Professional Learning Guide

The Adolescent Learner

Ontario
The Adolescent Learner

The adolescent mathematics learner is experiencing changes and challenges in several domains simultaneously:

- **Intellectual**: beginning to incorporate abstract and symbolical reasoning and objective judgments into problem solving.
- **Physical**: maturing at varying rates, often restless or lethargic.
- **Emotional**: sensitive to criticism, self-conscious, lacking self-esteem.
- **Social**: testing limits; loyal to peer group; insensitive to those outside peer group; can be confused by large impersonal environments.

> “[Adolescent] students vary greatly in their development and readiness for learning and teachers play a critical role in judging the developmental stage of each student.”

In your classroom, this means:

- capitalizing on adolescent learners’ characteristics, whenever possible;
- using strategies such as the 20-2-20 Rule: 20 minutes into the lesson, students’ explain what they have just learned; 2 days later students review and apply the new information; 20 days later, students reflect on what they have learned and apply the concepts/skills in a different way;
- obtaining student input in determining classroom rules and procedures;
- making the classroom a safe place in which to take risks and participate during mathematics learning;
- presenting opportunities for students to move around and engage in situations kinesthetically;
- having students discuss and investigate different ways of thinking about and doing mathematics;
- using a variety of groupings that suit the purpose for learning;
- presenting tasks that have multiple entry points to accommodate a range of thinkers;
- providing tasks that allow students to move through the concrete to abstract continuum.

Considerations:

For more information, go to:
My Personal Reflection and Plan

To what extent do I consider the age and stage of the adolescent learner when preparing and delivering a mathematics lesson?

- □ occasionally
- □ fairly often
- □ at every opportunity

What two characteristics of the adolescent learner do I need to pay closer attention to?

What characteristic of the adolescent learner can I capitalize on to improve the learning environment in my classroom?

How can I adjust my planning and teaching to focus on each of these characteristics?

What characteristic of the adolescent learner do I find difficult to manage or accept?

What steps can I take to improve my understanding and appreciation of this characteristic?

How will I know that I am improving in my understanding of this?

Other ideas and thoughts I have after hearing the comments of my peers:
Next Steps

Lesson from TIPS4RM that I will teach to focus on improving my understanding of the characteristics of the adolescent learner:

Lesson Goal:

Characteristic(s) of the adolescent learner I need to consider for this lesson to be successful:

I will use the following structures and guidelines to meet student needs:

I am making the following adjustments to the lesson to consider the characteristic(s) of the adolescent learner:

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<th>Adjustment</th>
<th>Characteristic Focus</th>
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Other notes:
Lesson Debrief

The adolescent learner characteristics I focused on were:

Evidence that students engaged in the lesson:

Reflection

• What went smoothly?

• What created challenges?

• What strategies did or didn’t work?

If I were to teach this lesson another time, I would:

Other ideas and thoughts I have after discussion with my peers: