

My WHY?!

Hey Nathan. You visited my school today and I just wanted to post up here, even if I don't win anything, but just to tell people that they are worth more than they think.

Your story touched me. Especially the part where you suffered from bullying. I can say that I've been through hell and back with bullying. I've been called names, even to the extent of people walking by me, telling me to kill myself. These people, that I've done nothing to. These people that I don't even know I hated myself. I knew that whatever I'm going to do, would fail. That I was just a waste of air.

But something changed today.

I sat in my school hall, dreading what would I be called on the bus home, when I heard you say,

"I believe that no one is a waste of space or air. Everyone is here for a reason, and they can do amazing things."

Just that little quote made me raise my head and just listen to your story. For once in a long time I felt happy. Just happy to hear that someone thought that I could do something amazing.

As I listened to your story I couldn't help but relate to every word you said. From the bullying, to the suicidal thoughts. Even when you told me about your mum, it made a lump rise in my throat.

I realise of what I could of lost if I just sat around, not believing in myself.

So today I want to thank you. Thankyou for sharing your story. Thankyou for making me feel like I can be something. I hope others can be inspired like me or atleast relate.

Thanks Nathan.



Move The Milk

Who Said This + When?

"Our youth now love luxury. They have bad manners, contempt for authority; they show disrespect for their elders and love chatter in place of exercise; they no longer rise when elders enter the room; they contradict their parents, chatter before company; gobble up their food and tyrannize their teachers."

Who Said This + When?

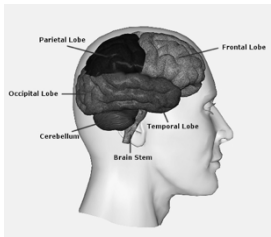
"The young people of today think of nothing but themselves. They have no reverence for parents or old age. They are impatient of all restraint. They talk as if they alone knew everything and what passes for wisdom with us is foolishness with them. As for girls, they are forward, immodest and unwomanly in speech, behaviour and dress."

Teenage Brain – Under Construction

Order Of Brain Development

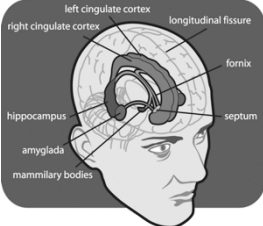
1. Basic Life Sustaining Functions
2. Emotional Control Centres
3. Cognitive Control Centres

Brain Stem + Cerebellum



- Blood Pressure
- Heart Rate
- Body Temperature
- Movement
- Motor Skills
- Sleep

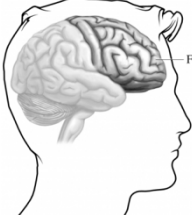
Limbic System



- Emotional System
- Long-term memory
- Sensory Perception
- Hormone Secretion
- Motor Function

Frontal Lobe / Pre-Frontal Coretex

Last part of the brain to come online



- Decision Making
- Planning Ahead
- Impulse Control
- Reasoning
- Logic
- Risk Assessment

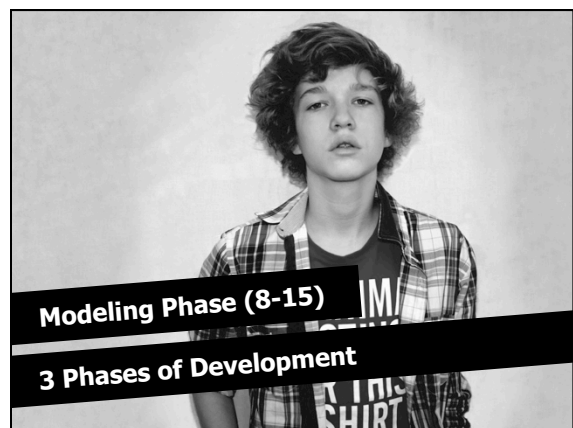
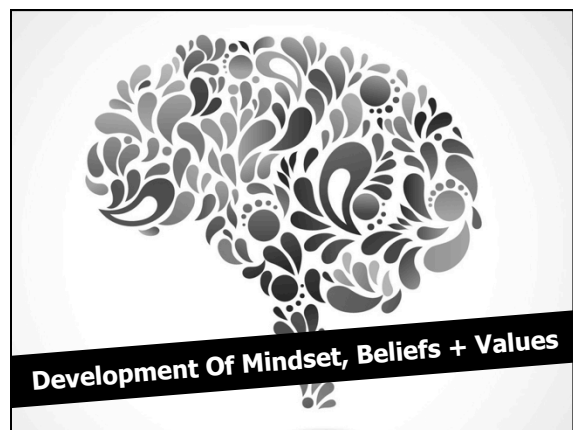
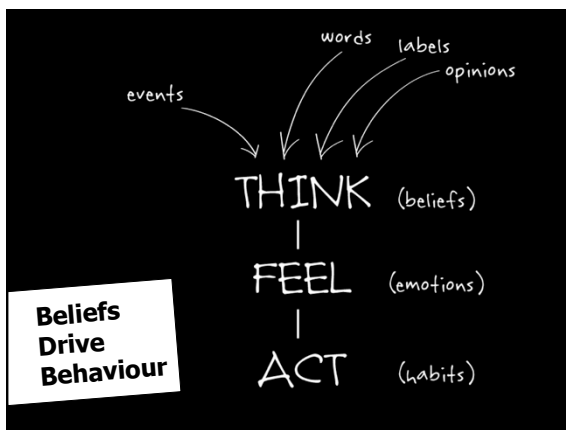
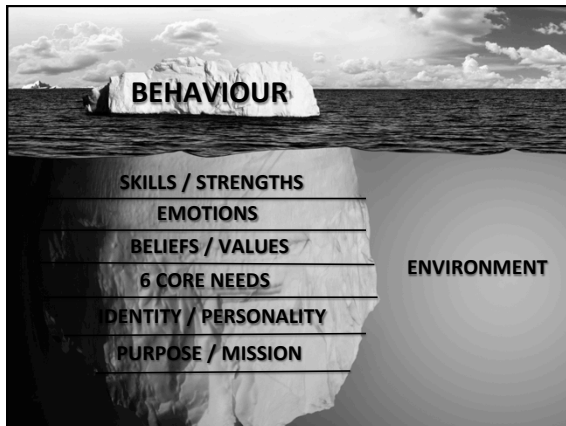
Increased Risk Taking
 Greater Emotional Reactivity
 Forgetful
 Disorganised
 Poor Decision Making
 Short Attention Span
 Failure to Follow Through

