WHAT TO EXPECT AT 12 AND 13

Being Prepared for the Tweens at home and school
THINGS WE WISH WE HAD TOLD YOU
2012-2015 ….

How Puberty manifests itself in an educational context and what that means at home

Managing the changing nature of schoolwork and defining success

Charting the seas of Friendship and Conflict at school: it’s the first step in the road to being (somewhat) redundant.
ADOLESCENCE ISN’T JUST ABOUT SEXUAL DEVELOPMENT

- This is a time of significant growth for the brain
- It’s ‘Use it or Lose it’.
- Early teens rely on the amygdala: emotions, impulses, aggression and instinctiveness. The main part of the executive function, the prefrontal cortex is not developed much at all.
- How teenagers spend their time is crucial at this time: your child’s preferred activities can become hard wired in their brain.
Enjoying School Life/Engagement
Encourage your child to experience a range of activities, including co-curricula activities they can do at school.
All the research shows that the greater the involvement in a range of things at school, the more positive their outlook on learning.

Sports
Music
Art
Languages
Gaming
Outdoor Ed/Scouts
GROW A BRAIN: POSITIVE BRAIN CONNECTIONS

Take healthy risks to develop their identity and explore independence

Use family routines: structure is vital. Teens tell you they love chaos but secretly hate it.

Praise reinforces brain pathways.

Find new outlets to express their emotions: sport and the arts are useful

Boundaries, boundaries, boundaries..and support the school ones.

Talk through decisions and weigh up consequences. “Benevolent Dictatorship” parenting as in school
DEFINING SUCCESS: MINDSET

- The Brain is malleable at this age.
- Praise effort strategy and action, not results.
- Depth their understanding of things that interest them.
- Give feedback about process.
- The Power of “Not Yet” in response to “I can’t”
### Developing a Growth Mindset

<table>
<thead>
<tr>
<th>Instead of.....</th>
<th>Try Thinking.....</th>
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<tbody>
<tr>
<td>I’m not good at this</td>
<td>What am I missing?</td>
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<tr>
<td>I give up</td>
<td>I’ll use a different strategy</td>
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<tr>
<td>It’s good enough</td>
<td>Is this really my best work?</td>
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<tr>
<td>I can’t make this any better</td>
<td>I can always improve</td>
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<tr>
<td>This is too hard</td>
<td>This may take some time</td>
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<tr>
<td>I made a mistake</td>
<td>Mistakes help me to learn</td>
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<td>I just can’t do this</td>
<td>I am going to train my brain</td>
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<td>I’ll never be that smart</td>
<td>I will learn how to do this</td>
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<tr>
<td>Plan A didn’t work</td>
<td>There’s always Plan B</td>
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<tr>
<td>My friend can do it</td>
<td>I will learn from them</td>
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FRIENDSHIPS AND RELATIONSHIPS

• Because of differing rates of brain development, previous friends may no longer remain friends. That’s OK. It’s often not personal/rude or the other child’s parents.

• Boys get more aggressive but still must accept consequences for overstepping boundaries. Again, it’s not personal, there are boundaries.

Staying Friends: Work out who changed: it may not be able to be salvaged

• Friendship Groups: Start large (Year 7), finish small (Year 12).

• Boyfriend/Girlfriend Relationships develop. In Year 7, this is usually just a relationship that involves sitting together and telling everyone and last a week: but again, quite normal. Parents can manage this at arms length from home.

New Friends: can be negotiated successfully by establishing who else shares your child’s interests and encouraging new interests.
WORKING WITH SCHOOL

• Do not take on all of your child’s problems. Some things can be left for teenagers to solve.

• Don’t do anything for a teenager that they can do for themselves (such as continue to drop them to school) or make their lunches, do their homework (help, yes).

• Don’t take on too many of your child’s responsibilities: getting them out of bed, packing bags and lunches, tidying their room, making sure homework is done.

• You know too much about your child’s life. Teenagers benefit from having some emotional and physical space from their parents. It gives them a chance to rely on their resourcefulness and develop skills needed to get by on their own. Managing Social Media is a whole area “Benign Neglect”

• Part of a parents job is to become slowly obsolete in many areas of their children’s lives.
You are an expert on your child &
We are the experts on children.

It’s a great partnership