


What's Your 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.

☺



***"Everyone Is Right Now
Doing The Best They Can
With The Resources They Have
Available To Them"***

Judgment Free Zone

What resources are you lacking?

“Unresourceful behaviour comes from under resourced human beings.”

Unresourceful = Under Resourced

Young people are not their behaviours.

*They are not a problem to be solved,
Or an issue to be fixed,
But they are human beings who are unique,
valuable and on a journey of discovering who they are, where they fit and what they have to offer.*

Young People Are Untapped Potential

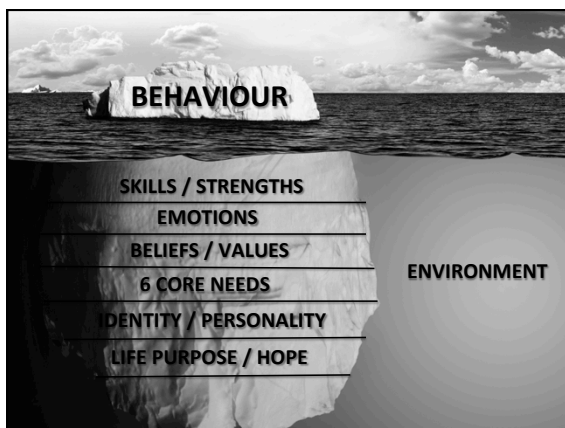
Your opportunity

“Every young person is just one trusted adult away from being a success story!”

In Need of a Trusted Adult

Ownership	Results +
Accountability	
Responsibility	
<hr/>	
Blame	Reasons —
Excuses	
Denial	

Focus On What You Can Control



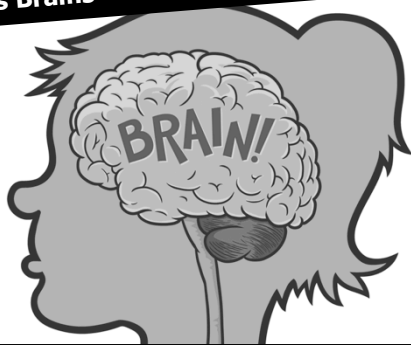
"Our youth now love luxury. They have bad manners, contempt for authority; they show disrespect for their elders and love chatter in place of exercise; they no longer rise when elders enter the room; they contradict their parents, chatter before company; gobble up their food and tyrannize their teachers."

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?

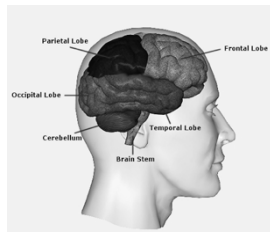
Kids Brains – Under Construction



Order Of Development

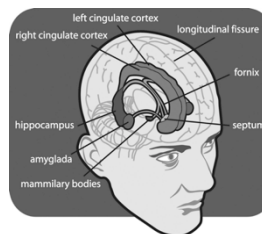
1. Basic Life Sustaining Functions
2. Emotional Control Centres
3. Cognitive Control Centres

Brain Stem + Cerebellum



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

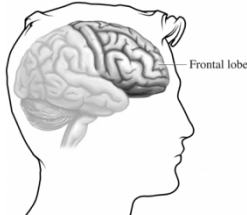
Limbic System



- Social + Emotional
- Long-term memory
- Sensory Perception
- Hormone Secretion
- Motor Function

Frontal Lobe / Pre-Frontal Cortex

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

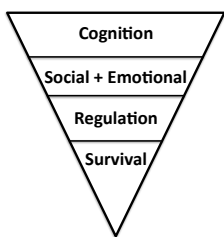
*“Turbo charged car
 with an unlicensed driver”*

Adolescent Challenges

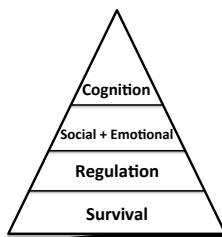
- Decreasing **face to face** interaction
- Increasing **online** social environment
- Lessening the development of **social cognition**
- Social awkwardness, inability to interpret nonverbal communication, physical isolation
- Full extent of the impact is still yet to be seen (positive or negative)

The Social Environment

HEALTHY BRAIN DEVELOPMENT



TRAUMA + STRESS



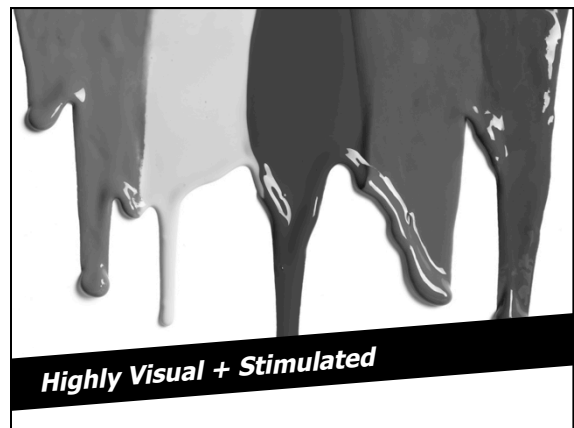
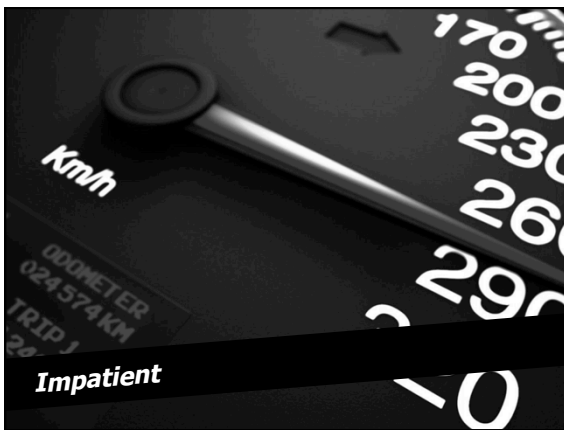
Early Life Trauma + Stress

