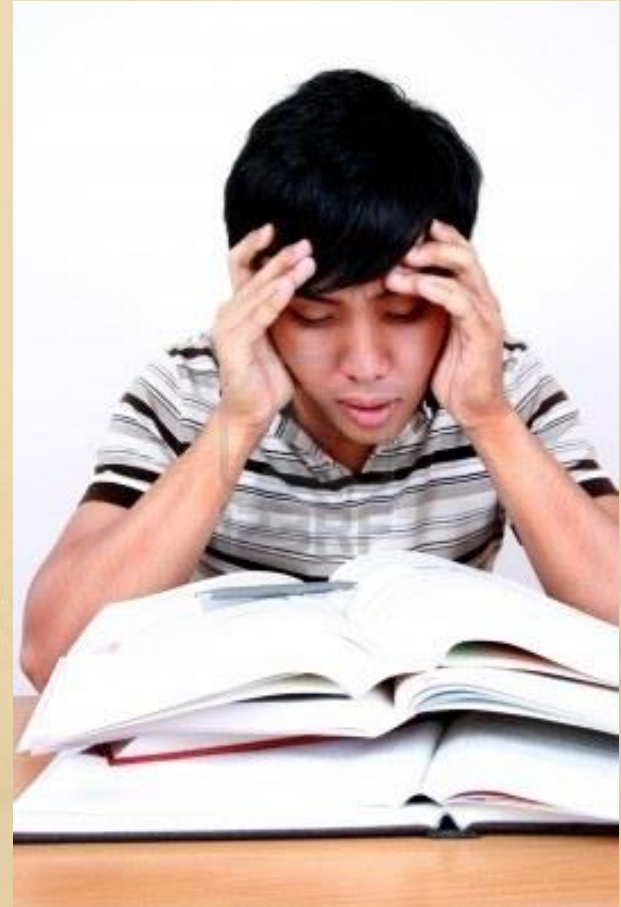


# **SUPPORTING YOUR CHILD THROUGH THE TEEN YEARS**

**Broadrick Secondary School**

# CASE STUDY: Aaron Liew

Aaron was a good student, producing *above average* results, throughout his secondary school days until he was in **SEC 3**. His grades **dropped drastically** for his Mid-year exams. He appeared **tired, lethargic, more quiet** but also paid too much attention to his **personal grooming**.



# CASE STUDY: Aaron Liew

He used to be a *sociable boy* who enjoyed **CHATTING WITH COUSINS AND PARENTS.**

When his parents questioned him about school, he would **fly into a rage** and accuse them of **pressurising** him and not **UNDERSTANDING** the **stress** he faced.

