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TALKING TEENS: GETTING THEM OUT OF BED AND READY FOR SCHOOL - DR. KARYN GORDON

Thursday August 20, 2020 | 6:30 - 8:00 pm

Presenter: Dr. Karyn Gordon

Michelle: Good evening, everyone. Let's get started.

Margaret: My name is Margaret Horvath. I'll be your technical assistant for today. To ensure a smooth session for all attendees we have enabled Q&A and the chat function. You have been muted and unable to share your screen. Everything is customizable based on your settings. Your display may not be exactly how I described it, but what should be similar is the black toolbar at the bottom of your screen. It should appear when you move your cursor. Press the chat icon. That looks like a word bubble at the bottom of your screen. If you want to open the Q&A simply click on it and everyone will have access to Q&A so please ask your questions there if you are calling in use * 9 and the moderator will try to get to the question. The audio quality of this session is based on your individual bandwidth. If you're worried about slow internet connection you can call in by using the dial in information included at the <https://www.tdsb.on.ca/Community/How-to-Get-Involved/Conversations-Series>. If for some reason your speaker bandwidth becomes unstable and things become choppy please bear with us. We'll hear it, too, and we'll work as quickly as possible to resolve the issue. Lastly, you may exit or change the full screen speaker or gallery view by clicking on the top right button or view options drop-down. Now to get things started I'm going to hand it over to Andrew waters, the Parent Involvement Advisory Committee, PIAC, ward 9 representative. Over to you, Andrew.

Andrew: I'm Andrew Waters and I'm the PIAC Ward 9 representative. I would like to welcome everyone to this session. Talking Teens: Getting Them Out of Bed and Ready for School. So first let's do the land acknowledgment. We acknowledge we are hosted on the lands of the Mississaugas and the Anishinaabe and the Haudenosaunee confederacy and the Wendat. We also recognize the enduring presence of all first nations Metis and Inuit peoples. If we just want to go to the next slide for the program. Today we'll have some greetings from Trustee Rachel Chernos-Lin and then, we will turn it over to our speaker, Dr. Karyn Gordon, who is founder and CEO of DK Leadership, a global leadership coaching company, specializing in emotional and intelligence skills for organizations and families. So I'll turn it over to Rachel to provide the greetings.

Rachel: Thank you, Andrew. Good evening. And thank you for joining us tonight. My name is Rachel Chernos-Lin. I'm the Trustee appointed to PIAC, the Parent Involvement Advisory Committee. It is my privilege this evening to introduce another session to help parents gearing up for back to school. As a parent, myself, I know how important routines are in our daily lives

and in particular the critical roles they play in our children's success, especially with respect to school. Routines are something that I'm sure most students have missed over the last five months whether they know it or not. I hope you find some learning tonight and I hope you find it valuable. Thank you so much for spending your evening with us. Back to you, Andrew, to get this session started.

Andrew: Thank you very much. So just brief introduction before I turn it over to Dr. Karyn Gordon, as you can see, she's a best-selling author and media personnel. Over 1000 keynote speeches. She draws on extensive research into leadership relationships and emotional intelligence. To help audiences foster the skills they need to lead in the twenty-first century. So I would like to turn it over to Dr. Karyn Gordon.

Dr. Gordon: Thank you. Thank you so much. A huge thank you to TDSB for really prioritizing and investing in evenings like this to get some good tools and thank you to TDSB for taking care of parents. I volunteer on our own parent council. I have children in the TDSB and I speak with you both as a professional but also as a parent. I'm in this journey really with you. The first thing we want to do is make sure that my volume is good. And so if everybody can just say, hello. Maybe, say your first name and also if you could actually share in the chat the ages of your children maybe the grades of your children. That would really help me know the audience a little bit better. Everybody get comfortable with that chat. We're going to use that chat a little bit. Go ahead and introduce yourself. Say hello, your name, the ages of your children or the grades would be fantastic. Just so I can again see the range would be fantastic. So, I see a lot of middle school ages. I see high school. A lot of middle schools. Our kids are going into grade eight. We're right in that kind of preteen age as well. Okay. This is great. Thank you, everybody. Okay. I was actually expecting for tonight that there was going to be parents more of younger children but I'm actually seeing more older children. Parents of older children actually tonight, which is great. So the keynote I'm going to give to you tonight is really relevant whether or not your children are in kindergarten or grade 12. It doesn't make any difference at all. Just before we dive in, I want to confirm my timing. Michelle and I talked about me speaking for about 45 minutes. On the slide it said 20 minutes. I wanted to clarify. Michelle, can you just confirm in terms of the timing.