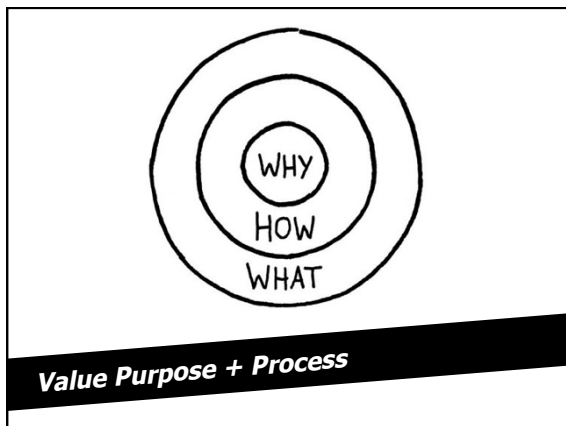
- Emotional Reactivity
- Depression / Anxiety
- Anger / Aggression
- Dissociation
- Guilt and Shame
- Negative Self Image
- Lack of Focus / Concentration

Early Life Trauma + Stress




Generation Z – How Do They Engage?





Generation Z – Born 1995 to 2009

They are the most materially endowed, technologically saturated, globally connected, formally educated generation ever.



- Visual
- Experiential - Try and See for myself
- Learn through facilitated learning, not telling
- Want to be consulted and engaged
- Process oriented (How does it work?)
- Driven by purpose (Why?)
- Open book world, vast access to all information
 - Will research things for themselves
 - Make up their own mind
 - Experience before they accept





1. Not Being Loved
2. Not Being Enough
3. Not Belonging

3 Universal Fears



Do You Care About Me?
Am I Enough?
Do I Belong Here?

3 Questions – (Disconnected From Behavior)

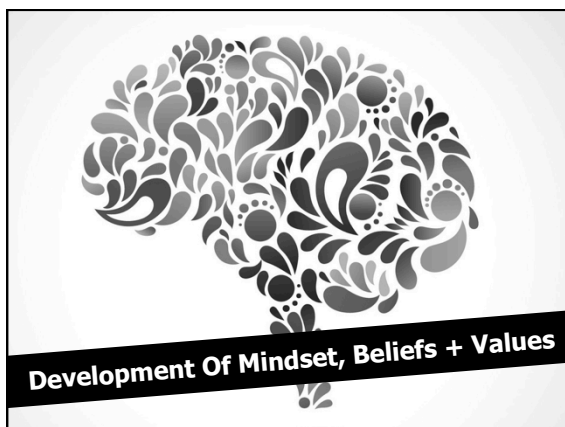


The Foundational Needs Of Young People



6 Core Needs

1. Certainty / Consistency
2. Variety
3. Love/Connection
4. Significance
5. Growth
6. Contribution

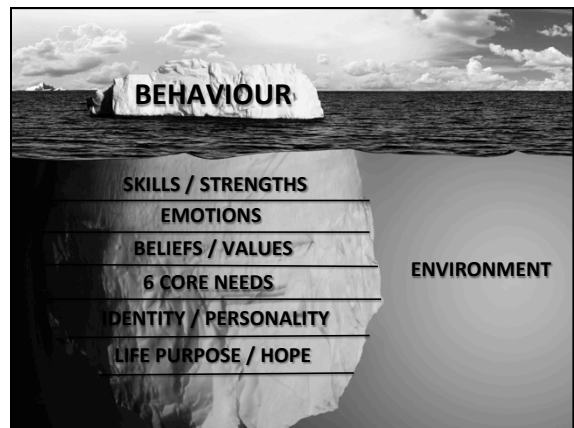
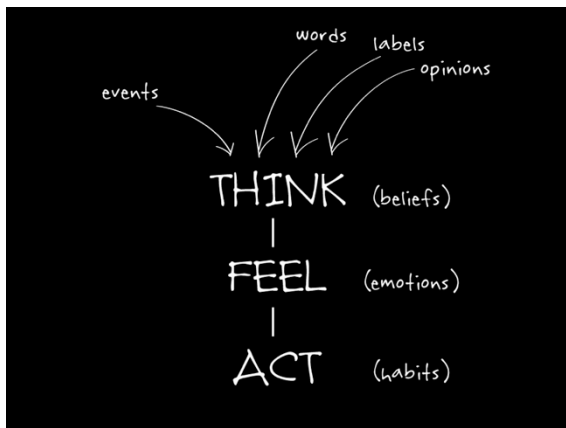


