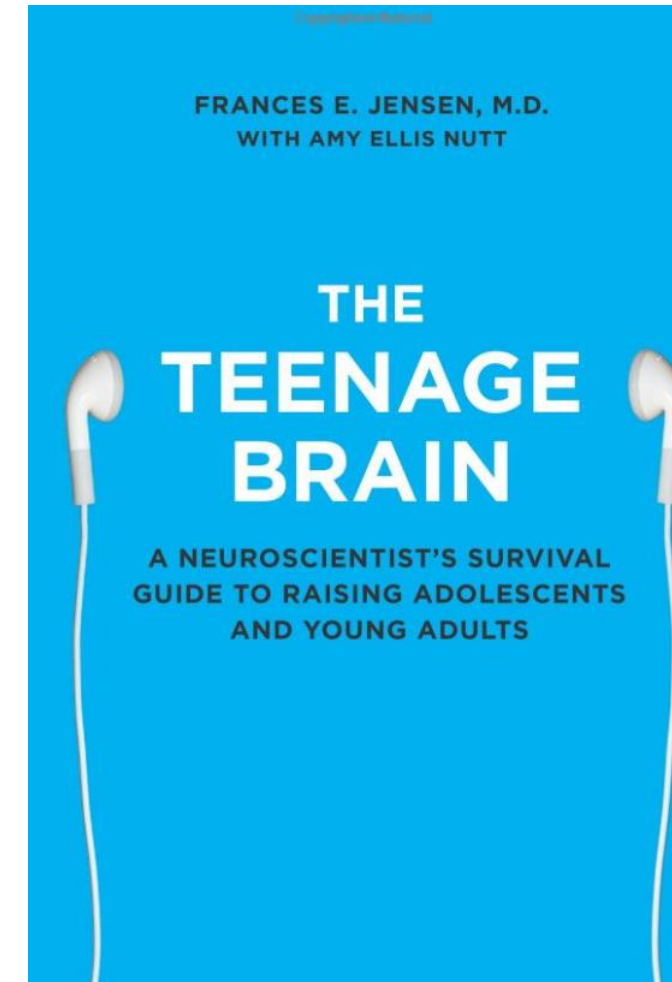
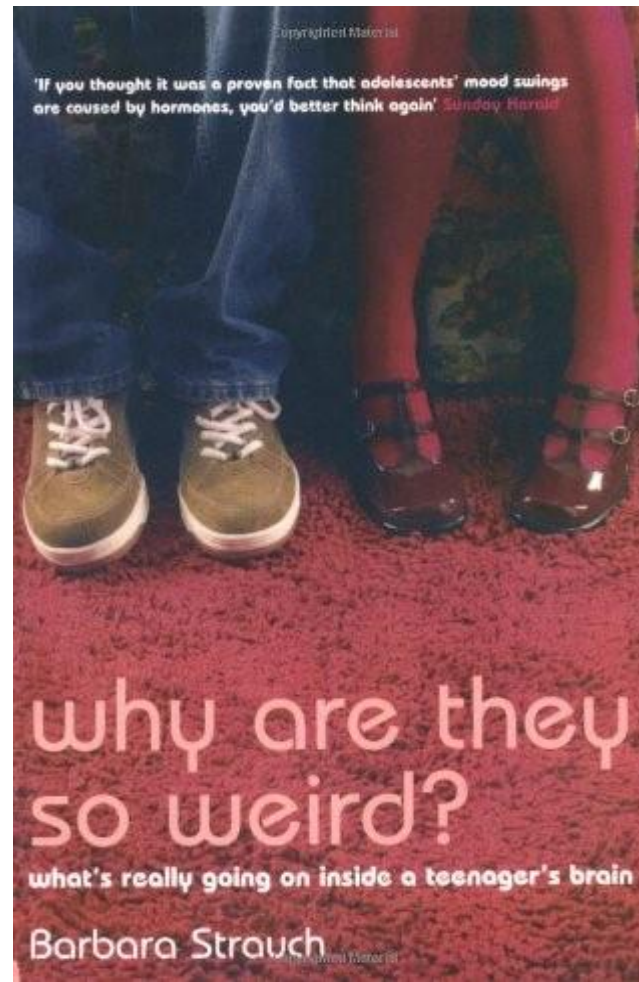


The teenage brain and resilience

Ms.Gemma Bryden (AHT PSHE)

This session is to give us an insight into the adolescent brain- once we know how it functions differently to the adult brain we can help our young people to be more successful.



The teenage brain is in work in progress



Some teenagers are trying to manage to stress without full access to the frontal lobe. That part of the brain that deals with reasoning, risk assessment, logic and emotional control.

So how can we help?

- First- get very good at taking a breath and counting to 10.
- Second-let's think about how the teenage brain works a little differently.