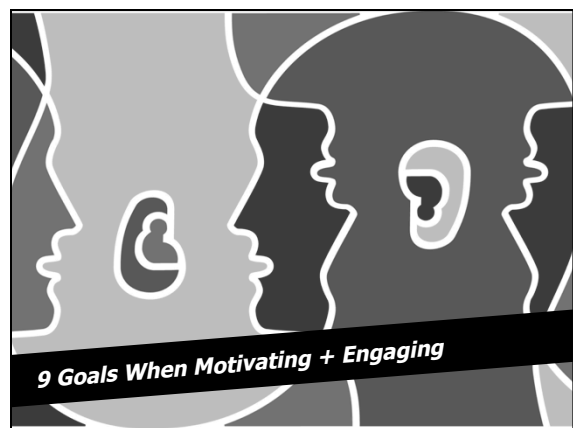
*“Turbo charged car
 with an unlicensed driver”*

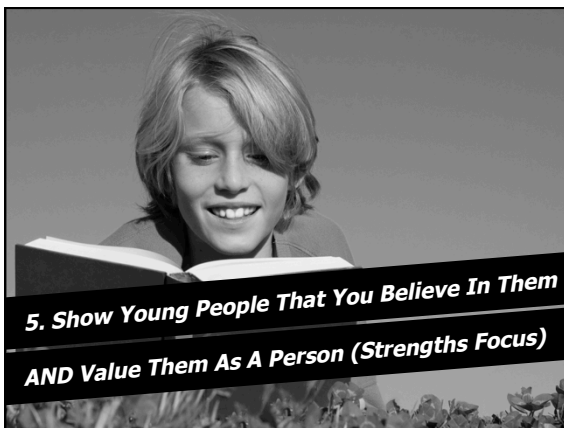
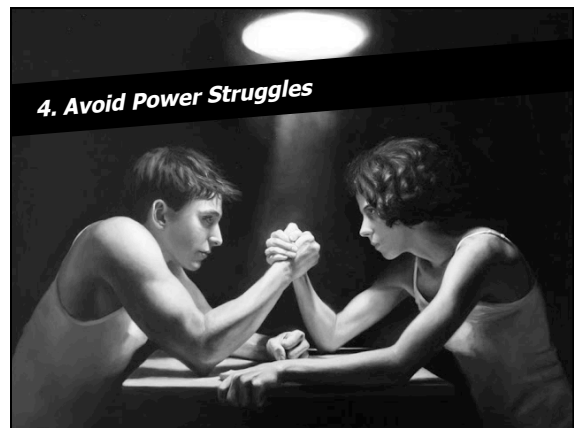
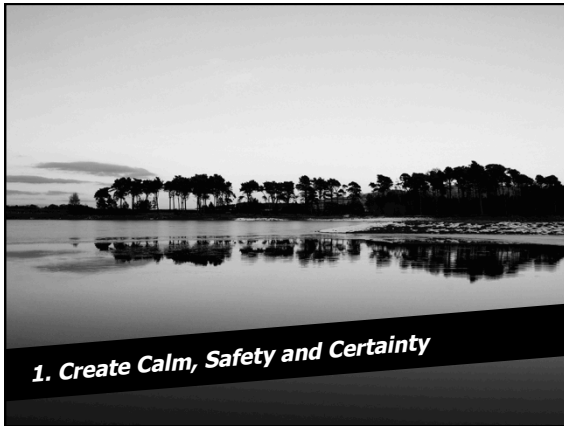
Teen Challenges