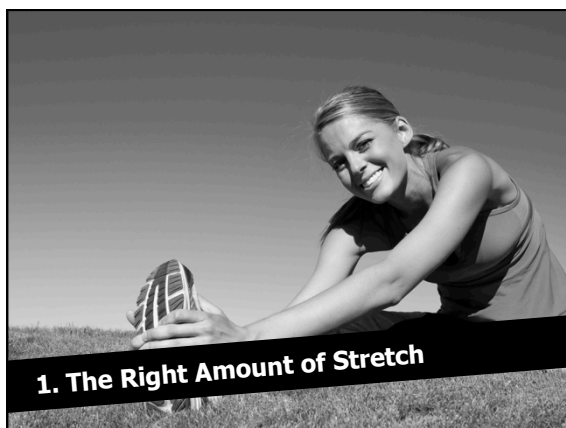
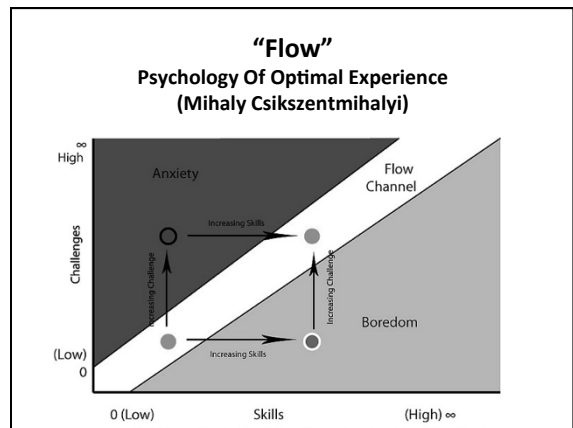
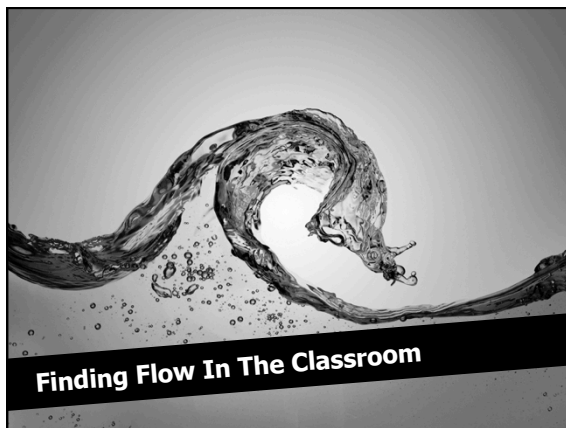
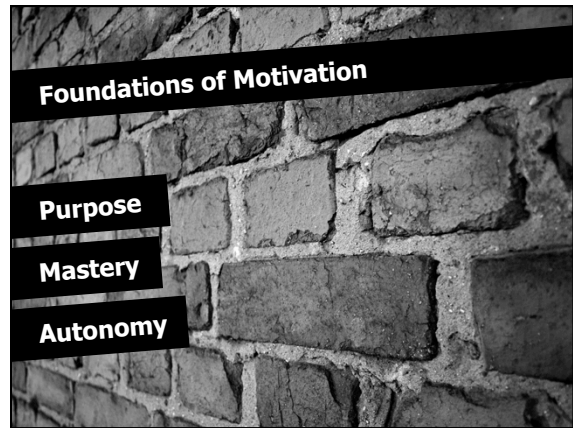
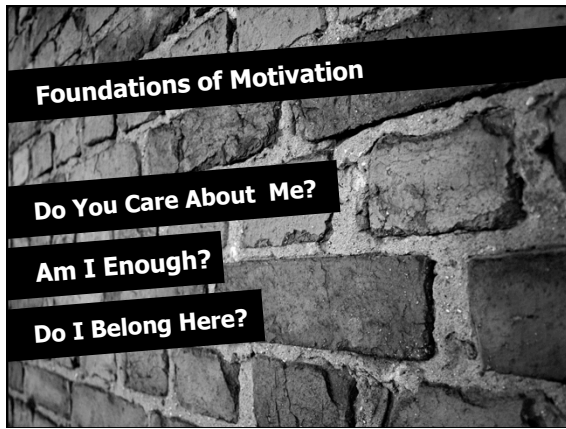
Development Of Mindset, Beliefs + Values



Imprint Phase (0-7)

3 Phases of Development












Growth Mindset Encourages Young People To Learn, Grow + Develop

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

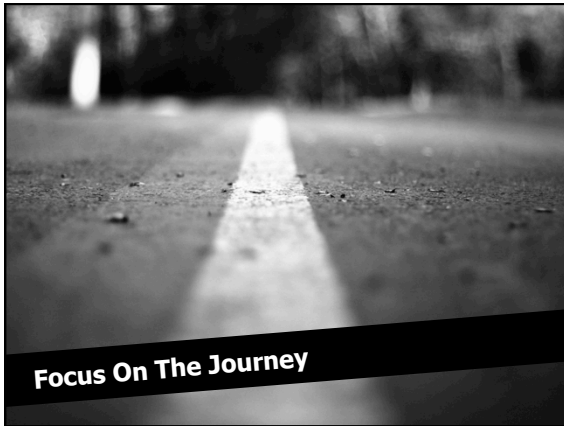


- Strive to grow and don't shy away from failure, focus on the process.
- Put in energy and effort to learn and see growth as a challenge
- Confront and embrace uncertainty

