

10TH GRADE PARENT MEETING

2018-2019

AGENDA

Three Goals for the night:

1. Academic trajectory
2. Social-Emotional and Brain Development trajectory
3. Walk through some common 10th grade scenarios

“Research” tells us...when parents engage and guide their teens with a light but steady hand, staying connected but allowing independence, their kids generally do much better...

ACADEMICS: 9TH - 10TH TRANSITION

9th grade:

- Skills and acquisitions
- “Small bites”
- High level scaffolding



10th grade:

- Performance of skills
- Mastery of *synthesized* content
- “The whole”
- Abstract thinking

ACADEMICS: CORE COURSES

- General skills we are focusing on:
 - Working with structure, but a bit less scaffolding
 - Organization and preparation
 - Reading comprehension
 - Writing development (edit, revise, edit, repeat)

- Long-term projects
 - Salon Project
 - Outliers Project

ACADEMICS: NEW REQUIRED COURSES!

- Innovations
 - Decision making and problem solving
 - Importance of failure

- Financial Literacy
 - Responsible financial citizens
 - Financial competency

SOCIAL-EMOTIONAL: DAN SIEGEL TOLD US...

1. ESSENCE
2. Teenage years are not just a time of raging hormones
3. Risk taking and impulsivity peak at age 15
4. Social inclusivity (being part of a group) is a survival technique

“The downside to this social engagement process is that you can fore sake morality for the benefit of membership. The positive side of this social engagement, is that you learn social skills that last a lifetime...” - Dan Siegel

SOCIAL-EMOTIONAL: ALL THE WHILE...

- Self-critical
- Narrowed aperture
- Major social shifts

“I call the time of 8th-10th grade as the time of self-deprecating narcissism.”

- Mike Haykin

"TRYING TO GET KIDS NOT TAKE RISKS IS
AN UPHILL BATTLE AGAINST EVOLUTION
AND ENDOCRINOLOGY."

- LAURENCE STEINBERG, PROFESSOR OF PSYCHOLOGY

WHAT THAT EXPERIMENTATION LOOKS LIKE

- Pushing the limits
- Pushing back on parents

- Parties
- Drugs & Alcohol
- Relationships



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SOME RESOURCES

- **Stanford Tobacco Prevention Toolkit**
- “Fact Sheet”
- “Generation of E-Cigs/Vapes”

Table of Contents

Unit 1 "Where Do E-Cigarettes & Vape Pens Come From?"

Unit 2 "So, What's Really in these E-Cigarettes & Vape Pens?"

Unit 3 "What's So Bad About E-Cigarettes & Vape Pens?"

Unit 4 "Why Do E-Cigarettes & Vape Pens Matter to Young People?"

Unit 5 "What Can I Do About E-Cigarettes & Vape Pens?"

Unit 6 "What are JUULS & Other Pod-Based Systems?"



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Overview

This module provides an understanding of the inner workings of e-cigarettes, the content of the aerosols they produce, and thirdhand smoke. It's broken down into 5 units, each of which explore e-cigarettes in-depth.

Please note: e-cigarettes, vape pens, etc. may be abbreviated as e-cigs or vapes, and refer to any device similar to an e-cigarette.

Goals

Increase knowledge about basic facts of e-cigarettes and the harm they cause

Gain awareness of strategies manufacturers and sellers of e-cigarettes employ to increase use among adolescents, such as deceptive and creative marketing strategies

Gain skills to refuse experimentation and use of e-cigarettes.

Scroll Down to View the E-Cigarette/Vape Pen Crash Course!

Fact Sheets

DR. LAURENCE STEINBERG:

ESSENTIAL GUIDE TO
ADOLESCENCE AGES 10-25

WHAT CAN YOU DO?

- Listen. Listen. Listen.
- Keep an eye out for shifts in these key indicator areas:
 - Attendance
 - Sleep patterns
 - Decreased work output
 - Decreased engagement in activities
 - Decreased self-care; lack of hygiene
- And remember to celebrate who they are and who they are becoming!

“‘IN THE HEAT OF THE MOMENT, THE RATIONAL PART OF A KIDS’ BRAIN IS OFTEN OVERPOWERED.’ SO PART OF HELPING KIDS MANAGING RISK IS TO HELP THEM IN THINKING ABOUT THE KIND OF SITUATIONS THEY DO AND DON’T WANT TO BE IN, BEFORE THEY GET INTO THEM.” - HOW

TO TALK TO YOUR KIDS ABOUT TAKING RISKS: TIME

SCENARIO 1:

YOUR STUDENT WANTS TO GO
TO A PARTY AFTER WINTER
BALL

SCENARIO 2:

FIND A VAPE PEN IN YOUR
STUDENTS BACKPACK OR
BEDROOM

SCENARIO 3:

OVERHEARD YOUR STUDENT TALKING ON THE PHONE TO A FRIEND. BASED ON WHAT YOU HEARD, YOU ARE CONCERNED ABOUT THE MENTAL HEALTH OF YOUR STUDENT'S FRIEND

SCENARIO 4:
HEAR YOUR STUDENT
TALKING ABOUT A
CLASSMATE WHO IS BEING
TEASED ON SOCIAL MEDIA

SCENARIO 5:
YOUR STUDENT TELLS
YOU THEY WANT TO QUIT
THEIR SPORTS TEAM
SUDDENLY

SCENARIO 6:

YOU ARE CONCERNED YOUR STUDENT ISN'T USING TECH WISELY - THEY ARE ALWAYS IN THEIR BEDROOM WHILE 'DOING HOMEWORK,' YET NOTHING GETS DONE.

QUESTIONS?