 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.





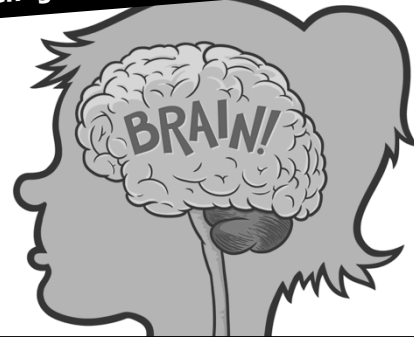
"Our youth now love luxury. They have bad manners, contempt for authority; they show disrespect for their elders and love chatter in place of exercise; they no longer rise when elders enter the room; they contradict their parents, chatter before company; gobble up their food and tyrannize their teachers."

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."

Who Said This + When?

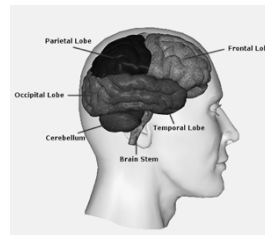
Teenage Brain – Under Construction



Order Of Development

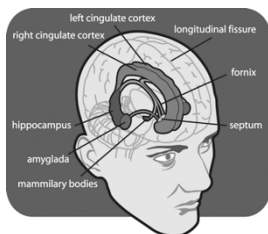
1. Basic Life Sustaining Functions
2. Emotional Control Centres
3. Cognitive Control Centres

Brain Stem + Cerebellum



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

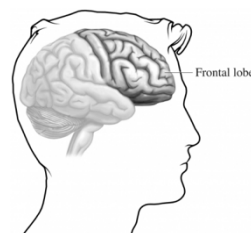
Limbic System



- 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”*

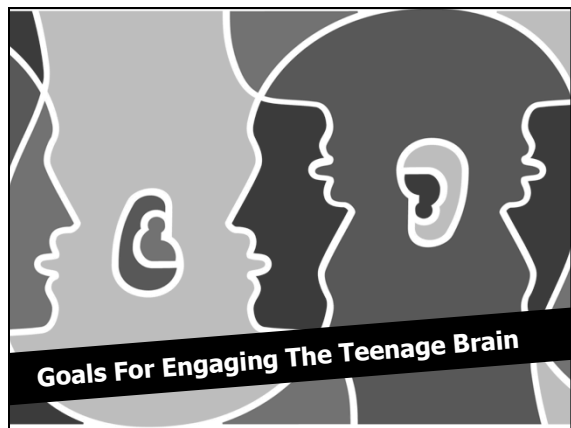
Adolescent Challenges

- More likely to think of the **short term rewards** outweighing the potential risk.
- Not good at assessing the **negative outcomes**.
- Increased excitement for **new experiences**.

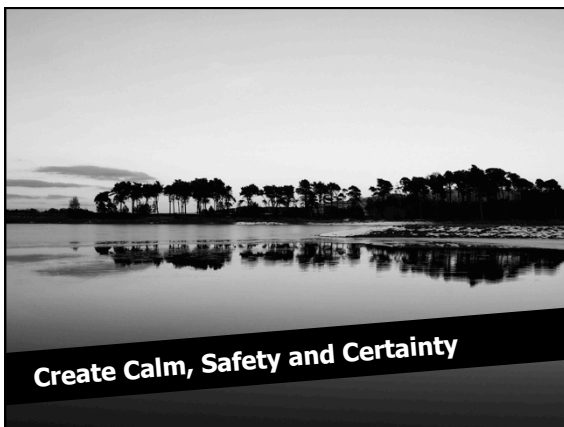
Risk OR Reward In Teens

- Decreasing **face to face** interaction
- Increasing **online** social environment
- Lessening the development of **social cognition**
- Social awkwardness, inability to interpret nonverbal communication, physical isolation
- Full extent of the impact is still yet to be seen (positive or negative)

The Social Environment



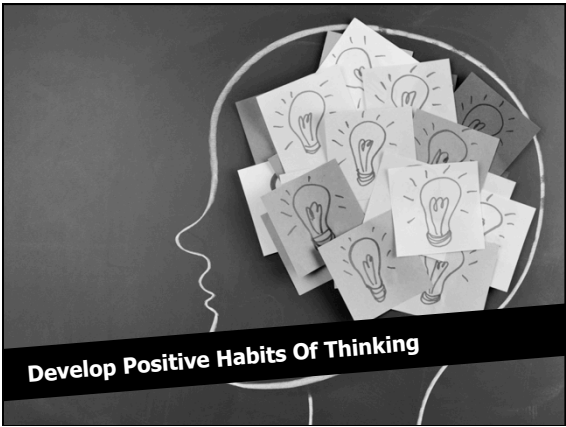
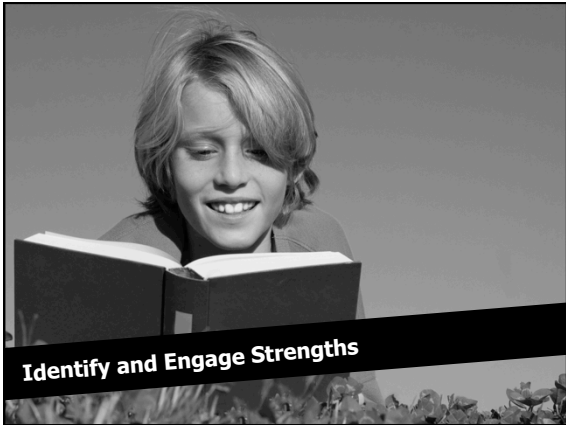
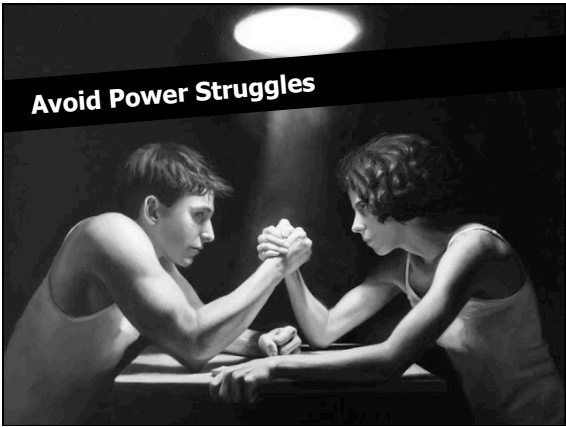
Goals For Engaging The Teenage Brain

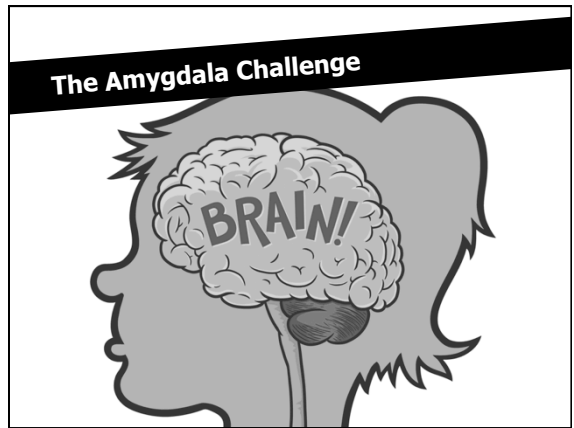
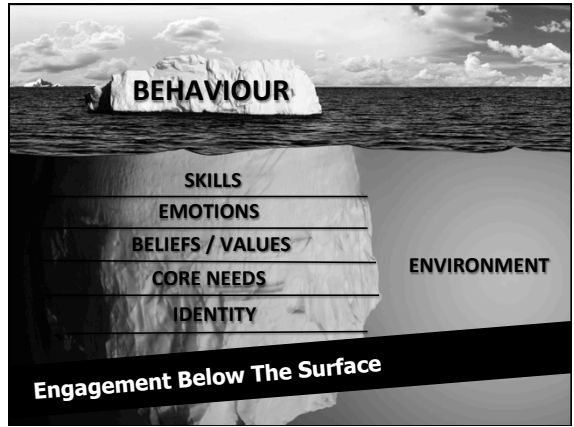


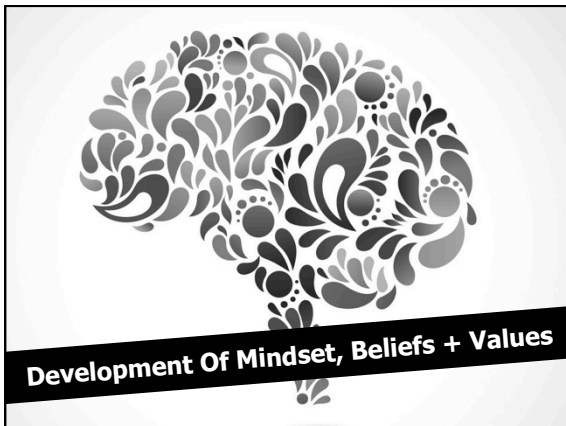
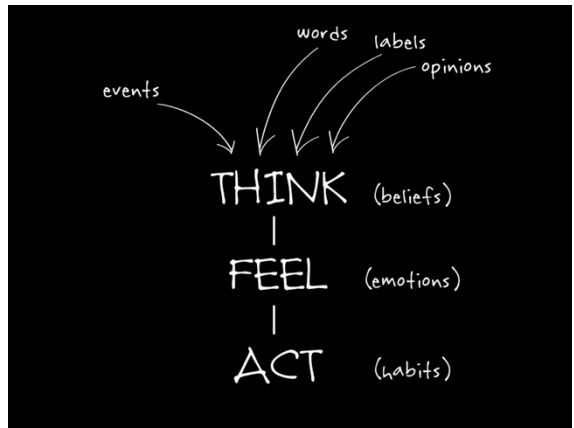
Create Calm, Safety and Certainty

