

# **Welcome, 10th Grade Parents!!!**

October 2nd, 2019

# What has been going on this Fall?

- New Classes!
- Connecting with Advisors!
- Rehearsals, Practices, Clubs, Elections!
- Fall Mania!
- Climate Strike!
- 10th Grade Retreat!

# Agenda + Goals

1. Situate y

2. Learn al

3. Engage  
identity

4. Grow your parent network

***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.***

Dr. Daniel Siegel,  
*Brainstorm: The Power and Purpose  
of the Teenage Brain*

**The teen brain transforms relationships...**

1. More intense emotion
2. Risk and novelty become more compelling
3. Seeking attachment in peers

# Adolescent Brain Development



# 10th Grade Retreat

- *Identity and Community*
  - Who am I?
  - Who are we?
  - How do I fit in (and belong)?
- *Takeaways - Aligning actions with values*
  - Developing strong class bonds
  - Engaging community partnerships
  - Gaining a deeper understanding of friendships

# Scenario 1:

**During a service project planting trees at a local park, you hear a group of students laughing as one of them complains, “Why are we doing this? This is what Mexicans are for.”**

*What does this student understand about stereotypes and privilege?  
What do those who were laughing understand about them?*

# Dan Siegel teaches us...

## → ESSENCE

- ES: Emotional Spark
- SE: Social Engagement
- N: Novelty-seeking
- CE: And our Creative Exploration

→ Teenage years are not just a time of raging hormones

→ Risk taking and impulsivity peak at age 15

→ 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*



## **Scenario 2:**

**Your student wants to go to a party after the Fall Function (October 10th!).**

**They share with you that there will be drinking.**

**“In the heat of the moment, the rational part of a kid’s brain is often overpowered... 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.”**

- *Time Magazine*, “How to talk to your kids about taking risks”

# Academics: 9th - 10th transition

9th grade:

- Skills and acquisitions
- “Small bites”
- High level scaffolding
- Concrete/little ambiguity



10th grade:

- Performance of skills
- Mastery of content: “Bigger, better, faster, more”
- “The whole”
- Abstract thinking

## **Scenario 3:**

**Your student comes home and says to you,  
“My teacher doesn’t make sense, and they  
have no idea what they are doing.”**

# The Work of Core Courses

→ Focus on general skills

- Organization and preparation
- Working with structure, but less scaffolding
- Reading comprehension
- Writing development (edit, revise, edit, repeat)

→ Long-term projects

- Salon Project
- Outliers Project

# The Academic Formula

Longer Projects + Bigger Presentations  
+ higher level of reading and research

=

More time  
and greater organization needed

# Learning Support

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Allowing for *independence*  
while providing *structure* is key to the  
10th grade year.



# Social Shifts

Teens...

- are self-critical
- have a narrowed aperture
- participate in major social shifts

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

*- Mike Haykin*

## **Scenario 4:**

**You overhear 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.**

# Counseling Support

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**“Trying to get kids to not take risks is  
an uphill battle against  
evolution and endocrinology.”**

**- Laurence Steinberg  
Professor of Psychology at Temple University**



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# **Scenario 5:**

**You find a vape pen  
in your student's backpack or bedroom**

# What does experimentation and risk-taking look like?

- Pushing the limits
- Pushing back on parents
- Parties
- Drugs & Alcohol
- Relationships



# What can you look for?

- 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!



# 10th Grade is about...

- Being Present
- Being a Responsible Risk-taker
- Being a Good Citizen
  - Respect
  - Responsibility
  - Integrity
  - Trust

## **Scenario 6:**

**Your student tells you they want to quit their afternoon activity (sports team, play, etc.) suddenly.**

# What Can You Do?

- Listen, listen, listen
- Enjoy them in the present
- See the positives – *They are there!* – and let them know it
- Remember, they are likely to come back around to you after a year or two at college
- Talk to us & Talk to each other

# Upcoming Events

- October 10th - Fall Function
- October 10th - College Advising Guest Speaker on  
Standardized Testing and Accommodations  
Q&A
- October 19th - PSAT
- October 18th - Midterm Grades and Comments

**What questions do you  
have about the  
10th grade journey?**

