

**MAYFLOWER SECONDARY SCHOOL
WELCOMES YOU**

FROM CONTROL TO CONNECTION:

**HOW OUR LANGUAGE
SHAPES OUR TEENS**

IN SEC 3...

- Increasing academic demands
- Thinking about pathways after sec 4 (JC / Poly / ITE)
- Expectations from parents / caregivers and themselves
- More tests, WA, projects
- Greater desire for independence....

At the same time, our teens are also figuring out who they are...

Who am i?



STARTS WITH...



High Expectations

AND THEN...



High Expectations



Pressure

AND THEN...



High Expectations



Pressure



Stress

AND THEN...



High Expectations



Pressure

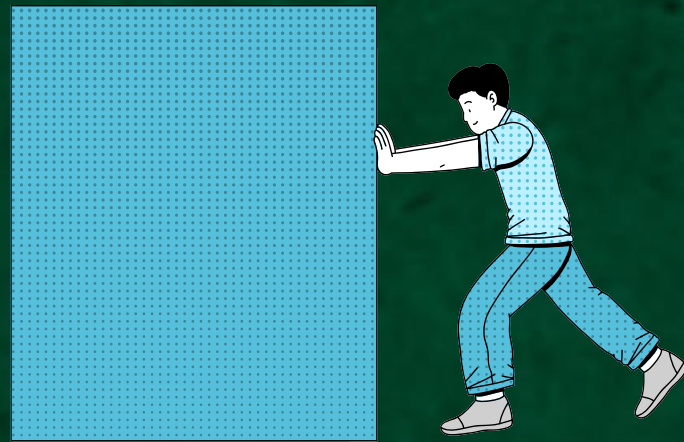


Conflict



Stress

MAYBE JUST A BIT MORE...