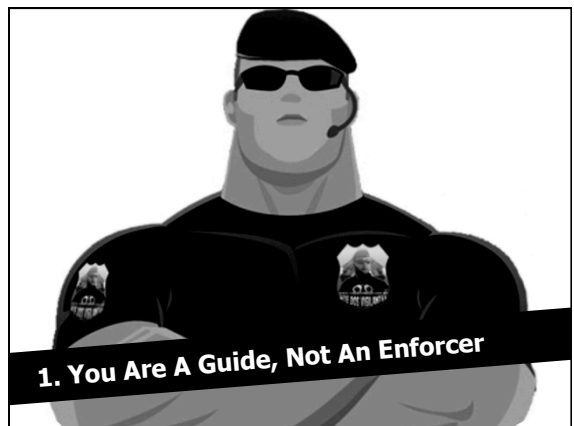
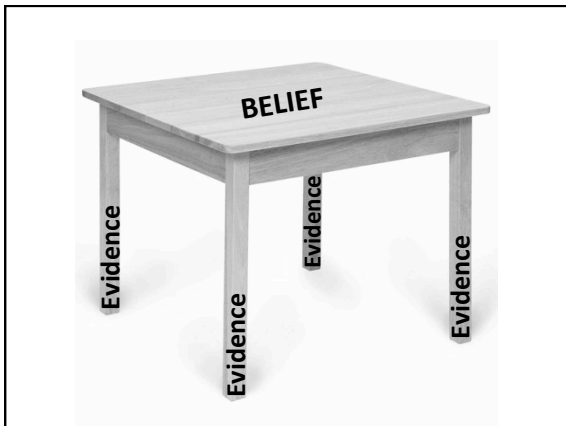


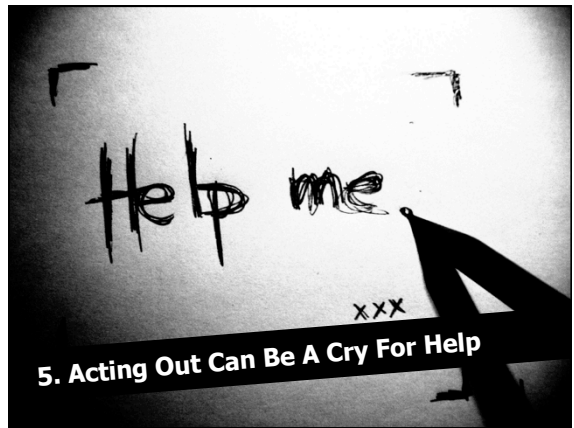
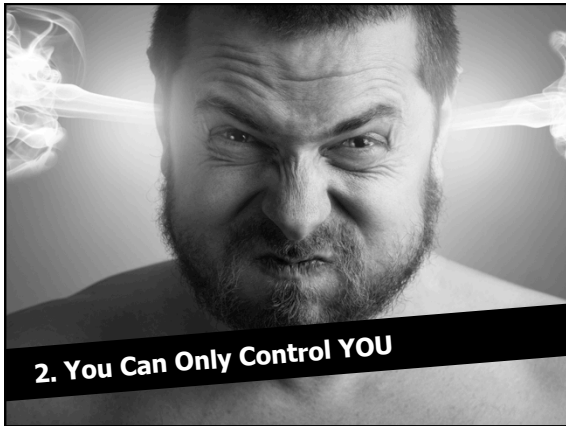
Rapport and Relationship













Relationship, Relationship, Relationship

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

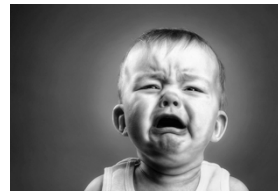


- Relate on a personal level
- Take interest in things that interest your students
- Fight for connection over correction
- Remember the 3 fears
- Need for Love + Connection



Emotional Self Management Is Key To Positive Outcomes For Your Young People

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



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

Social + Emotional Learning Transforms Academic Performance, Social Interactions + Well Being

Durlak, Weissberg et al.'s recent meta-analysis of 213 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated:

- Better academic performance
- Better attitudes + behaviours
- Increased motivation to learn
- Reduced aggression
- Better classroom culture
- Reduce depression, anxiety + stress



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 and in yourself.