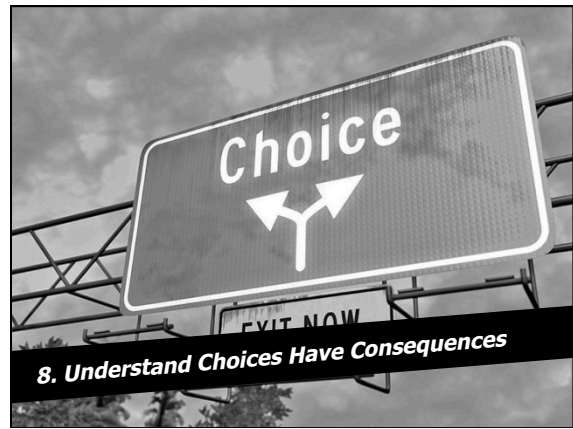
- Punishment has **less** of a behavioural impact.
- Focus on **rewards** for positive behaviour.
- **Smaller** and more **immediate** vs Larger and more distant rewards.
- **Peer reward/recognition** have huge impact.

Risk V Reward In Teen Motivation










Relationship, Relationship, Relationship

It may not be your job for kids to LIKE you, but if kids don't LIKE you they will not LEARN from you!




- Relate on levels beyond your subject matter
- Take interest in things that interest your students
- Fight for connection over correction
- Remember the 3 fears

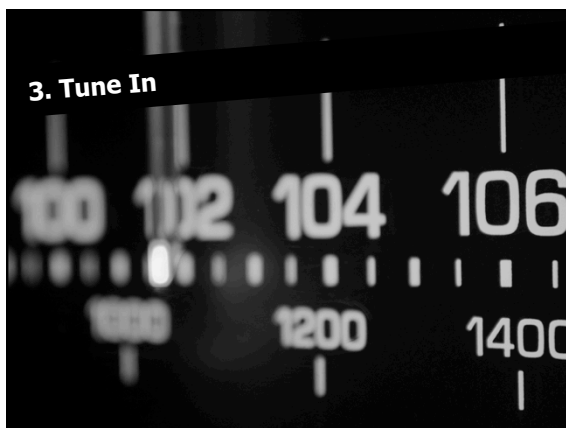


Emotional Self Management Is Key To Great Learning Outcomes For Your Students

Your skills and competence can be completely derailed by an inability to manage your own emotions and responses when things get challenging




- Show your young people that their challenges and behaviours are a piece of cake
- Create certainty + calm
- Model resilience + self management



What You Tune In To Will Dictate What You Pick Up

As a trusted adult your focus needs to be on what you want to see in your young people, your classroom and in yourself.

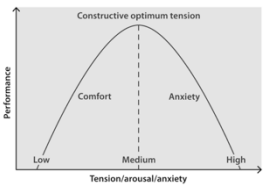


- Pygmalion + Golem Effects
- Expectation
- Ask empowering questions
- Choose what you focus on
- "I've noticed..."
- What needs, fears, beliefs may be at play in behaviours?
- Empathy Without Judgement

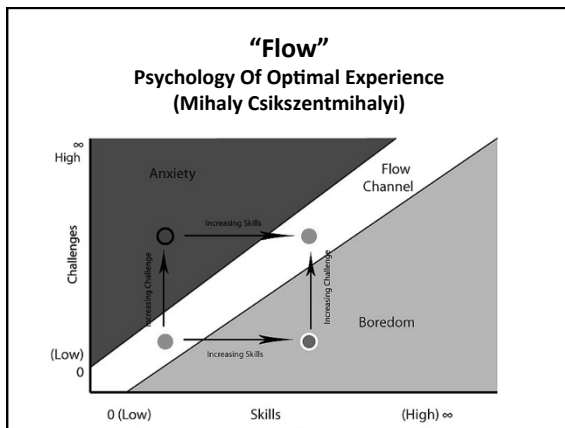


Reward Vs Punishment

Punishment has *less* of an impact on managing or modifying behaviour than, positively rewarding desired behaviour.



- Focus on **rewards** for positive behaviour.
- **Smaller** and more **immediate** vs Larger and more distant rewards.
- **Peer reward/recognition** have huge impact.
- Gamification in the classroom



The Power Of Contribution

“...we scientists have found that doing kindness produces the single most reliable momentary increase in well-being of any exercise we have tested.”
- Martin Seligman, Father of Positive Psychology

GIVING

Changes Everything

- Social Contribution
- MAD Projects
- Helping Others
- Random Acts of Kindness



Passion and Purpose Enables Motivation and Meaning

Passion gives us energy when we need to work hard to reach our goals. When things get tough passion is the driving force which will help young people keep going.

- What does your young person love – encourage them to discover their passions.
- Connect learning and development to future purpose
- Purpose comes from finding an opportunity to contribute to a cause



Help Your Children Discover The Seeds Of Potential Within Them

Create environments which allow for and encourage your young person to discover and unpack their skills, talents, passions and potential



- Self discovery
- Stretching beyond their comfort zone
- Try new things
- Experience new cultures
- Expand their horizons

Positivity can act as a guard around young people against criticism, rejection and bullying.


A young persons sense of realistic optimism and self esteem is built on two things:



1. **Competency** (relates to potential and practice) – *"I am capable because I can do stuff"*
2. **Communication** from trusted adults – *"I am capable because people say I am."*



THANK YOU!

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