We push harder



High Expectations



Pressure



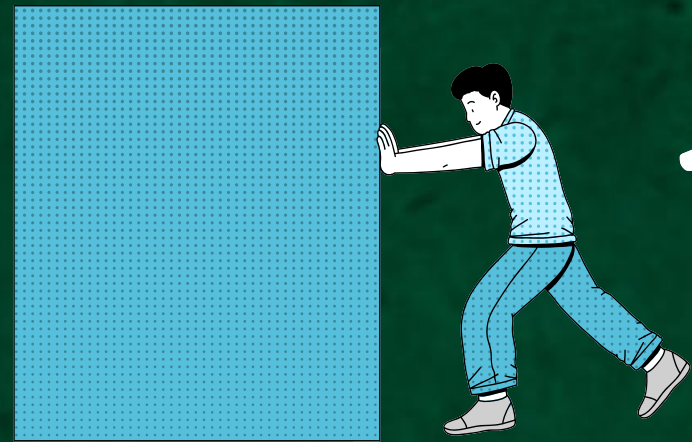
Conflict



Stress

STRESS CYCLE

We push harder



High Expectations



Pressure



Stress

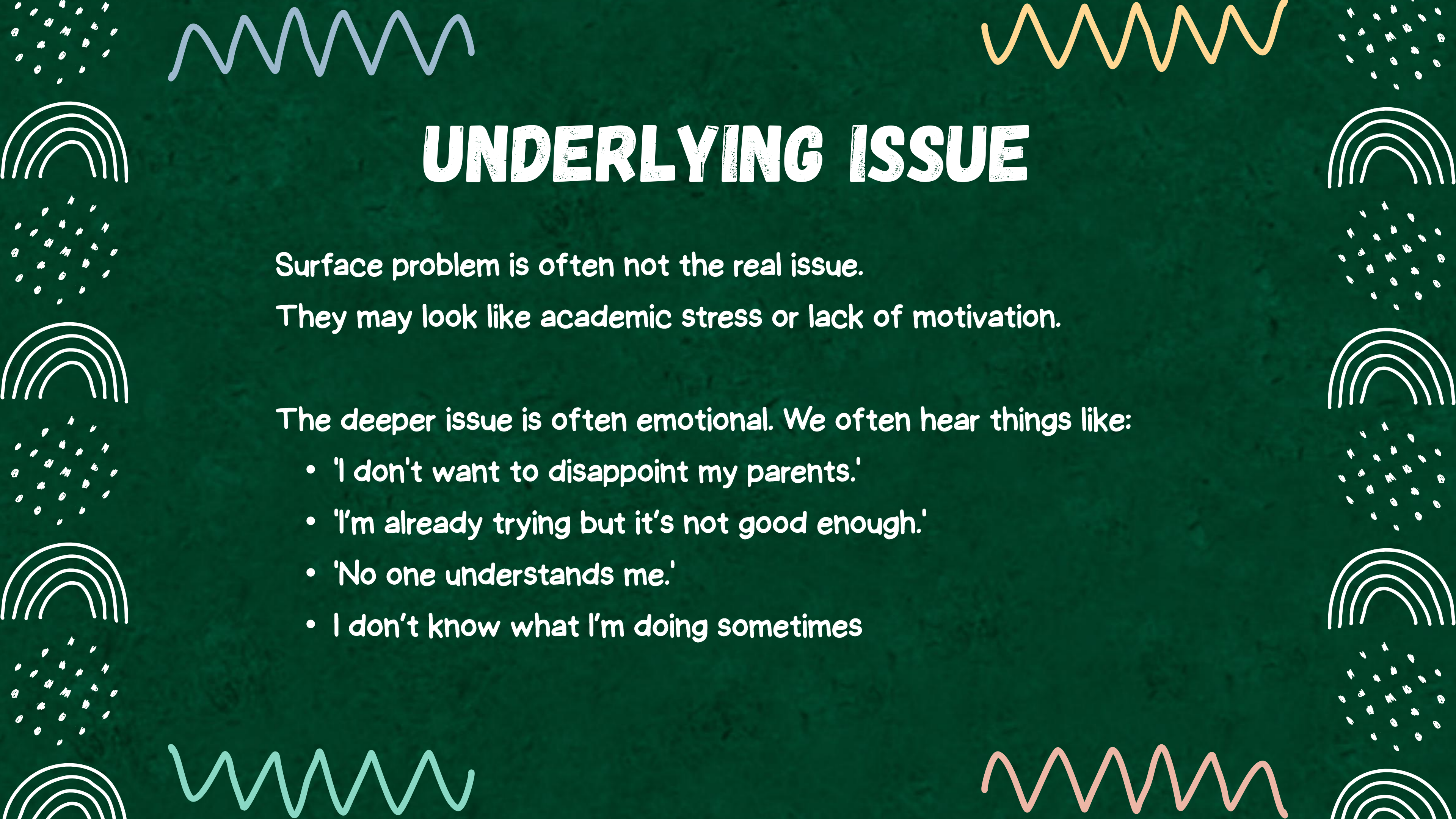


Conflict

FOCUS POINTS

1. Connection before correction

2. Language creates Reality



UNDERLYING ISSUE

Surface problem is often not the real issue.

They may look like academic stress or lack of motivation.

The deeper issue is often emotional. We often hear things like:

- 'I don't want to disappoint my parents.'
- 'I'm already trying but it's not good enough.'
- 'No one understands me.'
- I don't know what I'm doing sometimes



QUESTION TO ASK OURSELVES

We often feel:

- "Why is my child less driven?"
- "Why are they so sensitive?"
- "Why don't they listen anymore?"

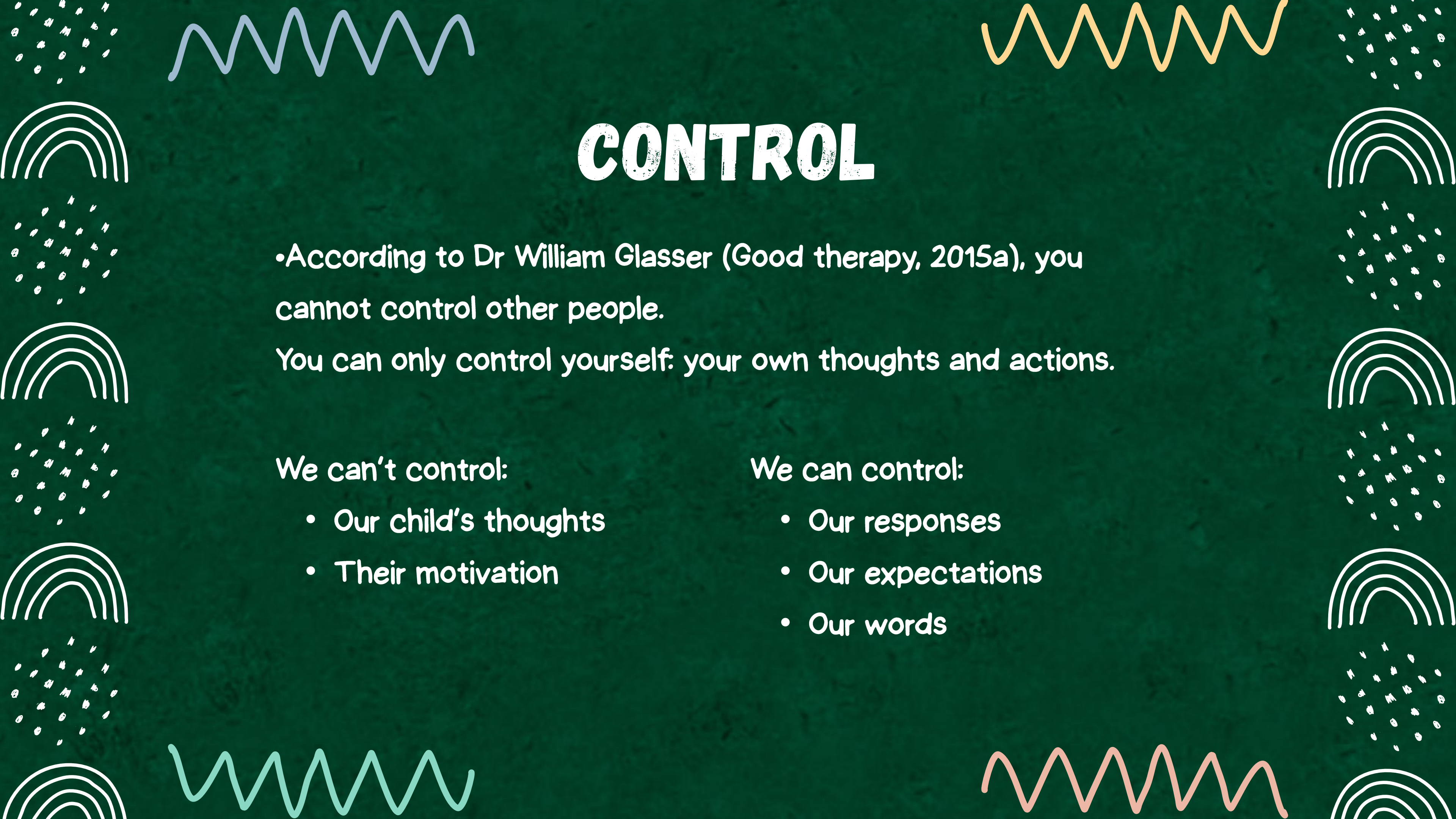
When we perceive that our children are acting out, we go into
"Correction" mode.

Instead of asking, "How do I control them?"

We shift to:

"How can I connect and communicate so they feel truly heard and understood?"





CONTROL

•According to Dr William Glasser (Good therapy, 2015a), you cannot control other people.

You can only control yourself: your own thoughts and actions.

We can't control:

- Our child's thoughts
- Their motivation

We can control:

- Our responses
- Our expectations
- Our words



“WHEN CONNECTION DROPS, CONTROL INCREASES.”

Teens don't resist expectations -
they resist feeling controlled or misunderstood.

Instead of:

- “You must do well.”
- “Why are your results like that?”

Try:

- “What are your goals?”
- “How can I support you?”

From imposing - we shift to co-creating goals



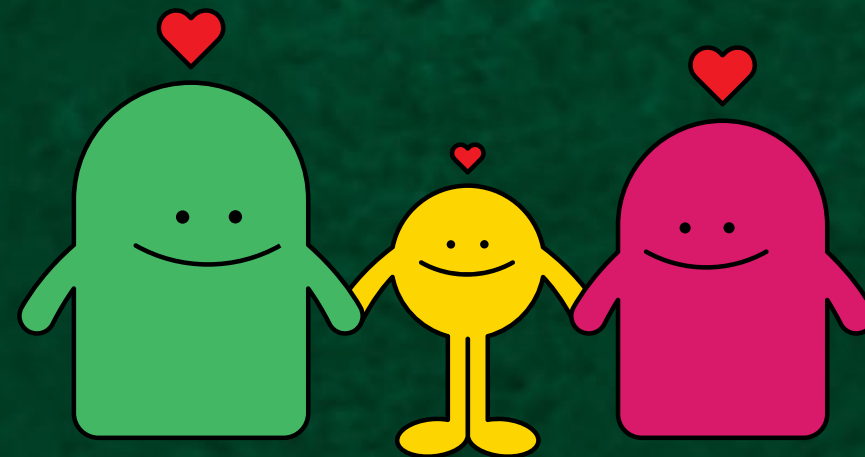
POWER OF LANGUAGE

Words are not neutral, words have power.

The way we speak becomes the way they see themselves.

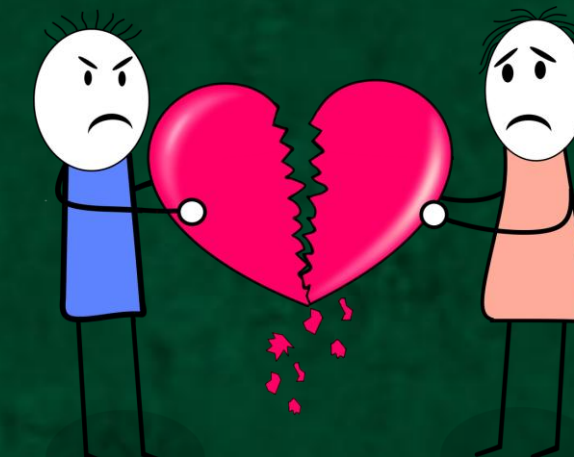
They either:

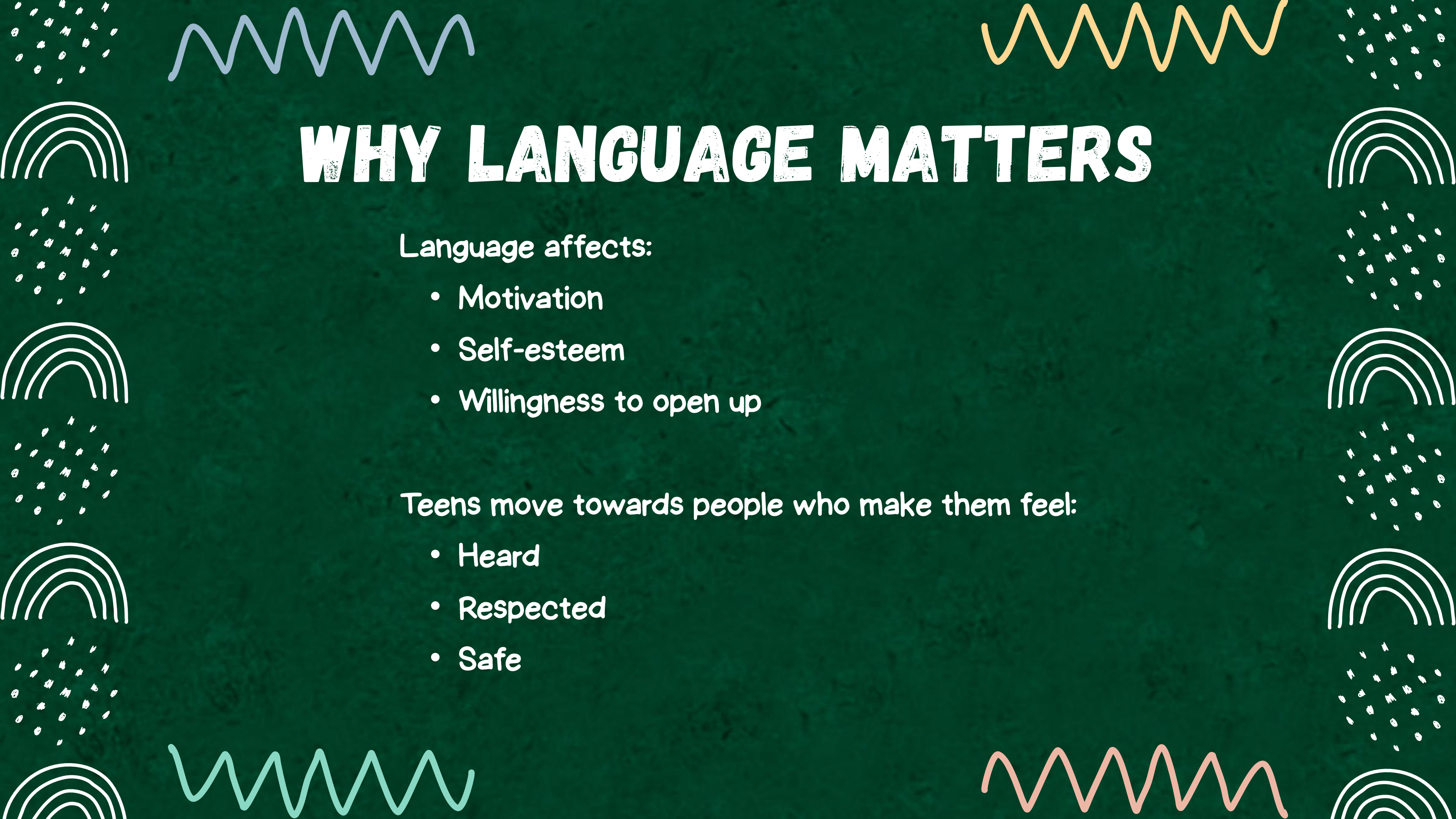
Build connection



Or

Create distance





WHY LANGUAGE MATTERS

Language affects:

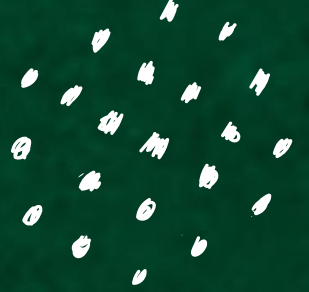
- Motivation
- Self-esteem
- Willingness to open up

Teens move towards people who make them feel:

- Heard
- Respected
- Safe



TWO TYPES OF LANGUAGE



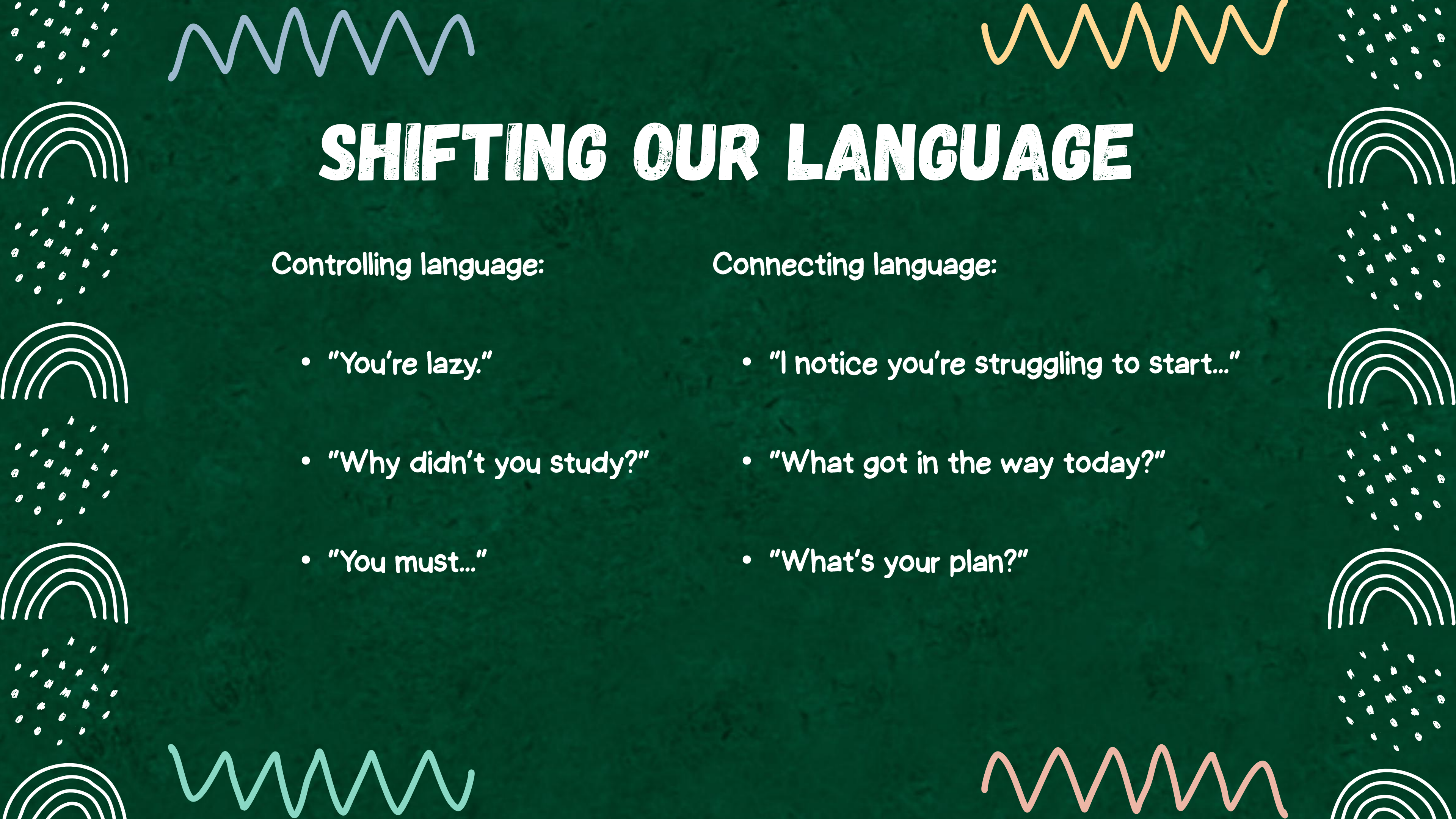
Controlling language:

- Criticising
- Blaming
- Threatening
- Nagging



Connecting language:

- Listening
 - Encouraging
 - Asking
 - Supporting
- 
- 



SHIFTING OUR LANGUAGE

Controlling language:

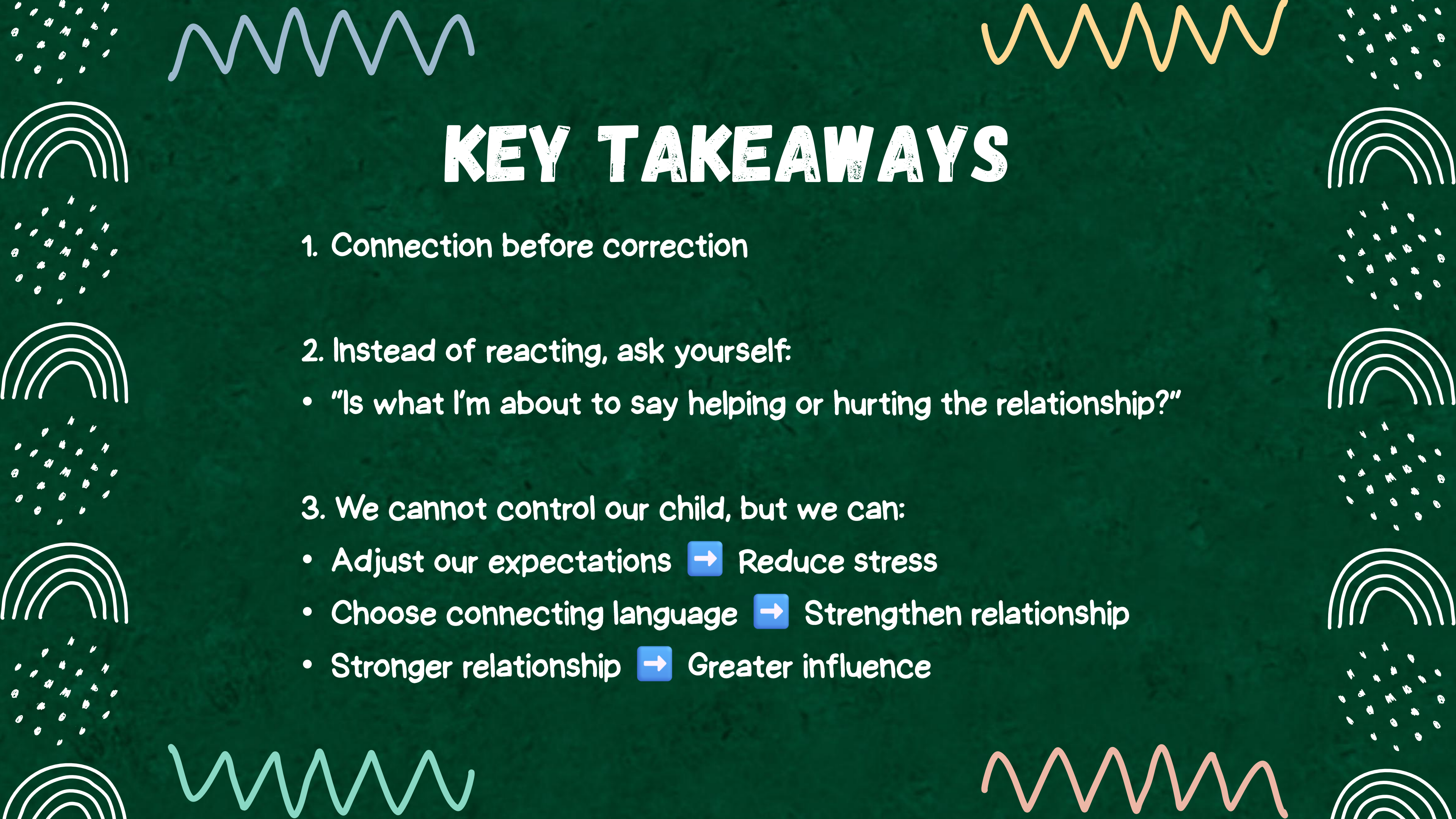
- "You're lazy."
- "Why didn't you study?"
- "You must..."

Connecting language:

- "I notice you're struggling to start..."
- "What got in the way today?"
- "What's your plan?"

START WITH OUR LANGUAGE

- Please tell me more about how you are feeling?
- What would make it.....
- How can I help you with managing your time better?
- What would work for you?
- What is most important to you right now?
- If things could be different, what would you want instead?
- How would you like us to work on this together?
- Encourages more sharing ("Can you tell me more...")



KEY TAKEAWAYS

1. Connection before correction

2. Instead of reacting, ask yourself:

- "Is what I'm about to say helping or hurting the relationship?"

3. We cannot control our child, but we can:

- Adjust our expectations → Reduce stress
- Choose connecting language → Strengthen relationship
- Stronger relationship → Greater influence