Fixed Mindset vs. Growth Mindset
Based on the work of Dr. Carol Dweck

<p>I believe that my [Intelligence, Personality, Character] is inherent and static. Locked-down or fixed. My potential is determined at birth. It doesn't change.</p>	<p>I believe that my [Intelligence, Personality, Character] can be continuously developed. My true potential is unknown and unknowable.</p>
	
<p>Fixed Mindset</p> <ul style="list-style-type: none"> Avoid failure Desire to Look smart Avoids challenges Stick to what they know Feedback and criticism is personal They don't change or improve 	<p>Growth Mindset</p> <ul style="list-style-type: none"> Desire continuous learning Confront uncertainties. Embracing challenges Not afraid to fail Put lots of effort to learn Feedback is about current capabilities





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 50-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





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, Founder of Positive Psychology

GIVING

Changes Everything

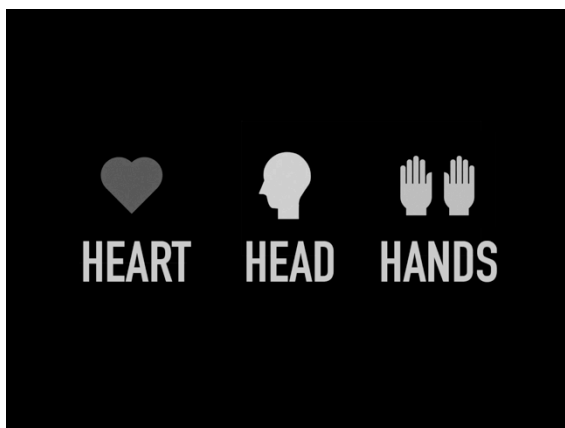
- Social contribution
- MAD projects
- Helping others
- Random acts of kindness



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



***"Everyone Is Right Now
Doing The Best They Can
With The Resources They Have
Available To Them"***

Acceptance Without Judgement

What resources are you lacking?

***"Unresourceful behaviour comes
from under resourced
human beings."***

Under Resourced

Young people are not their behaviours.

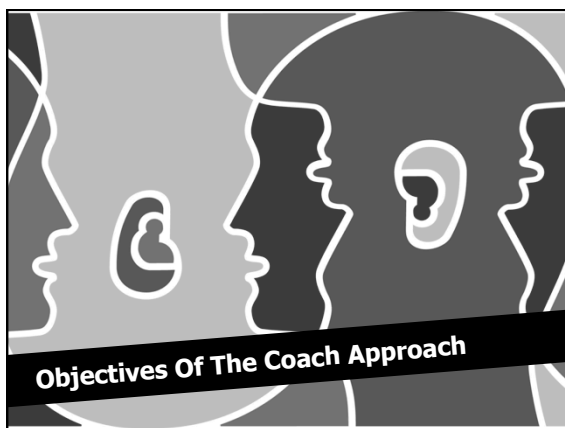
***"They are not a problem to be solved,
Or an issue to be fixed,
But they are human beings who are unique,
valuable and on a journey of discovering who
they are, where they fit and what they have
to offer."***

Behaviour ≠ Identity


Your opportunity

***"Every young person
is just one trusted adult
away from being a
success story!"***

In Need of a Trusted Adult

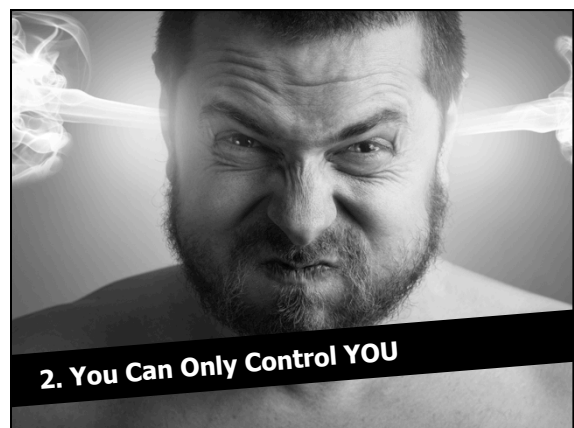
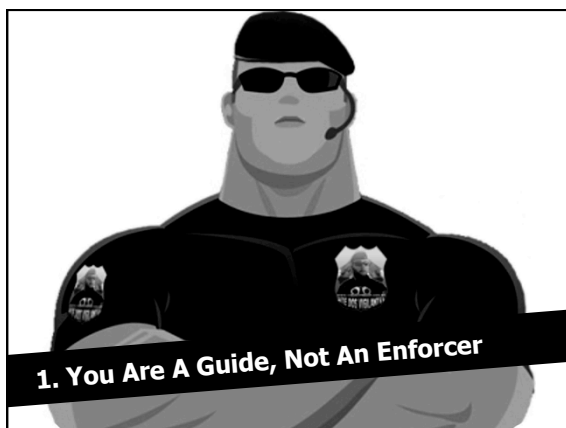
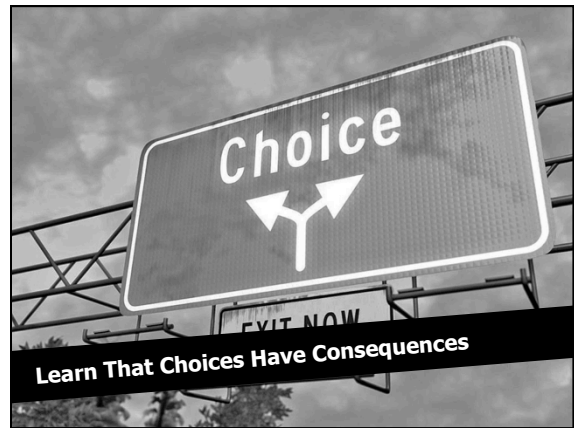