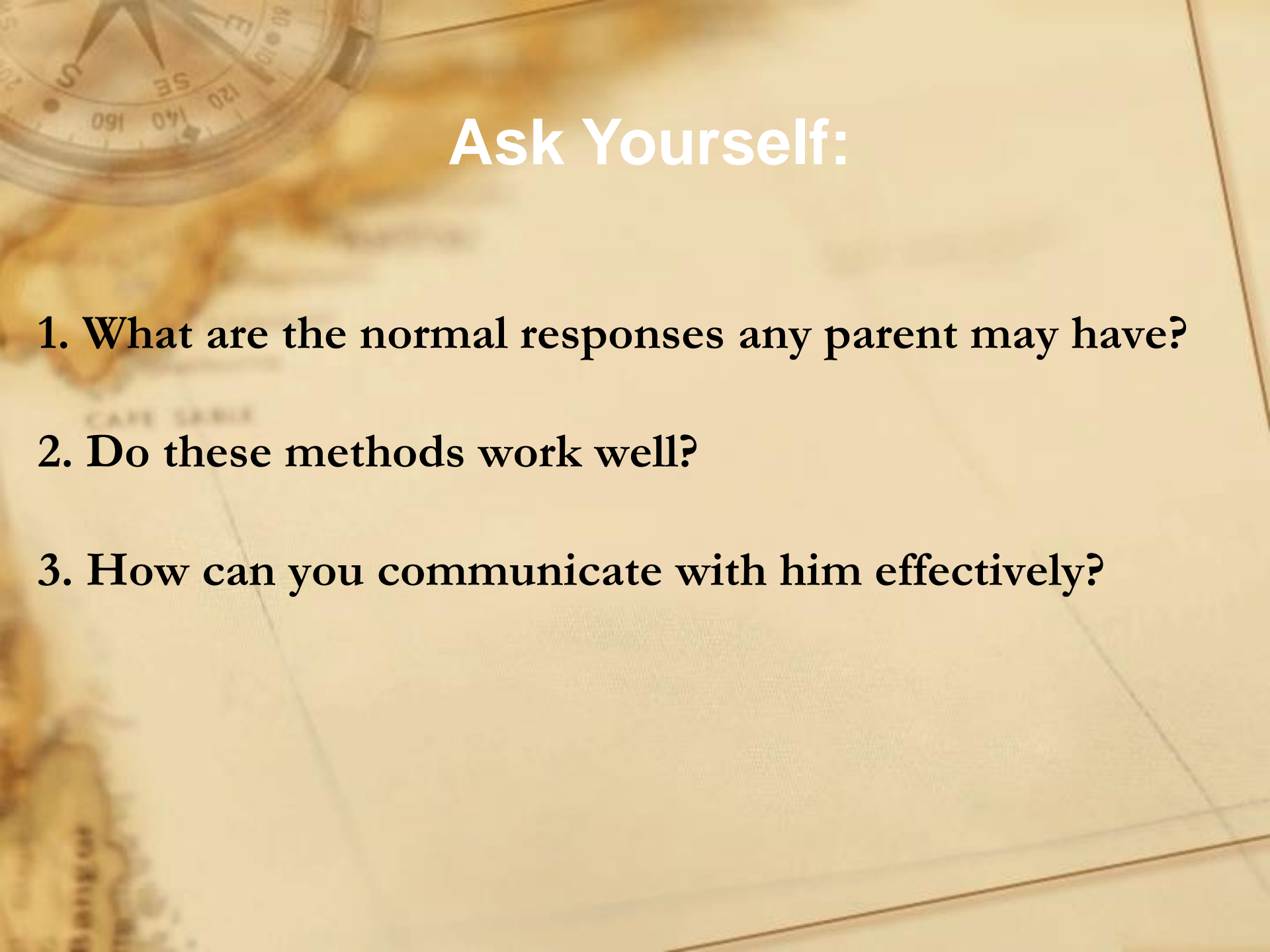




# CASE STUDY: Aaron Liew

After school, he  
**LOCKED** himself in his  
room and was **not**  
willing to  
**communicate**  
with his parents ,  
preferring instead to fiddle  
with his **smartphone**  
and **PLAY**  
**COMPUTER**  
**GAMES.**





# Ask Yourself:

- 1. What are the normal responses any parent may have?**
- 2. Do these methods work well?**
- 3. How can you communicate with him effectively?**



# Signs of Stress

# ICEBERG THEORY



# **YOUR CHILD'S ICEBERG...?**

**MOODY, CRYING, RUDE, ANGRY, LETHARGIC,  
NON COMMUNICATIVE, CONTRARIAN, IRRITABLE**

---

**FEAR OF FAILURE**

**POOR PLANNING SKILLS**

**PANIC AT THOUGHT OF WEAK SUBJECTS**

**ENVY OF OTHER STUDENTS' ABILITY**

**FEELING OF LONELINESS, HELPLESSNESS AND UNLOVED**

**NOT UNDERSTOOD OR SUPPORTED BY OTHERS**

**LACK OF GOOD SLEEP, NUTRITIOUS FOOD OR EXERCISE**



# ISSUES TO CONSIDER

Schools are leaning towards the **constructivist approach** rather than the **direct instruction approach**. This approach encourages children to 'explore their world, discover knowledge, reflect, and think critically' with monitoring and guidance from the teacher.

**Collaboration** and their own construction of knowledge are emphasised.

# ISSUES TO CONSIDER

- Upper secondary academic work is far more challenging. Subjects taken are **specialised** and may not suit some students hence their lack of motivation.
- Relationship Issues – problems with friends or classmates. He or she may focus on friends outside school to compensate. He may go out with them to socialise at malls or other places. **Teens value attention and love** and will seek it outside if not at home.

# ISSUES TO CONSIDER

- **Developmental stage** – This stage is characterised by ‘turbo-charged feelings’ due to hormonal activity and changes in structures that control emotions such as the hippocampus, amygdala, and the limbic system. Emotional teens experience pride and shame as matters of great importance which affect their self-esteem. Hence how a child is treated and compared to others is a more sensitive issue at the upper secondary level.

