

# IT'S NOT YOU IT'S FRESHMEN

## TIPS AND TRICKS FOR DEALING WITH THE ADOLESCENT BRAIN

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# CAN THIS BE FOR REAL?



## LET'S JUST START WITH A LAUGH – TURN TO SOMEONE AROUND YOU AND TELL YOUR CRAZIEST “TEACHING FRESHMEN” STORY

2


# NOT THAT YOU NEED PROOF, BUT HERE'S THE RESEARCH

- TOGETHER WITH THE NEONATAL PERIOD, ADOLESCENCE IS ONE OF THE MOST DYNAMIC AND IMPORTANT PERIODS FOR GROWTH AND DEVELOPMENT IN THE BRAIN  
NEUFELD, R. M., LUCYTHWALE, P., DIMAK, E. G., & ORYAN, L. E. (2010). REFRAMING THE TEENAGE WASTELAND: ADOLESCENT MICROBIOTA-OFF-BRAIN AXES. *CANADIAN JOURNAL OF PSYCHIATRY*, 65(4), 214-221.
- THE FRONTAL LOBE THAT HELPS DECIDE “IS THIS A GOOD IDEA” IS NOT FULLY CONNECTED BECAUSE THE NERVE CELLS THAT CONNECT IT ARE SLUGGISH DURING ADOLESCENCE  
KNOX, R. (2010, MARCH 10). THE TEEN BRAIN: IT'S JUST NOT GROWN UP YET. RETRIEVED MAY 21, 2016, FROM [HTTP://WWW.NPR.ORG/TEMPLATES/STORY/STORY.PHP?STORYID=12419468](http://www.npr.org/templates/story/story.php?storyID=12419468)

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# BRAIN BREAKS

- ROCKS PAPER SCISSORS BATTLES
- “TAKE A LAP”
- TELL SOMEONE WHAT YOU JUST HEARD



4

# REWARDS: THEY STILL LOVE STICKERS!


- OFFERING TO READ
- HELPING A NEIGHBOR
- WINNING ROCK PAPER SCISSORS
- APPLYING SOMETHING THEY LEARNED
- GROUP WITH THE BEST ANSWERS
- KAHOOT WINNER



5

# COMMUNICATION IS KEY

- TELL ME ABOUT YOUR CHILD FORM
- EMAIL PARENTS
- GRADE CHECK FORMS



6

Name: \_\_\_\_\_

### Getting to know my students

The design of this course is to help your students come up with a plan for their future that meets their individual and personal needs. We believe students should realize they have one last opportunity to plan ahead if you don't teach us properly. We are not the "checklist before a contest" from a very young age and that could result in a very bad future. Please answer the following questions to help me know!!

Things he/she has always enjoyed doing: \_\_\_\_\_

Things he/she has always been good at: \_\_\_\_\_

Strengths (not just academic, communication, maturity): \_\_\_\_\_

Areas of difficulty: \_\_\_\_\_

What careers do you envision your student doing and why? \_\_\_\_\_

How can I best serve you as a parent and your student in my class? \_\_\_\_\_

Parent/teacher signature: \_\_\_\_\_ date: \_\_\_\_\_

**7**

Class	Grade	How can I improve my grade?	Teacher signature

**8**

## THE RESPONSIBILITY TALK



**9**

## CREATE CLASS CULTURE ROOM 4 #'S

#takealap

#girlsonlylikeguyswithgreatskills

#bigrocks

#hellasand

#dontscrewitup

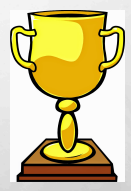
#lifesaboutchoices

#COOKIEGRIND

**10**

## CELEBRATE YOUR SUCCESSES

- THIS IS NO EASY TASK
- MAKE SURE YOU HAVE APPROPRIATE SELF-CARE IN PLACE
- WRITE THINGS DOWN SO YOU REMEMBER THE VICTORIES



**11**

Name \_\_\_\_\_

## Getting to know my students

The design of this course is to help your students come up with a plan for their future that meets their emotional and financial needs. Sometimes students don't realize they have certain skills or talents. Often times if we look back at people's lives we can see that there has been a pattern from a very young age and their career choice fits with that pattern. Please answer the following questions to help me know what I should be looking for to help your student.

Things he/she has always enjoyed doing: \_\_\_\_\_

\_\_\_\_\_

Things he/she has always been good at: \_\_\_\_\_

\_\_\_\_\_

Strengths (not just academic – communication, maturity): \_\_\_\_\_

\_\_\_\_\_

Areas of difficulty: \_\_\_\_\_

\_\_\_\_\_

What careers do you envision your student doing and why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How can I best serve you as a parent and your student in my class? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Parent/guardian signature

\_\_\_\_\_  
date

Class	Grade	How can I improve my grade?	Teacher signature

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