



## LILIE, LLC Course Information

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*\*More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

### **Title of Course:** The Tween & Teenager's Mind: Being an Educator with Kids Today

**Course Description:** Our middle school and high school students are raised in a culture different than the one most adults were raised in. As a result, today's "Generation Z" tweens and teens have a different mindset and attitude towards school and society. Cultural issues and stigmas may also affect challenges and attitudes towards education. This course will dive into what it means to be Gen Z and what issues and situations teens and tweens face today. Growing up in diverse homes and non-traditional settings impact our students in many ways. Our course will discuss how immigration, race, religion, culture and social media impact our students. We will look at those topics revolving around relationships, education, and the future-life outlook in kids' minds today. Further, linking all of these facts -economics, diverse populations in schools, various households & family dynamics, social media, etc – and how this impacts the emotional mindset of our students.

We will dissect this mindset by looking at the biology and development of the teenage brain and research "nature vs. nurture" in creating competent, responsible, respectful adults that can function in the world.

Lastly, our class will dive into managing 'angry teens', depressed teens and take a heavy review of social-emotional learning and lessons. Enhancing student learning, the composition of our classrooms and creating connections with students is our goal.

### **Instructor Consultation and Interaction**

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

### **Proof of Course Completion**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



**Scope & Sequence/Weekly Topics and Objectives**

**Session I**

<p><b>Objectives</b></p>	<p>Research, discuss and understand:          Challenges Students Face Today: What is Gen Z? How do we demonstrate knowledge of our students to include the various types of households our kids live in these days? Consider cultures, religions, races, backgrounds, trends in society today... A review of immigration in our kids' lives so that we may understand the lives of our students outside of school and how they relate with one another in our classrooms. The impact of social media and anxiety &amp; stress kids face today will be studied to that we can draw information on relating to our students. This will allow discussions and connections with our students of all walks. Influences and factors on teens that impact on learning and personality – a review of anxiety and stress in our kids' lives will allow us to reflect on how we can improve not only the knowledge of the population in our schools, but also how to establish a functioning &amp; productive classroom.</p>
<p><b>Topics</b></p>	<p>What is Gen Z?          Gen Z and the impact on the Country          Stress from a Teens Perspective          Social Trends</p>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>Educators will</p> <ul style="list-style-type: none"> <li>• introduce themselves and learn about educational experiences of all course participants</li> <li>• learn the mindset of kids today and the factors that impact their lives both socially &amp; academically.</li> <li>• Learn cultural influences in teen's lives today and begin to discuss culturally responsive teaching and ways in which to adapt this mindset</li> <li>• Will discuss various factors that prohibit students from engaging completely in the classroom</li> <li>• Become more aware of diversity in the classroom so that we can help students to be successful</li> <li>• reflect upon personal student populations and share their own teaching practices with various factors, influences and cultures</li> <li>• learn about education struggles of various types of teens, ethnic groups and discuss factors that lead kids to poor relationships and lack of success.</li> </ul>

	<ul style="list-style-type: none"> <li>• learn how to specifically help with and connect with a diverse population of students in all of our schools today</li> <li>• know the importance of engaging all types of students in the classroom and how to manage a culturally diverse educational setting.</li> </ul>
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## Session II

<b>Objectives</b>	Biology of the teenage mind- stages of development & the impact on drive, attention, attitude & focus. Nature-vs-Nurture and cultural factors will be studied. Video game influences and Social Media = the impact on kids today. Discussion on: "Is it making our kids mean? Is it impacting learning? How do we change the attitude of the teenager? How can we demonstrate compassion?". Topic research on creating positive environments that embrace all cultures and student types. Discussion and research on different ways to manage behaviors (IE: Positive reinforcement vs. negative in the classroom.)
<b>Topics</b>	<b>Teen's Brain</b> <b>Nature vs. Nurture</b> <b>Communication and the Teen brain</b> <b>Teens and Social Media</b>
<b>Application to Instruction &amp; Student Learning</b>	<p>Educators will</p> <ul style="list-style-type: none"> <li>• learn how to implement culturally responsive instruction in order to benefit all students</li> <li>• understanding factors that impact kids' behaviors and attitudes</li> <li>• know how these methodologies benefit students and encourage them to make connections to personal experiences</li> <li>• know how to motivate and embrace learners of all types</li> <li>• reflect upon current environment and be able to share improvements that are possible</li> <li>• understand the 'biology' of the teen's brain</li> <li>• understand the issues surrounding our teens in various forms.</li> <li>• understand how the classroom management techniques help to promote acceptance &amp; learning at the same time</li> </ul>

## Session III

<b>Objectives</b>	Meeting teens where they are: how do we connect and foster relationships with teens? Character Ed programs in schools today. How do we motivate the stagnant or lazy learner? Addressing oppressed populations and discovering cultural viewpoints towards mental illness/recognizing depression in all students. More strategies to connect with diverse learners.
<b>Topics</b>	<b>Positive relationships with students</b> <b>Engage Teens</b> <b>Making connections with diverse students</b> <b>Teaching Social Justice</b> <b>Racism and public schools</b>
<b>Application to Instruction &amp; Student Learning</b>	<p>Educators will</p> <ul style="list-style-type: none"> <li>• learn how to implement culturally responsive instruction in order to benefit all students</li> <li>• know how these methodologies benefit students and encourage them to make connections to personal experiences</li> <li>• know how to create and build a tolerant safe learning environment for all students</li> </ul>

	<ul style="list-style-type: none"> <li>• know how to infuse tolerance into their classroom</li> <li>• reflect upon current environment and be able to share improvements they will make</li> <li>• learn about and how to motivate stagnant learners, unmotivated students and those who are oppressed &amp; lack the desire to learn</li> <li>• how to initiate conversations with students about their futures and planning/strategizing for life</li> </ul> <p>understand how the classroom management techniques help to promote tolerance &amp; learning at the time</p>
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**Session IV**

<p><b>Objectives</b></p>	<p>Ideas on how to calm classrooms. Mindfulness, Growth Mindset, teen perspective &amp; attitudes. Discipline for today's teens. Finding ways to get kids to look forward at their future. Understanding the teenage personality, IE: The boy personality, seeing one's potential, teen perspectives.</p>
<p><b>Topics</b></p>	<p><b>Culture and its effect on depression</b>  <b>Peaceful culture for LGBTQ+</b>  <b>Depression</b>  <b>Final</b></p>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>Educators will</p> <ul style="list-style-type: none"> <li>• learn how to implement diverse, up-to-date materials and ideas into their classroom</li> <li>• know how teaching tolerance makes all students successful and encourages students to thwart common social injustices</li> <li>• know how to implement modern strategies on communication, discipline and calming strategies into the classroom setting as it connects to their content area, student needs and their personal lives/experiences.</li> <li>• post a final project and reflect on other projects which will enhance teaching philosophy &amp; practice</li> <li>• reflect upon classroom practices and will know how to make adjustments, changes as necessary to reflect cultural awareness'</li> <li>• know how culturally diverse instruction relates to NYS standards and the Danielson Framework.</li> </ul>