence to become more conscious about the irrevocable transition from childhood to adulthood.

GATEWAY 7

BREAKOUT ROOMS-STUDENT EXCHANGES



CATEGORIES:

Family


Travel

Hobbies

Something strange

Favourites

Ask questions and give information according to the 5 categories given below.
Note down **two things** for each category.
Make notes so that you can present this person to everyone else after the breakout rooms!

A young girl with long, dark, wavy hair is dancing joyfully in a school hallway. She is wearing a blue sleeveless shirt with a logo that says "PRO-SALVADOR". Her arms are outstretched, and her hair is flying around her head. In the background, other students in blue shirts are watching, some holding up phones to record. The hallway has brick walls and arched windows.

We are never only teaching English, we are constantly exchanging life stories and invisible messages that serve to embrace the deeper hunger of today's youth.



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BRINGING THE WORLD TO THE CLASSROOM
AND THE CLASSROOM TO LIFE



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