

Engaging millennials

Edmund Dudley

Tbilisi, 17 November 2018



Two classrooms: similarities and differences?



In this talk

- Motivating teenagers: what seems to work?
- Are we asking the right questions?
- Practical ideas for the classroom

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- **Motivating teenagers: what seems to work?**
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Motivating teenagers: what seems to work?

Think about your own students.

- How do you get them motivated?
- What makes it difficult?
- Does anything work particularly well?



Motivating teenagers: what seems to work?

- How do you get them motivated?
build rapport, involve students, be responsive, set an example with your own behaviour
- What makes it difficult?
proficiency level, inhibitions, low confidence, distractions, lack of interest
- Does anything work particularly well?
personalised tasks, open-ended prompts, flexible working modes

Is there light at the end of the tunnel?

Remember this:

Teenagers will tolerate boring lessons...

...but they'll never forgive you for being unfair.



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Are we asking the right questions?

Four tips

Ask open questions

Offer *invitations to speak*

Use a scale of 1-5

Ask negative questions

Closed questions

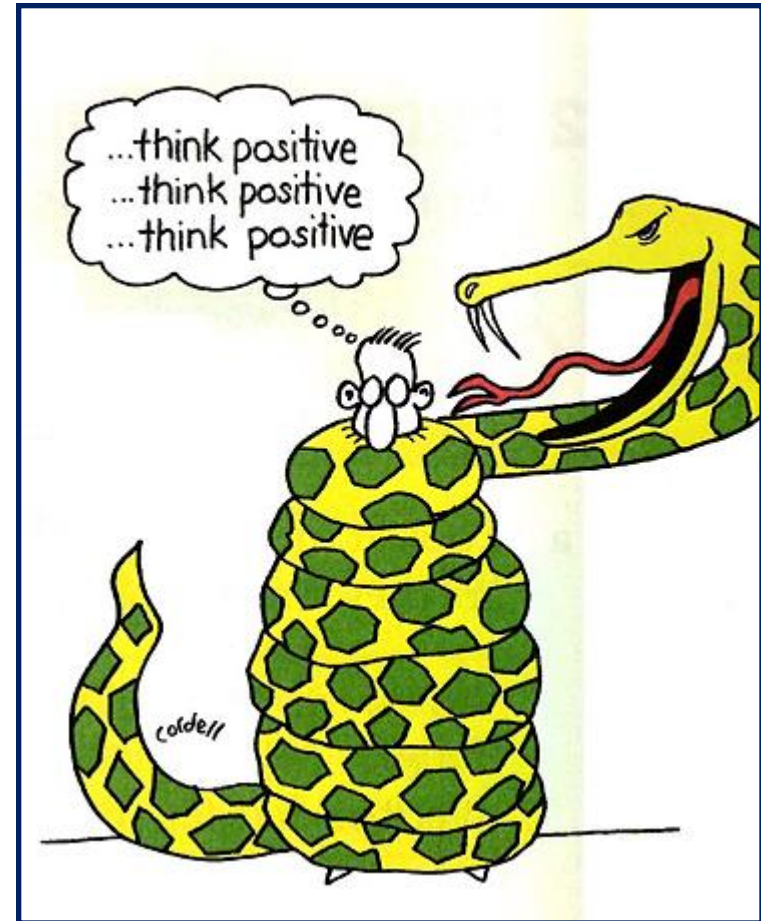
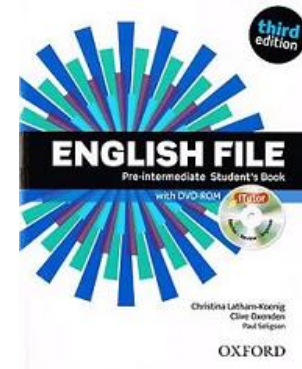
- concerned with what is true
- *right* and *wrong* answers

e.g.

“What colour is the snake?”

“How many coils can you see?”

“What is the man thinking?”



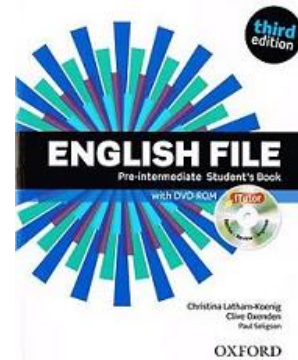
Open questions

- more than one possible answer
- room for different opinions

e.g.

“What will happen?”