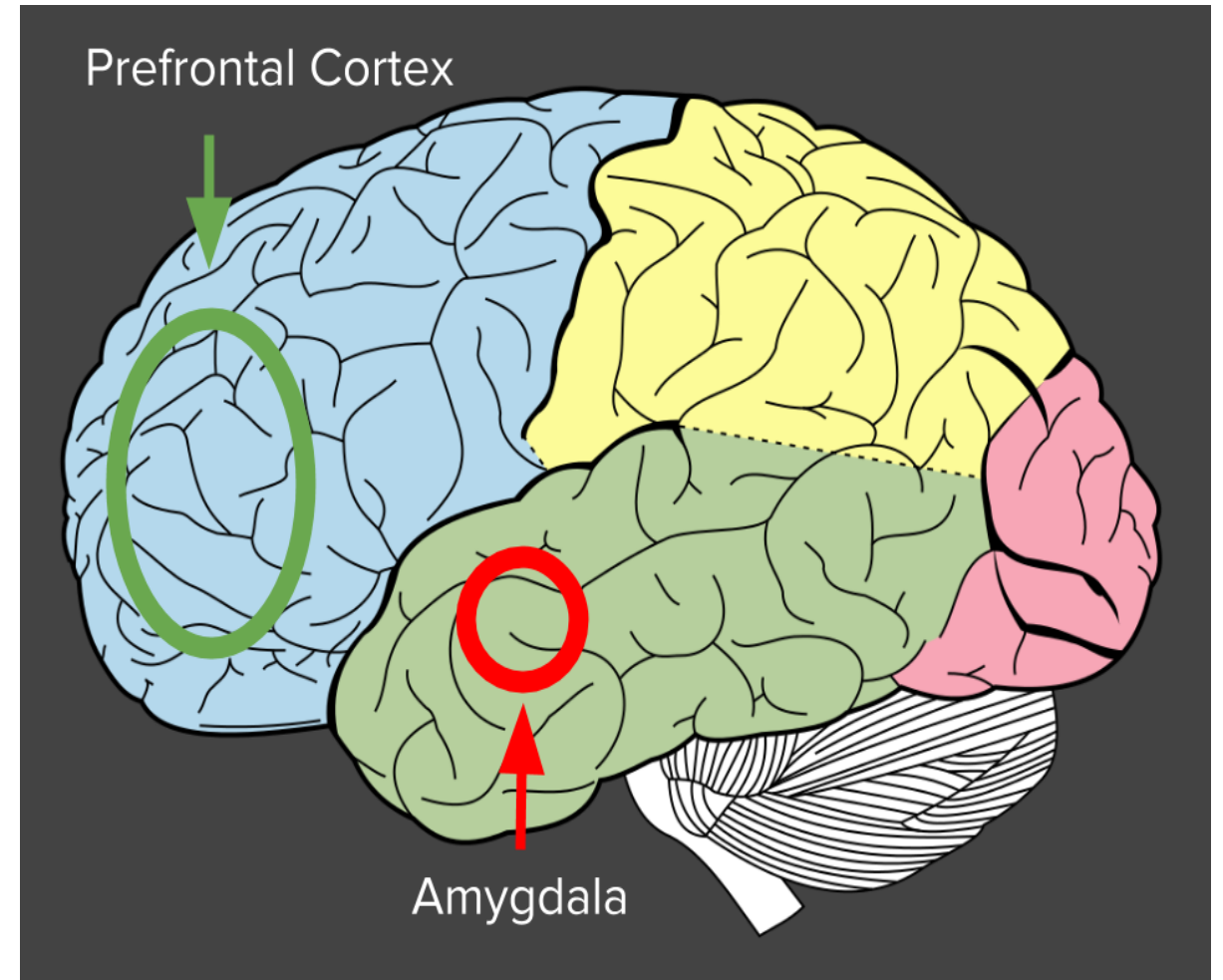


During the teenage years our brains undergo a drastic rewiring.

The frontal lobes in the teenage brain, which control impulses, reasoning and planning, are the last to be rewired for adulthood.

In some teenage brains this is being bypassed.

While this re-arrangement is going on, decision-making is re-routed via the amygdala, a part of their brain which reacts **instantaneously** and **emotionally** to any perceived threat.



This explains why some of our teenagers experience heightened emotional responses during this time



May we try a small experiment...

That little flutter of panic that let to your mind going blank...

That is what I call amygdala hijacking. It is a really useful response for dealing with genuine danger.

In a school or exam situation- less so.

For many of our young people that response is triggered so quickly- we need to know a few strategies for regulating the response and bringing the full reasoning power back online.

Preventing amygdala hijacking and promoting resilience.



Long term help: Young people can practice techniques that make them better at using that frontal lobe.