Michelle: Forty-five.

Dr. Gordon: I wanted to make sure. When I saw the 15 to 20 minutes I thought gracious me, to speak in 15 to 20 minutes is a bit of a challenge. I have a lot of amazing content I would love to share with you. When Michelle first asked me to do this, she said we would love to do a keynote or presentation with parents on really that transition. A lot of kids have not had routine. Been on TikTok. They're sleeping in. Kind of in that summer schedule or lack of and then trying to help young people kind of prepare themselves to go back into high school and/or middle school or school in general. So there is lots of different keynotes and the one I thought would be a good fit is really motivating your kids. This is a great presentation around how do we prepare our kids really for success in school. I'm going to focus more on the structure when we enter and how we're going to bridge that gap and really getting them ready for actually September. Let's dive in. I have a lot of great, great information for you. And just actually before we do, I love getting to know my audience. Are there any specific questions you're hoping I'm going to cover in the next 45 minutes and then what I'm going to do, I'm going to do my very best to tie that in what I have planned. Any questions you hope I'm going to tackle in the next 45 minutes, type that into the chat function while I kind of do a little bit of an intro. For some of you have heard me speak before, you may have seen me some of the other work I do, little background about myself. I

have been doing this work. This is my 25th year. I have been doing this a long time. My doctorate is in marriage and family. I'm a registered therapist. My style is much more coaching oriented. I spent the first ten years working with a medical office and physicians and I was a very young graduate, that is where my career has kind of started. After doing that for ten years I was encouraged by a lot of companies to transfer that knowledge into businesses on how do we manage millennials in the workforce. I spent 80% of my time working with businesses across America and helping senior leadership manage the next generation. The reason I share that with you is because I work with two different systems. Family systems and organizational systems. The two things really connect. One of the things certainly as a parent and I think you will relate with me on this, we want to make sure that we're helping our children properly prepare for life. So, the whole thing around education is really making sure, yes, we want them to get a solid education but we really also want them to develop leadership skills to prepare them for the workforce. And, so, what I'm going to be teaching you today is not just about getting them motivated for school and getting them out of bed but really providing them with leadership skills that they're going to need in the real world as well. You'll see that as we kind of unpack that as well. And, so, let me just kind of quickly highlight. Let's see what people are kind of looking at. People are looking at how to encourage anxious teens. This is great. This helps me understand what is in your head space. Motivating kids who dislike school and motivating teenagers to read and learn and mood signs. How do we motivate teens with sports and hang out with friend. How do we do that. Social anxiety and screen time is also an issue. Okay. This is really helpful everyone. Thank you so much for sharing. This helps me know where you are at? This is a huge topic. So for me to kind of tackle this and to do is a really great job for you in 45 minutes I want to make sure I'm really answering your questions that you actually have. So, alright. Let's dive in.

So, here is what we're going to cover. We're going to cover about four types of kids and teenagers. I think you're really going to relate to this. Whether or not you have two children or four children. I'm going to get you to step back and really look at the child or children you have in your home. We're going to talk about parenting styles and how they impact motivation. We're going to talk about learning style preferences. This is extremely important. We're talking about engagement and with school. We're talking about three very practical things you can start doing with your kids and teenagers literally starting tonight to really kind of help increase that overall engagement and then I'm a proud Canadian. That is not misspelled. We're going to do Q&A and I leave a good amount of time for the Q&A at the end. I will try to tackle as many of the questions as I can.

Here we go. I'm a big believer that learning can and should be fun. Do you like to play? Put yes or no in the chat function, do you like to play game? Yes or no. Everyone is like I'm not sure. It is a little bit late. Yes. Lora says yes. Zena says yes. Oh, dear, one person said no. You can just sit back and watch. Everybody says yes it if it is outdoors. We're going to play a game how much do you know? How much do you know about this topic?