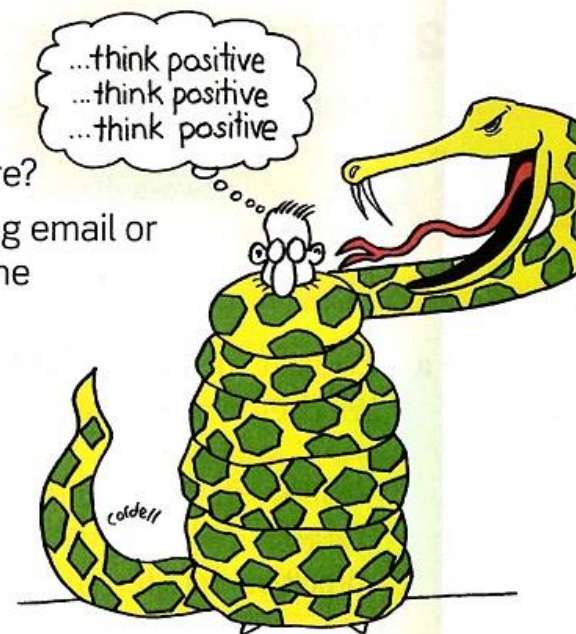
“Do you think positive thinking is going to work in this case?”



ARE YOU A **POSITIVE** THINKER?

Do you think...

- + you'll have a nice weekend?
- + you'll pass your next English exam?
- + you'll get a good (or better) job in the future?
- + you'll get an interesting email or message from someone tonight?
- + you'll meet some new friends on your next holiday?
- + you'll live to be 100?
- + you'll get to the end of this book?



Offer *invitations to speak*

- more indirect way of asking
- slightly playful
- encourages students
- allows them to save face

e.g.

“Maria, you look like you have an interesting answer to this question...”

“Omar, it looks like you really want to say something...”

“Is there anything you want to add?”



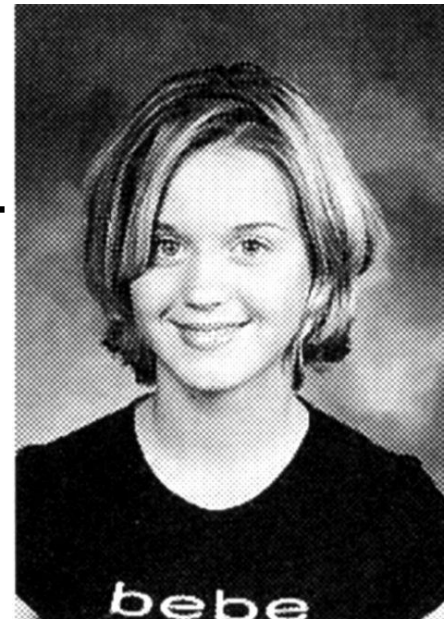
Do you think you...?

- read enough
- eat enough fruit and vegetables
- do enough sport or exercise
- drink enough water
- have enough free time
- eat too much fast food
- spend too much time online
- spend too much money on things you don't need
- work or study too many hours
- have too many clothes
- do too much housework
- get too much homework

Use a scale of 1-5

Can you identify the famous person?

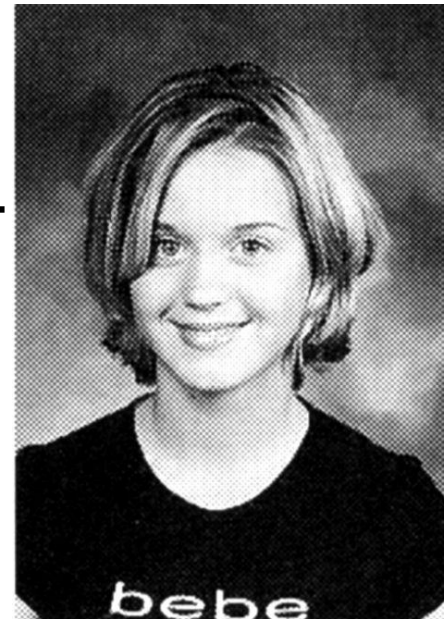
1. I have no idea, but I'll say...
2. I don't know, but it could be...
3. I think it might be...
4. I'm pretty certain it's...
5. I'm 100% sure it's...



Use a scale of 1-5

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Katy Perry

Ask negative questions

Teenagers hate talking about things they love...

...and love talking about things they hate!

Ask negative questions

Teenagers hate talking about things they love...

...and love talking about things they hate!

**What's the worst
song on YouTube?**

**What's the most
stupid ad on TV right
now?**

**Who is the rudest
shopkeeper in town?**

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Speak, pass, or nominate

6 SPEAKING Write six sentences about your future. Use the ideas below. Then work in pairs and compare your ideas.

- two things you think will happen next year / when you leave school
- two things you think won't happen next year / when you leave school
- one thing you are going to do tonight / this weekend
- one thing you are not going to do tonight / this weekend

Do you want to **speak, pass, or nominate?**

Speak

→ I'll give an answer

Pass

→ Not now. Maybe later.

Nominate

→ My partner has a good answer

Do it right

Speak, pass or nominate

- Accept all answers. Move on if they pass
- Give nominated students the option of passing
- Be positive and respectful

Some observations:

- The majority of students choose to speak
- Students who pass have a sense of relief...
- ...which often leads to renewed confidence
- Students appreciate being given options

Spot-the-difference



- Students find a picture on their phones which was taken at school
- In class they try to recreate the photo as accurately as possible
- Compare the two images side-by-side
- Write down as many differences as they can

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Invent a photo contest

- Get students to open their gallery and find a picture taken in the last week
- In pairs, share background info / answer any questions
- Tell students that each pair has to nominate one of its photos in an (imaginary) themed photo contest
- Announce the theme of the contest

Photo-contest theme revealed:

Remembering
Michael
Jackson

- Students have to figure out 1) how their photo matches the theme of the contest and 2) what to say about it
- Tip: don't let students change pictures after you announce the theme.