Objectives Of The Coach Approach



Create Calm, Safety and Certainty







3. Relationship Is #1 Priority



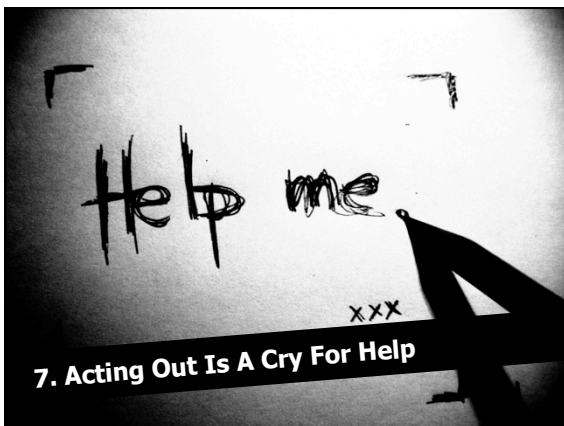
4. Use Empathy To Enter Their World



5. They Are Not Their Behaviour



6. Behaviour Isn't Bad, Just Misplaced



7. Acting Out Is A Cry For Help



8. Young People Are Assets

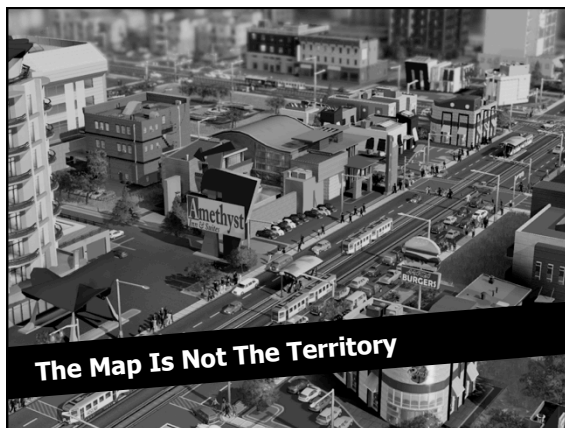
Have the student take responsibility

Ownership Accountability Responsibility	Results +
Blame Excuses Denial	Reasons —

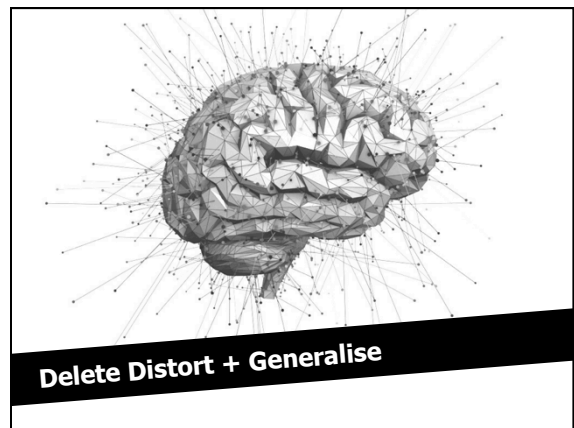
Primary Goal - Above The Line



How Do Young People See The World?



The Map Is Not The Territory



Delete Distort + Generalise

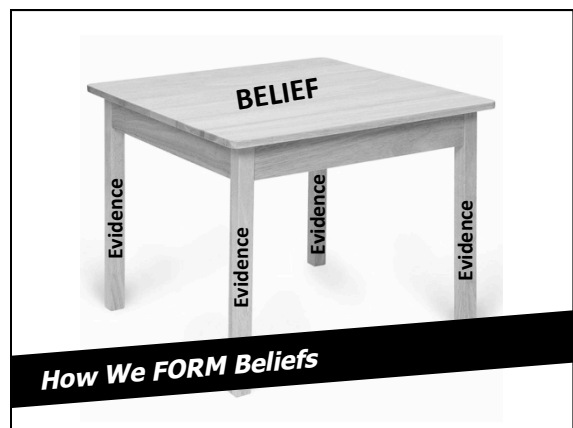
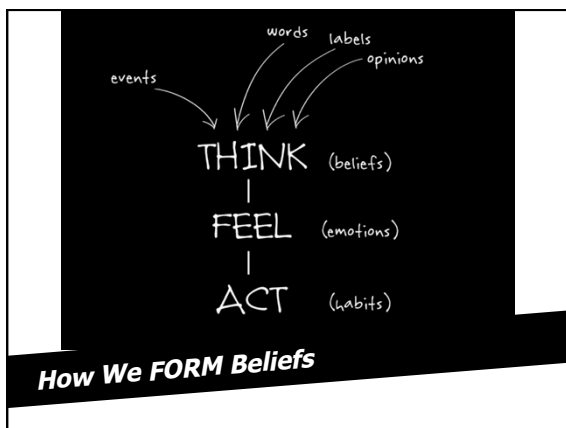
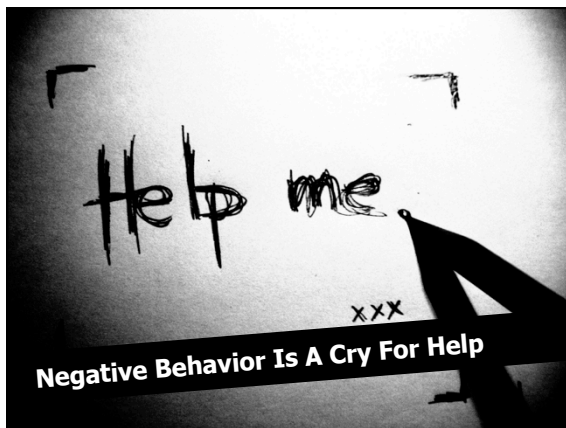


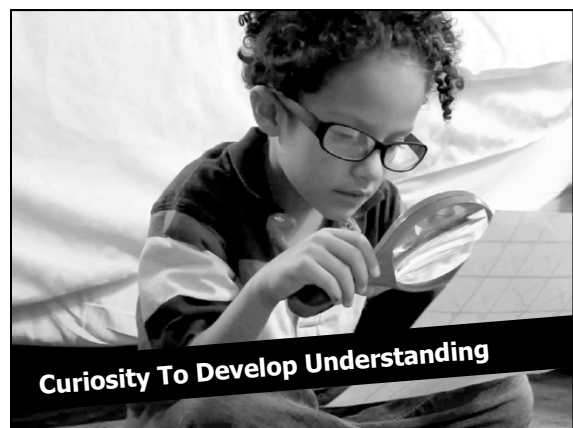
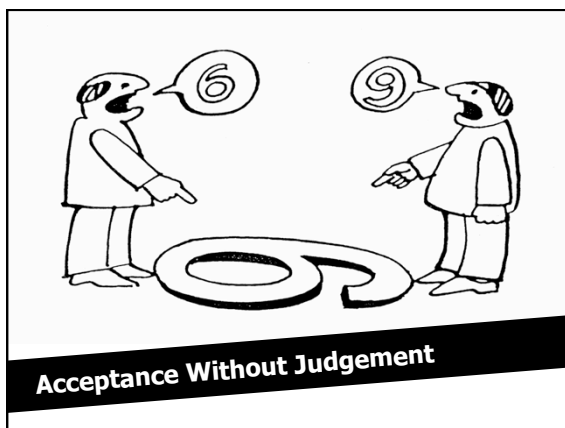
Subjective Reality