Here we go. In 1990 the school dropout rate as was 20%. What is that now? This is Canadian stat. What is it 5, 10, 12 or 14%? Put it into the chat function. What is your guess? A lot of people think it is 10. 12. It is interesting. 14. I'm seeing a real big range. Actually that is very interesting. Alright. Okay. The correct answer is 10%. So this is always an interesting question if you talk to educators because from a numbers perspective, we're doing better. From a numbers perspective we're doing a better job. When you talk to educators I had lots of colleagues and clients and friends that are educators and it is a bit controversial I find because although numbers, we're doing well, some people say are we really doing better or just kind of pushing children through a system if they're not quite ready. That is a little controversial but if you look just at the numbers we are actually doing a better job.

What about this one? Talking about the high school dropout rate, what group is the most likely

for dropping out, males from rural, males from urban, female males from urban or females from urban? Type into the chat function what you think is the correct answer. I'm seeing a lot of As. Some people say C. Some Bs. Really right across the board. Definitely A and B seem to be the most popular. All right. Very good. The correct answer is actually A. Males from rural are two times more likely to drop out than girls. And so if you have a daughter and son, you'll probably notice that they are different. Gender is different. And so, it is really good to understand who we have. We have two boys. And so when I started studying and learning and going over the research around gender and motivation it is interesting. So, we'll unpack a little bit about that for you tonight. Let's talk about learning style preferences.

What percentage of high school students are auditory learners? They learn best through listening and hearing and of course we use all of our learning style preferences, we just use them at different times. This is a very well-known study through University of Waterloo. What is your guess on this one? 20 to 30, 30 to 40, 40 to 50, 60 to 70%. Seeing a lot of -- a lot of Bs. Wow. Look at those answers. Okay. A lot of Bs. Okay. All right. And so Zeo says, I encourage you to go to University of Waterloo. They have done a wonderful job and lots of different research around this. We all have preferences around how we learn. And so the correct answer is actually 20 to 30%. And so, a very small percentage of students prefer to learn through auditory. What percentage are actually geared more for auditory? 60, 70, 80, 90%. What is your guess? Go ahead and type it in. Okay. I'm seeing a lot of As. And Bs. Some Cs. A lot of As. Okay. Very interesting. Look at that everybody. It is real -- you know I find interesting that there is kind of one number that kind of everybody is leaning towards kind of across the board. Correct answer is actually D. And so, this is interesting. When you think about this you want you to start putting the numbers together. 20% of high school students prefer and again keyword is preference. Prefer in terms of auditory but most high school classes are geared more for auditory you can start to see there is a gap. We all know there are exceptional teachers. We could all probably think of that exceptional teacher that we had in our life and what we often find is those exceptional teachers are able to kind of connect with all different styles of learning preferences and that really seems to make a big impact in terms of the overall engagement.

So again, we're going to unpack all of this. Why this is critical as a parent for us to understand. This comes out of Oxford. What gender thinks it is not hard to work at school? Males or females? Go ahead. Type in the chat. Males or females? Wow. Look at that everybody. Everybody think it is A. Across the board. You are absolutely right. Correct answer is A. Male. You know what age they figure this out? This is based on research out of Oxford. They figured this out by grade 1. By grade 1 there seems to be a difference in terms of how genders interacts with school. There are all kinds of theories why that is actually the case. One of the things is, they actually found out is, if school was natural for a lot of males that was okay. But don't make it look like you're working too hard. It seems to be at a very young age children start learning that for males that are in school that it is just not cool. So this is critical. This is really important. Again as a parent of two boys, I was very interested in learning more and understanding more around this particular piece. Okay. Let's talk about one more. This is actually fun.

This one comes out of Columbia University. Girls tend to have unrealistic high expectations of their own abilities. Boys seem to be excessively critical of their own academic ability. True or false? What do you think? True or false in this one. You have seen almost like I'm seeing about 50/50 on this one. Very interesting. Yes. Correct answer is actually false. And so again, if you have a daughter and son you'll probably notice a little bit of a different relationship with school. A lot of times if daughters get 90 they're like, why didn't I get that 10%? A son that gets a B thinks he is brilliant! Seems like there is a difference in terms of that expectation that young people actually put on themselves. Again, we see a fairly young age.