# What a Parent Can Do

- Hence as a parent and a teacher, use both the constructivist and the direct-instruction approaches. Encourage your child to share or contribute to ideas, while ensuring they are safe to do so. Try to include him or her in the **decision making process** and teach **accountability**.
- Understand that your child may be unable to express his intense emotions correctly during this developmental stage as his/her prefrontal cortex is not fully developed. **Role modelling** and being understanding is helpful.



# What a Parent Can Do

- Older teens need **more time and space**. Adapt to their developmental stage by giving them **more respect** usually reserved for adults. Strike a balance between leaving them alone and insisting on being involved with everything they do e.g. friendships.
- As friendships are very significant to them, avoid blaming their friends for certain types of behaviour. This usually blocks communication as they assume **'you don't understand'**. It's better to use your own rules and values as a reason for your disapproval.

# What a Parent Can Do

- Their sexuality is a prime source of curiosity to them. This is normal. Parents should set boundaries and teach values that are clear and being role modelled. Research shows that parents who are close to their children and spend family time with them are less likely to seek early sexual experiences.
- Parents can **role model good behaviours** such as avoiding smoking and drinking. Using the hand phone constantly and staying out late are other examples.

# What a Parent Can Do

- Finally, **be consistent**. Carry out consequences to behaviours as you have stated or you will not be taken seriously.
- **Don't jump to conclusions** when something unpleasant happens. Ask them what happened and give them a fair hearing.



# Role of parents



# Conducive home environment



Home Sweet Home



**STOP NAGGING AT ME!!!!**



# Make a plan

Session	Monday	Tuesday	Wednesday	Thursday	Friday
09:15 – 10:45	Presentation Skills: Theory and Practice	Multimedia Skills for Essay Writing and Presentations	Listening in Context	Projects: Managing and Organising Information	Student Preparation and Notetaking
Break	Break	Break	Break	Break	Break
11:00 – 12:30	Long essay writing: Reading and Researching	Academic Conventions (Footnoting, referencing)	Advanced Grammar	Long essay writing and Drafting	Advanced Grammar
Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
13:15 – 14:15	Research Skills and Project Preparation	Issues: The structure and Practice of argument	Comprehension of complex texts	Listening for Specific and Detailed Information	Essay Questions and Analysis
Break	Break	Break	Break	Break	Break
14:30 – 15:30	Current Affairs and Argument	Pronunciation or Writing: The Art of Persuasion	Argument (Structure and Practice)	Pronunciation	Essay writing in exams