Photo-contest theme revealed:

(with random photos I took last week)

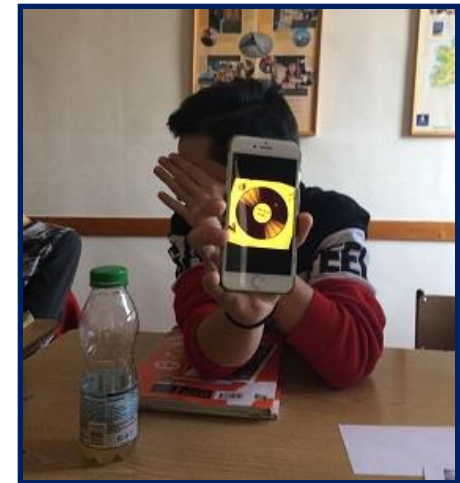
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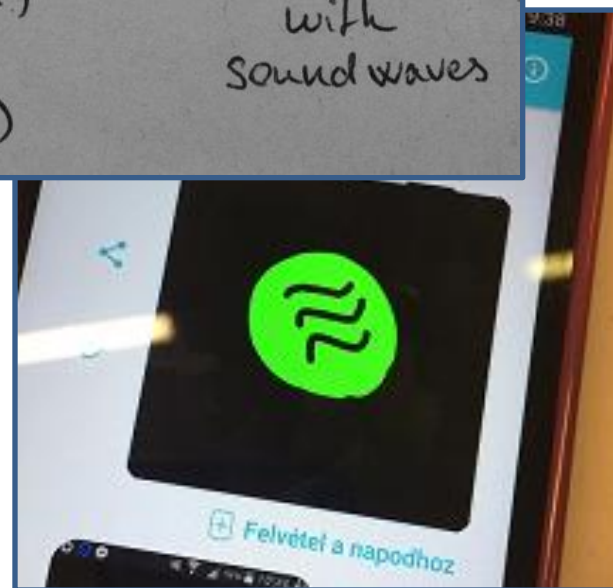
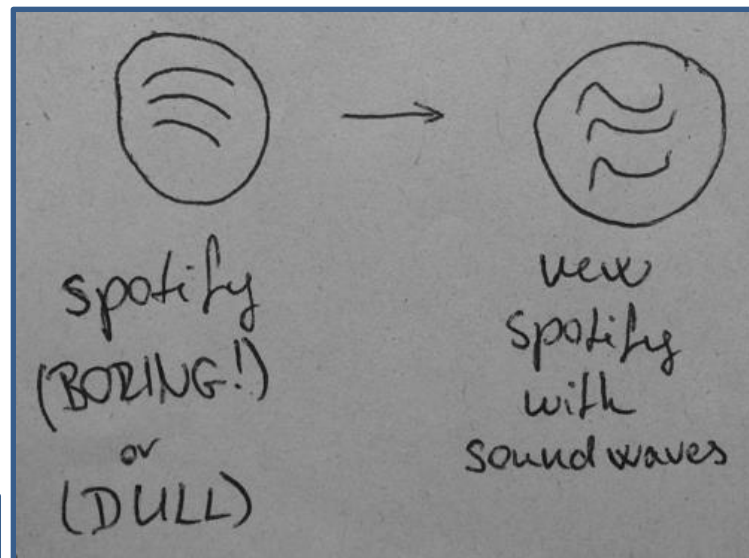
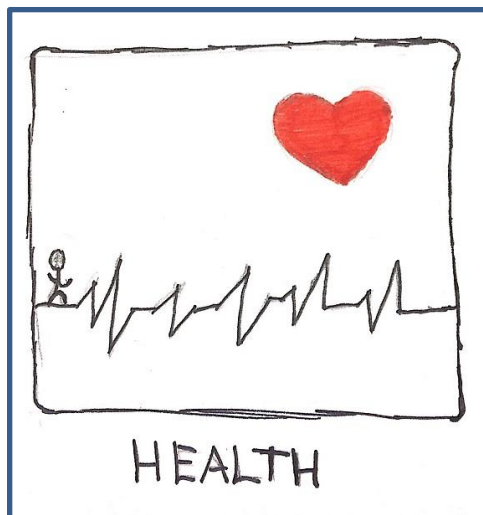
ONIONS
Coconut milk.
GARLIC
Sunflower seeds.
Beetroot.
Tomatoes
Milk
Butter

Re-designing icons

- Get students to look at the home screen of their phone
- Which icon has the best/worst design? Why?
- Ask students to make a new and improved icon for one of the apps



New and improved icons



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