Let's talk -- a lot of you mentioned about screen time at the beginning. Talk about screen time.

Children that watch more than three hours of TV a day are more than likely to develop learning problems? True or false? Yes. I'm seeing a lot of trues. Okay. And correct answer, yes. You are absolutely right. Very good. It's true. So I get asked this a lot. Around screen time. I work part time at City TV on City Line. Working part time in media obviously this is kind of part of my world that I work in. And so, my whole thing that I like to encourage all families that I coach is that media screens are not bad. They're not wrong. The key thing is boundaries around it. The research that I have consistently seen around how much screen time children should have is two hours. And when I say screen time, I mean being entertained by screens. There is a difference between using technology as an educational tool versus being entertained. And, the reason that two hours seemed to be a little bit of an interesting number is that what often happens is children often want to be entertained. Everything else seems boring. And, so it is good to have things help us relax. It is good to have things to help us unwind but we want to make sure that we're not setting up a culture at home where kids are being entertained. Because everything else seems boring. That is the keyword, boring and I'm sure a lot of you can relate to this. In our home we call using technology, things that shrink your brain or stretch your brain. We ask our kids is that stretching your brain or shrinking your brain? It doesn't really shrink your brain but you want them to use technology as a tool. We want to separate those two ways in terms of how technology is actually used.

Okay. Last one. This is an important one, we're talking about motivation for kids. Multi-tasking is more efficient. True or false?. What would you say? This is always an interesting one. People kind of get mixed feelings about this one. Okay. Yeah. False. Okay. So correct answer is actually false. So every time we start and we switch gears. We start and we do something else. We start and stop. We're losing 15 minutes. Multi-tasking is extremely not efficient. The reason why this is really important is because as we know the next generation are crazy multi-taskers and I'm going to talk about that later on. What do you manage? The only time multi-tasking is in fact more efficient is if you're doing two things and it requires no brainpower. For example, driving and talking. Or, you know maybe, washing dishes and talking to somebody on the phone. If it requires no brainpower, it can be multi-tasking but if you're doing a task that actually requires thinking, it is actually not efficient at all. This is really critical that we tackle this. As we know a lot of young people are multi-tasking when doing homework. I love data and information and it helps me paint a little bit of a backdrop in terms of what we're dealing with as a culture.

And so let's dive in. What I want you to do is kind of take a step back. It is going to be hopefully a nice opportunity for you to be a little reflective on your parenting style, how you relate to your children in terms of just kind of really creating a great culture as a family moving forward? So I have been practicing as is I mentioned, this is my 25th year. I have been doing this a long time. I've worked with all kinds of different family, all levels of socio-economic levels. I have really seen a huge range of families and one of the things I love to do is find patterns. I love to find patterns working with different people. And so when I think about all the families I worked with, there are kind of four different types of participating styles but there are three things that I would say really make a difference in terms of whether or not somebody is motivated, whether or not they're engaged in school.

Okay. So this is my own therapy theory and my own kind of observation. I'll share that with you and you can take it as you see it. I call it ADD. This is not attention deficit disorder. This is a different acronym. This is the three variables I find really make a difference in a child's engagement in school. The first one is their Ability. What is their natural ability in school? Do they find it easy or do they find it difficult? The second one is self-Discipline. Are they able to get things done and manage their time and are highly organized? And third one which I find extremely important especially for boys especially in high school. I saw a lot of you have children in high school. Really pay attention to this. The third is Direction. Do they know 'what

they want to do after high school? What I find a lot of the teen guys that I coach if they know what they're going to do after high school their level of engagement goes like this. If they don't know what they want to do what often happens they're like what is the point? What is the point in trying hard Karyn, it is only grade ten. It is going to get messy again, why make it? They're often asking the question, what is the point? Direction specifically boys. You see this with girls too is really a critical piece. If you take those three things and mix them up. End up getting four different types of children. So some of you have two children. Some of you have four. I encourage you to think of all of your children, which one sounds like each of your kids and I also want you to think about you as a participant. Which one kind of sounds like you.