Calendar 18 May - 22 May

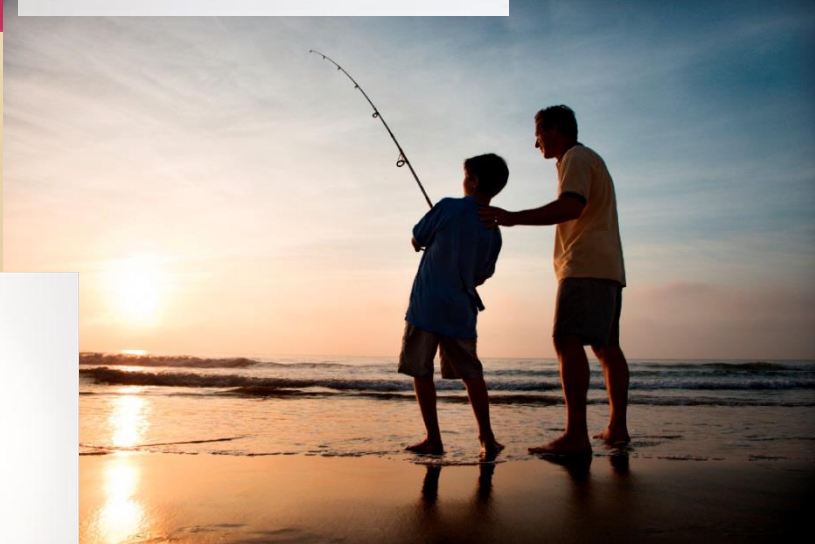
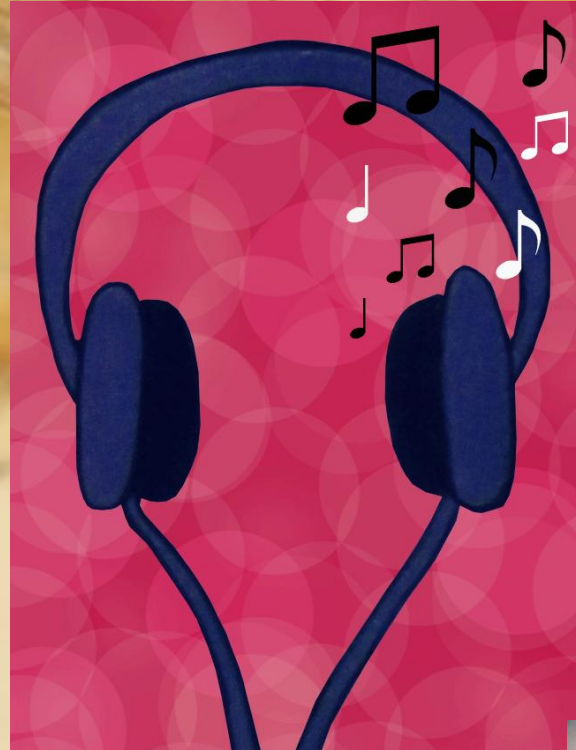
	18 May	19 May	20 May	21 May	22 May
09:00	Study	History & Culture in 20th c. 1880-1945 - Study		Office hour meeting	
10:00					
11:00		Cultural Encounters - Lecture	Study	Rise of the Modern International	Study
12:00					
13:00	Study			Advanced Spanish - Seminar	
14:00	Advanced spanish seminar	Rise of the Modern International	Study	Study	Study
15:00					
16:00					
17:00			Work		
18:00					
19:00	Study	Study			
20:00	Study				Study
21:00				Study	
22:00					