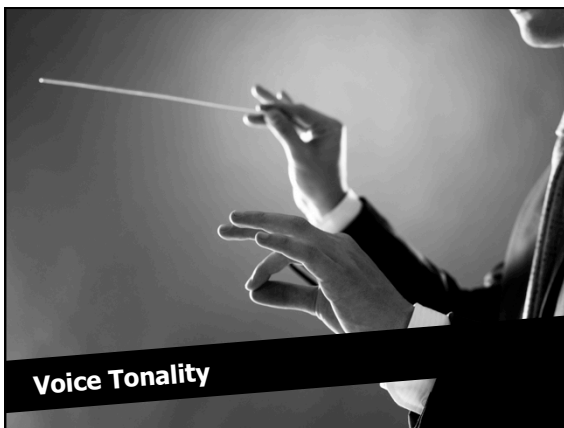


1. Not Being Loved
2. Not Being Enough
3. Not Belonging

3 Fears – Driving Behaviour

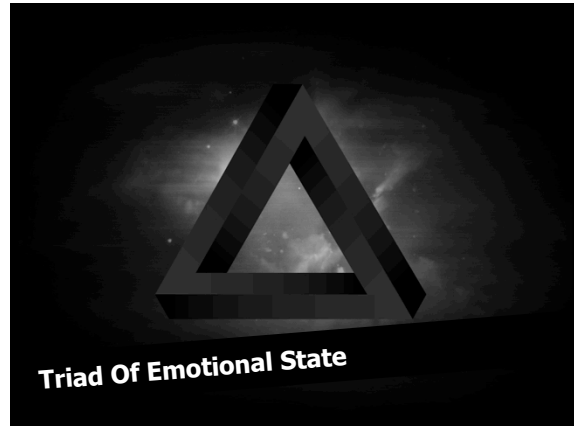




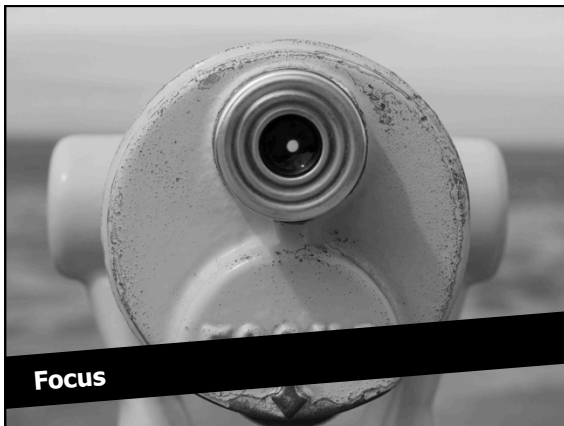




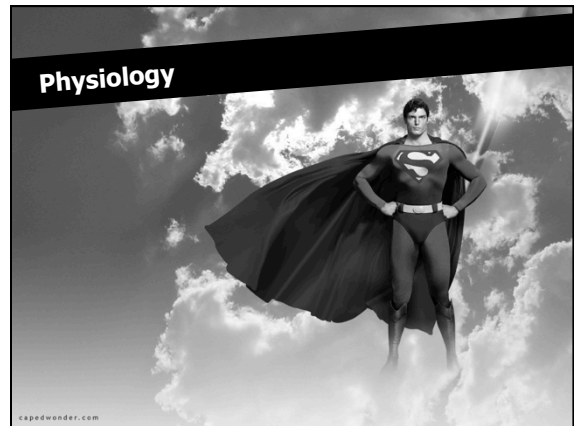
Reflection Time



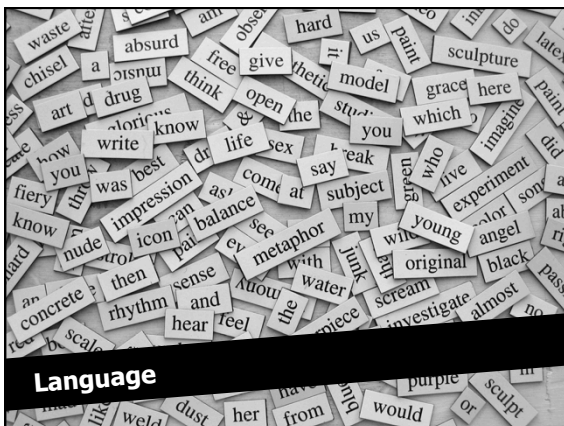
Triad Of Emotional State



Focus



Physiology



Language



The Power Of Questions

Problem

- Procrastination / Overwhelm
- Anxiety
- Fear of Failure

Potential Problems

Questions:


- How would you like it to be?
- What do you think you're going to do about that?
- How is that a problem for you?
- If you did know what would it be?
- For what purpose?
- What specifically?
- I've noticed... can you tell me about that?
- What have you done in the past that might work in this situation?
- How is that working for you?
- What will you think about this 5 years from now?
- What is stopping you?
- What support do you need to make it happen?

Empower Students With Choice



10 Things Extraordinary Teachers Say

The Coach Approach At Work



1 – "I've noticed..."



2 – "Here's What I'm Thinking..."



$3 \times 7 = 21$
 $9 \times 6 =$

3 – "Great effort!" + "You showed great..."

Fixed Mindset vs. Growth Mindset

Based on the work of Dr. Carol Dweck

I believe that my [Intelligence, Personality, Character] is inherent and static. Locked-down or fixed. My potential is determined at birth. It doesn't change.

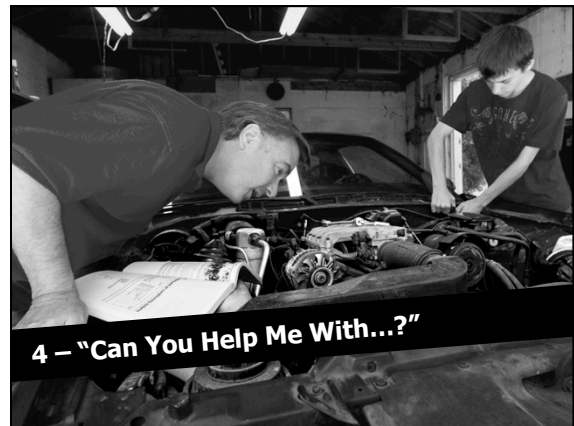
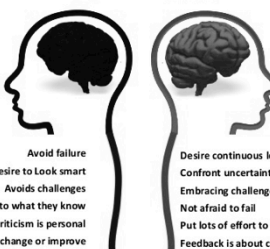
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Fixed Mindset

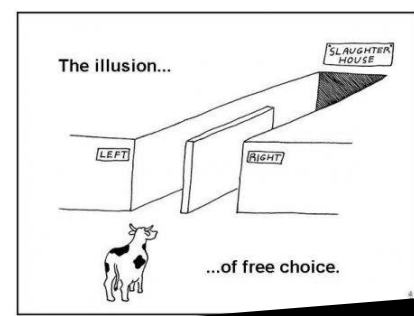
- Avoid failure
- Desire to Look smart
- Avoids challenges
- Stick to what they know
- Feedback and criticism is personal
- They don't change or improve

Growth Mindset

- Desire continuous learning
- Confront uncertainties.
- Embracing challenges
- Not afraid to fail
- Put lots of effort to learn
- Feedback is about current capabilities