Examples:

- keeping a written diary
- talking about your day and the emotions that went with it
- playing a musical instrument or singing
- dancing
- talking to adults about the news and offering opinions
- spending time in nature*
- looking after an animal

- Short term First Aid for the brain
- Slowing the breath and counting
- Finger breathing
- Wiggling the toes
- 5 senses check

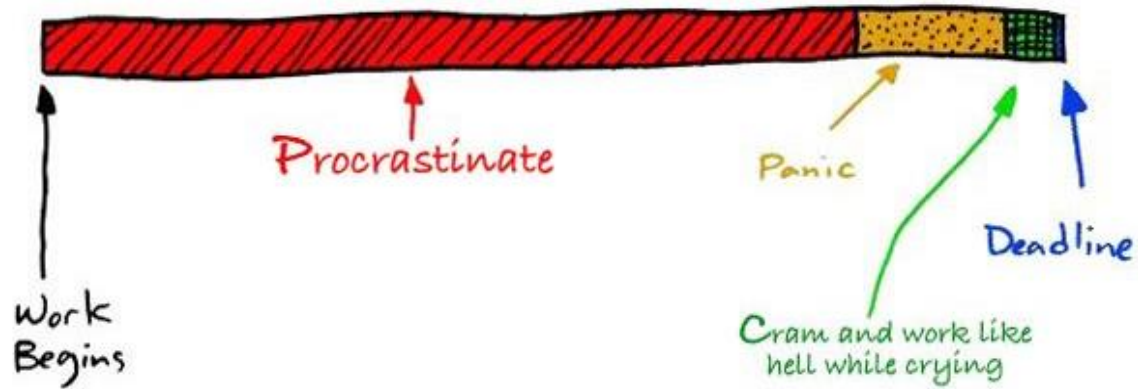
The teenage brain
might need help
planning for the
future

In 12 months you will be
applying for college

In 19 months you will sit
GCSEs

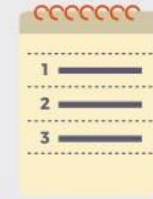
In 23 months you start college
or your apprenticeship.

Building study routines now prevents stress later.



Time Management Tips for Learners

By Bridget Sole



set long-term goals

It's hard to reach your destination if you don't know where you're going. Set short-term goals which will lead you to your long-term goals

write to-do lists

these are reminders of important tasks you need to prioritize.

prioritize

Decide what tasks need to be accomplished first. This will help you plan your week.



budget your time

create a weekly schedule to help you decide how much time to spend on your activities, rest and work.

find a dedicated space & time

have a dedicated space free from distraction where you can get your work done.

Don't be afraid to say NO!

Sometimes you have to decline social activities to make time to study.

Sample of a year 10 study plan

	Monday	Tuesday	Weds	Thursday	Friday	Weekend times	Saturday	Sunday
3.05-4.05	HW club	club	HW club	Rehearsals	HW club	10-11	3x15 minutes key terms	Teams hw or other online study
4.05-5	Get home and relax	gym/run	relax	rehearsals	Gaming/fun/social			
5-6	15 mins x3 revision of key terms	5-6 Teams hw or BBC bitesize	5-6 15 mins x3 of key terms	Teams HW or other online study eg youtube revision	gaming/fun/social			

We can also build resilience by giving them some responsibilities. Thinking ahead to year 11 our students who are resilient have gradually been building up the responsibilities they have. Think of our responsibilities like a backpack.



Get them to take on some of your load- Imagine that our adult responsibilities are carried in a bag.

- work
- bills
- mortgage/rent
- managing your time
- Day to day running a home
- feeding yourself (and others)
- parenthood (and the myriad of responsibilities that come with that)

- looking after your health (and of others)
- saving money
- running a car
- driving safely
- friends
- Sorting out pets
- Doing the laundry
- family issues
- Christmas
- education
- planning for retirement
- looking after the elderly



Three types of teenagers:

- **Those who have not picked up the bag yet.**

Help them build resilience by giving them a little more responsibility. Reward them when they do well.

- **Those who have picked up the bag and are managing so far.**

Help them by talking to them about their workload. Check in at key points, the end of term, during Mocks etc. reward them for their progress.

- **Those who have picked up the bag but are not managing.**

Help them by lightening their load, talk to them work out where their stress points are. Let us know at school.

If it gets too much we are here for them.



In school support

Year Leader-
Ms.Papagna

Assistant Year
Leader- Ms. Sutton
Smith

Me- Ms.Bryden- lead
for PSHE

Tried it all and still overflowing?

Time to reach out- **talk to us.**

Or there are tried and tested resources we recommend:

- **'Chat health' 07507 332473**

This service has helped lots of our students who need a medical professional to step in.

Child line- really useful resources, videos and info. Why not look at the site together while things are OK so you know where to go if things are not.

Holding Space- local charity that supports families with emotional health and wellbeing. Run a really friendly parent support group.

Off to the library