# Have regular breaks

**They need exercise and  
some play time..**



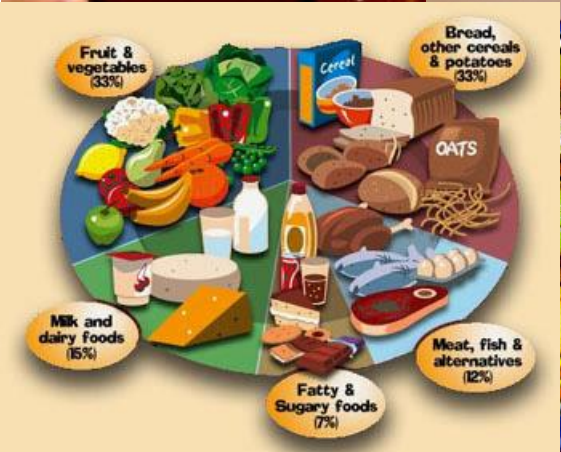
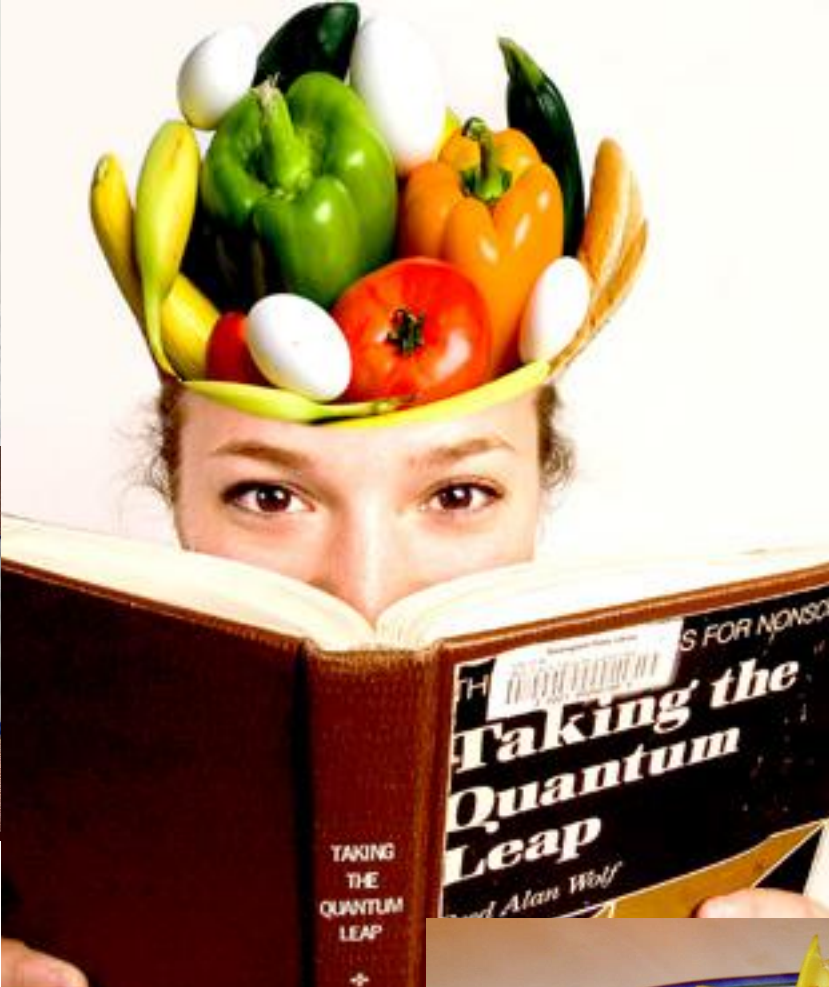
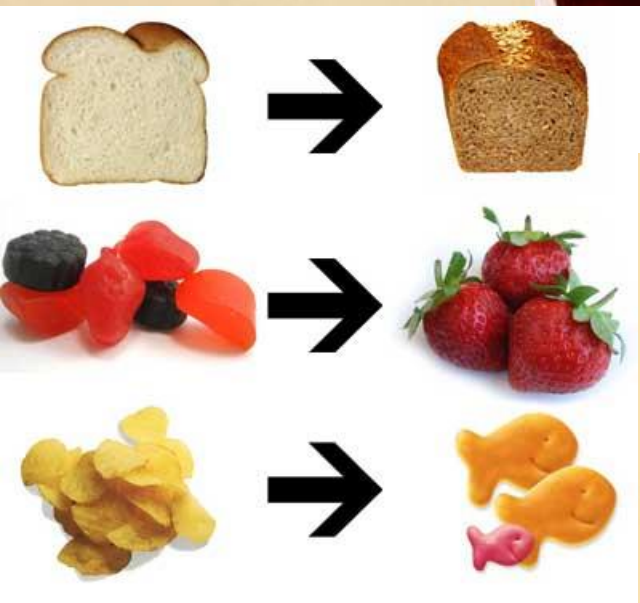




# Eat Well

**Yes they want unhealthy snacks but do provide them with brain and energy food!**





# Encourage Sleep







# Recognise effort

**Accept their strengths  
and weaknesses.**

**Praise their efforts**

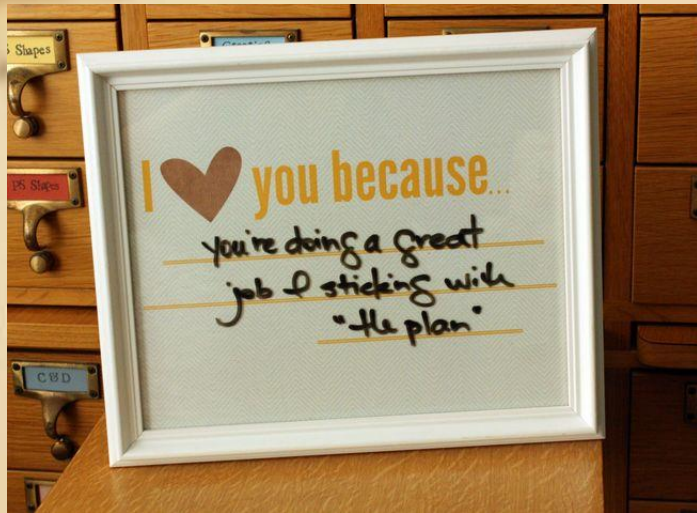
**Don't compare!!!!**





# Love unconditionally

**Exams are not a test to  
prove that they deserve  
to be loved...**






# Put things in perspective

**Exams are important  
but VALUES learnt will  
stay with them  
throughout their lives!**





# Bribes , treats and rewards?

**To sweeten the journey..**







**Thank You!**