Youth
Craig Jennings

Optimism and Enthusiasm

“If it was easy everyone would be doing it”
Denis Pagan

Example of a day teaching youth - Relentless

- Pregnancy
- Conflict – girls
- Teach (4 hours)
- Complaints
- Teacher debrief
- Stolen phone
- Discipline procedure
- Letter to the court
- Bullying incident

Distance of time – Ageing workforce
- What can be achieved in the next 10 years?
- You may have the same teaching time ahead as passed
- What were your defining moments? – Replicate them / recreate them

Less barriers to achieve
- You are more experienced
- More credible
- More secure
- Late Bloomers
  - Colonel Sanders – 65
  - John Glenn – 77
  - Ray Kroc – 52
  - George Foreman - 45
Ray Kroc

“I was 52 years old. I had diabetes and incipient arthritis. I had lost my gall bladder and most of my thyroid gland in earlier campaigns, but I was convinced the best was ahead of me.”

Source: http://www1.niles.k12.mi.us/nhsbpa/1960a.html

CGEA YOUTH

- Barriers
- Immaturity
- Low self esteem
- Drugs
- No Family Support
- Not enthusiastic
- Uncooperative
- Financial
- Social

They don’t think their disaffected

School History
- Failure
- Absenteeism
- Bullied / Buller
- Poor listening skills
- Poor reading / writing skills
- Bored easily
- Not academic
- Told off 10,000 times

CGEA YOUTH

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Generation Y

- Largest generation group
- Impatient (Text)
- Choice – vote off, vote for, education options
- MTV (fast paced)
- Minimalists
- Comfortable with technology
- Latch key children
- Societal change (swearing etc)

How are you rewarding Gen Y students?

Teaching Gen Y – Rule 1.

Focus on:
- Rapport
- Relationships
- Communication

Gen Y and teaching

Brought up on videos, computers and the internet

Motivation is at the core of teaching

Education is not so obvious a ticket to a successful future

Problem of engaging students

Lot of old methods are not working

Teaching delivery needs fine tuning

Being innovative is particularly important

Fear and guilt are not motivators

Rapport - feedback

Spend 10 minutes asking students what they enjoy and what they are good at;

Once you get to know them more they will put more into it for you

Gift of significance

Once you have given this gift, students will respond to you.
Rapport - Initially

- "Each to their own ability".

- It is crucial that I understand immediately everyone’s ability. To get the best out of every student it is important that I don’t under or overestimate anyone’s level.

How to build rapport

- Smile
- Talk to students in the breaks
- Talk to students when you see them on campus
- “Are you enjoying class, what’s happening on the weekend, hows hockey going?”
- Find a strength or interest of every student in the class.
- Make them feel like the most important person in the class

What makes you want to learn?

**TOP 5**

- The teacher likes us
- We get choice in what we do
- The teacher treats us as equals
- Teacher is relaxed / Laid back
- Listening to Music.

Humour

- Increase understanding, attention and interest.
- Help deal with more serious topics
- Encourage people to be engaged and energised
- Free up the inner child
- Allow students to see the human side of teachers
- Open up minds to learning
- Create personal links to students
- Encourage creative and divergent thinking
- Release endorphins

Strategies

- **WE approach (numbers)
- Consistency
- Flexibility / negotiating
- Thinking outside the square
- Is it important / Does it really matter?
- Rewards (inc S.o.T.Y)
- Music
- Understanding
- Being firm on (5) boundaries
- Teach outside the classroom

- Know something about every student
- Variety (opportunity to excel)
- Fast pace (multiple options)
- Enjoy the class
- Challenges (healthy competition)
- Positive feedback
- Greeting
- Group work / Team work
- Down time

Strategies (Empowerment)

- Must listen first time
- Team approach
- Get students to teach a class
- Minimise constant discipline
- Less stressful

- Initially
- They don’t want to listen to us – don’t automatically respect us

“We remember 95% of what we teach to someone else”

-William Glasser
### Strategies (Lesson Plan)

- **Great Results**
- **Poor Results**

### Strategies
- Try early starts
- Outreach program
- Work on your endings

### Holy Grail

We have what they want, remind them

- references
- contacts
- pass

**WIIFM**

### Holy Grail (Attendance)

Whole circle represents mainstream school attendance hours

### More Doing – Active

- Tell me and I will forget
- Show me and I will remember
- Involve me and I will understand

This doesn’t have to be every class

### Term Reports

Feedback on:
- Attendance
- Attitude to class work
- Punctuality
- Work Results
- Social behaviour

- Students
- Teachers
- Property
Important Work

- Eye contact / Body language
- You are being assessed today
- The exercise will take 30 minutes
- I want to see intensity, self discipline, enthusiasm
- You have 3 minutes to break into 4 even groups
- Instruction number 1 is...
- After we have finished we will take a 12 minute break.
- I always stop if students are not listening.

Annoying Behaviour

Before Class Preparation
- Have you got a rapport?
- Have you got class leaders in place?
- Have you motivated before and after class?
- Is there a team solution?
- Show belief in the student
- Have rewards
- Are you well prepared?
- Is class innovative?

Annoying Behaviour

In Class Response
- Relax
- Does it matter?
- Do you want to pass?
- Show empathy about work requirement / negotiate
- Wilf
- Is it fair that your disrupting the learning of others?
- What is your body language?

Annoying Behaviour – Punctuality

Negotiate
Remind
Explain
Designate student
Round up
Re –send student
Reward

Pavlov

- Every student reacts the way I / they need to, to give maximum opportunity to succeed.

Discipline
Positive feedback, feedback, feedback.

Lessons from Jamie

- Don’t be afraid to withdraw students. (Jamie Oliver)

All students have rights. No student has the right to disrupt the learning of others. Always remember we have an obligation to the whole class.

What is your culture?
WAR HISTORY (Innovate)

ASX Game (Innovate)

Motivation
Business
Maths
I.T
Certificate
Challenge
Fun
Prizes

Diary – Email – Meeting – TEAM

How is your network?

Library
- Youth magazines
- Student awards
- Headphones
- Teenage books
- PD

Drug Use
- Managed - 1 hour
- EDAS
- Student Union
- Management
- Facilities and Services

Flexibility (confidence)

Teachers
- Enjoy
- Form
- Feedback
- Be true / Strengths
- Role model
- Willing to make change
- Think of the whole program
- Reinforce your successes
- Don’t doubt yourself / stay confident

- Team Approach
- Discipline Policy
- Boundaries
- Philosophy / Mission statement
- Debriefing opportunities
- Sharing Resources
- Networking
- Professional Development
- Recognition
Course Motivations
- Funding (AWT / EDAS)
- Media
- Big Breakfasts
- Charities
- Guest Speakers
- Ropes Courses
- Art Day
- Inter Campus Sports Days
- Colours Program / Term Reports

Guest Speakers
David Calthorpe
- 1993 AFL premiership player

Topics
- Time management skills
- Consequences of actions
- Motivation / Opportunities

Media
- Promoting your Program
- Positiveness within school
- Great experience for students

Funding – Anna Wearne Trust
Student of the year awards

Art show, Sports days, Ropes course & Graduation

“Luck is all that is left after you’ve prepared and followed all the processes that you know work”

Denis Pagan
“Greatness sometimes springs from humble beginnings.”

Inspire

- Every morning in Africa, a gazelle wakes up. It knows it must run faster than the fastest lion in Africa or it will be killed.
- Every morning a lion wakes up. It knows it must outrun the slowest gazelle or it will starve to death.

- The moral:
  - It doesn’t matter if you are a lion or a gazelle. When the sun comes up, you better be running. (from successories poster)

Other Views and Questions