- Pygmalion + Golem Effects
- Student self assessment
- Ask empowering questions
- Choose what you focus on
- What needs, fears, beliefs may be at play in behaviours?
- Attention + State

Growth Mindset Encourages Young People To Learn, Grow + Develop

When young people and educators have a growth mindset, they understand that intelligence can be developed. Students focus on improvement instead of worrying about how smart they are.



- **Adults** – Praise the young persons efforts + strategies. Don't focus on the end result, focus on the process taken.
- **Young Person** – Strive to grow and don't shy away from failure, focus on the process.

Gratitude

“When practiced regularly, gratitude can keep you healthier and happier!”



- Increased determination
- Greater enthusiasm
- More energy
- Increased optimism
- Improved exercise patterns
- Better sleep
- Less anxiety + depression

Simple Mindfulness

In a world which is fast paced and always offering happiness in the next bigger, better and brighter thing we must learn to stop and find happiness and contentment in the moment



- 1 Minute Mindful Breathing
- Mindful Self Observation
- Mindful Awareness

4. Reward The Positive

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

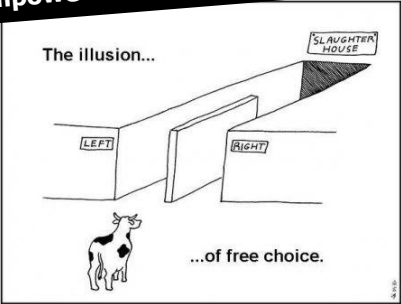
How can we use game dynamics in the classroom for greater motivation and engagement?



- Match skill level to challenge
- Gradual increase in challenge
- Reward – points, badges, levels
- Social Recognition
- Leader board + Measure Progress
- Missions + Challenges
- Fun

5. Empower With Choice


The illusion...



...of free choice.

Empower With Choice

Empowering students with choice helps to avoid power struggles and gives the young person an opportunity have some ownership over their challenges and creating solutions.



- Capability awareness
- Avoid power struggles
- Solution oriented approach
- Healthy risk taking
- Feel empowered
- Improve self belief + self esteem

6. Re-frame Success



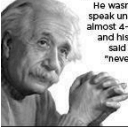
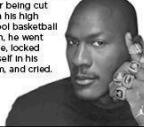


Redefine Success and Failure

A students definition of success and failure will play a huge role in helping them or hindering them to grow their capacity and discover their true potential.



- "REAL Success"
- Failure leads to success
- Capability – Confidence Continuum

FAMOUS FAILURES

 <p>ALBERT EINSTEIN He wasn't able to speak until he was almost 4-years-old and his teachers said he would "never amount to much"</p>	 <p>MICHAEL JORDAN After being cut from his high school basketball team, he went home, locked himself in his room, and cried.</p>
 <p>WALT DISNEY Fired from a newspaper for "lacking imagination" and "having no original ideas."</p>	 <p>STEVE JOBS At 30-years-old he was left devastated and depressed after being unceremoniously removed from the company he started.</p>

Failure Leads To Success – 4 F's

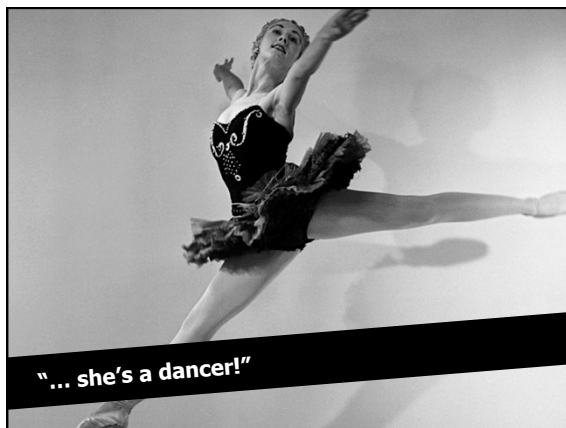


Struggle Develops Strength

As a student works through a struggle it develops their confidence and their capacity to do it again, building their resilience and their self belief.

- Break the comfort zone boundaries
- Growth requires stretching
- Set stretch goals – based on past performances
- Acknowledge and praise stretch and the journey
- Use choice and questioning

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THANK YOU!

Nathan Hulls

www.nathanhulls.com/theteenbrain