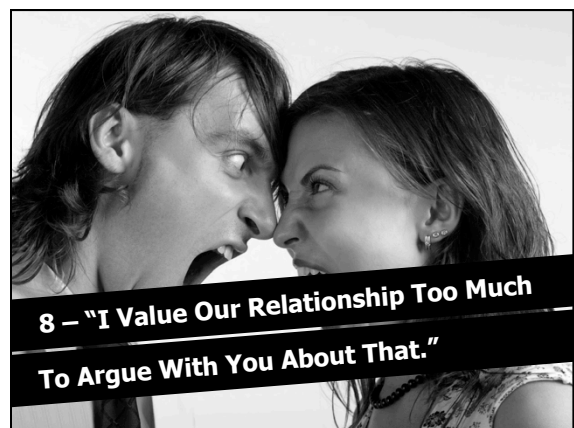
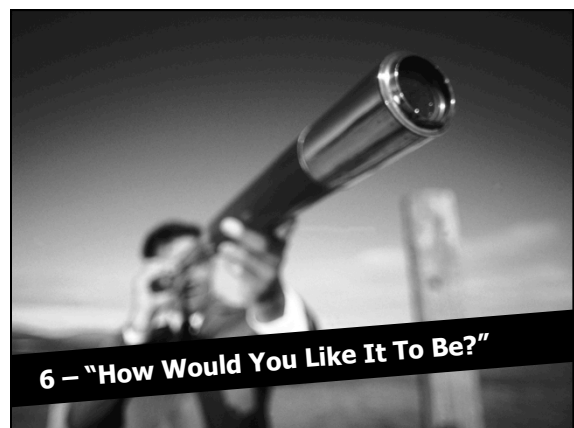


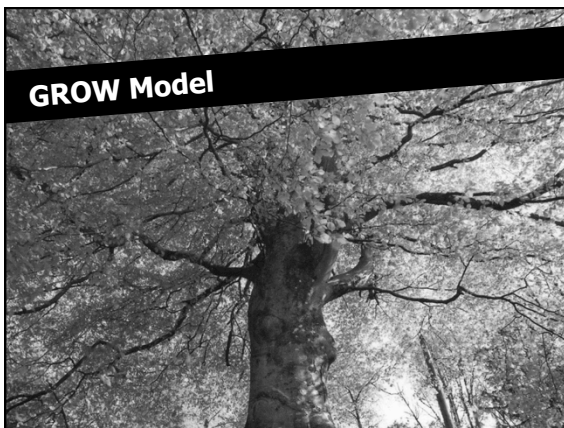
The illusion...

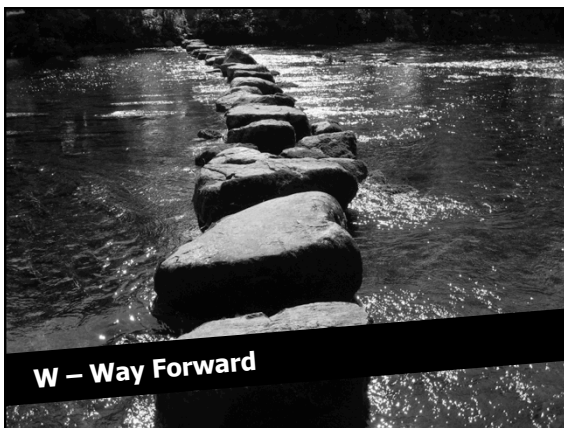


...of free choice.

5 – “Would You Rather...”

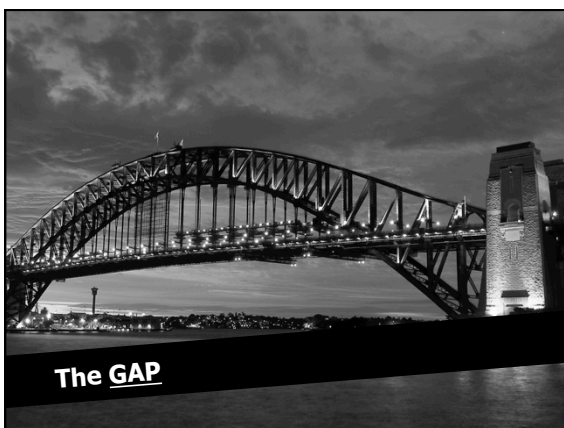






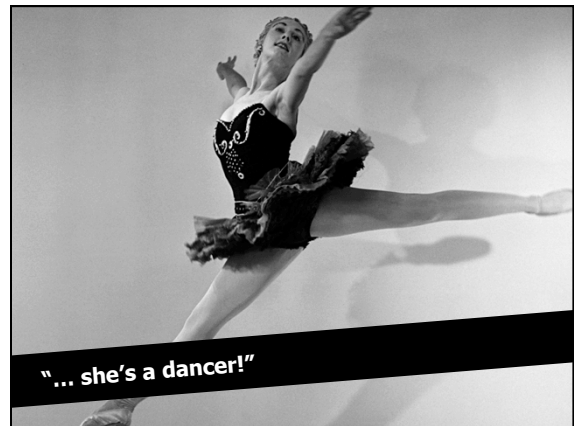
How To Get From Where You Are Now
To Where You Want To Be...

1. Goal
2. Reality + Current Resources
3. Obstacles + Opportunities
4. Way Forward



The GAP Between Where We Are Now
and The Goal We Want To Achieve
- What Do We Need To Bridge The GAP?

1. Resources
2. Skills
3. People
4. Stuff



THANK YOU!

Nathan Hulls

www.nathanhulls.com/adventistWA2018

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