Here we go. The first one is what I call the Achiever. The Achiever is a child that they find their school their ability is very good. They find school very easy. They have got fantastic discipline and they usually have a very clear direction with where they want to go. It is very -- as a result they're an Achiever and doing well. They have their direction and discipline and off they go.

The second one is what I call the Go-Getter. The Go-Getter is a child that finds school challenging. School does not come easy to them and they may have learning disability and other barriers but they have fantastic discipline and generally speaking, they know where they want to go for direction. Although they find school challenging, they have got the other two pieces. Off they go.

The third wonder is what I call the Coaster. Coaster is a child that finds school really easy. Generally, pretty bright. The problem is that they don't have self-discipline and generally don't have direction. Even though they're really bright they tend to kind of coast. This is a kid that basically they don't do any homework and they're getting Bs and As and parents are like, don't you have homework? How are you getting these marks? And, they're just bright. Just show up in class. They're able to coast.

And, the last one is what I call the Dreamer. The Dreamer is the child that they struggle in school. School does not come out naturally for them. They don't have self-discipline. They don't have a sense of direction because of that they're kind of lost. And some people might call them at risk. I call them the Dreamer. And that is really impact them not being able to be fully engaged in school.

Those are the four. So let me just ask you in the chat function, who do you have at home? And remember if you have got three children, you might have one of each. You might have one in each different category. Go ahead and in the chat function, who do you have at home? You want to understand who do we have at home from all the people that are here? I'm seeing a lot of Coasters. You have got some people say you have two Achievers. One person has got an Achiever and two Coasters. Lots of Coasters. Some have the Go-Getters. You can kind of see with what I'm talking about. So two Dreamers with special needs. I get it. So you can kind of see. Okay. Very good everybody. You're doing great.

What I want you to do is, I want you to understand your children. I just had a chat with my kids about this today. When they were babies I said to them, my No. 1 goal as a parent is to understand you. When I'm coaching parents, I always want them to really understand your children. Kids are different. They will have different needs and more we can kind of really understand them the better.

Now let me ask you a second question. What kind of student were you? Because we were all students. So what kind of student were you? Go ahead and in the chat function put in what kind of student were you of the four? We have got a lot of Coasters, Achievers. Lots of Achievers. Coasters. You turned out just fine. You turned out just fine. Yes. A lot of Achievers. Okay. Isn't that interesting? We have a lot of Achievers on this parenting conference call. I tell ya. Is that right?

Now, what is really interesting is a coach, what I often find is that if a parent was a Coaster or a Dreamer themselves, okay, and then they become a parent, what I find is that they have one of

two reactions. Either they're so chill about it. It is all going to be fine. I turned out fine. It is going to work itself out. Or, they tend to be extra like you're not going to make the same mistakes I did. They were almost kind of like, extra, on them. We tend to see this extreme approach. And what I wanted us to do is have a really healthy framework that will work with all. So, what I'm going to teach you tonight is going to work with all four of them, which I think you'll find really, really helpful.

So, what we're going to do now is I'm going to talk about the parenting style. We're talking first about understanding our kids and what are the variables that they need to be fully engaged. Now we're going to talk about parenting styles. We cannot make our children motivated. We cannot make them motivated. But here is a cool thing about this whole topic is that what we do and what we say can highly influence their ability to actually be motivated. So, we cannot actually directly control them but we can highly influence whether or not they're engaged or not. That is what we're trying to increase our level of influence in our child's life.

Let's talk about your parenting style. You want you to think about, how do you parent? And you want you to imagine I can take all of your children. All of the hundreds of children. I'm going to take them into a room. I'm going to ask them, which one sounds like your Mom? Which one sounds like your Dad? Don't think about -- don't think about what -- how you would nominate yourself. Think about what your children would nominate you. So think about it from the lens of your children.

Alright. Here we go. There are four types. Here we go. The Sergeant. I'm the parent, you're the child. You do as I say. They tend to be very authoritative and focus heavily on externals. Do you have the right marks? Are you in the right programs? Are you getting As? You have got 90 and they're like what happened to the other 10%? They're very focused on externals. As a result when a parent chooses this parenting style, what often happens we see this extreme approach. We either see the kids can completely disengage, I'm not going to try. I'm never going to win their approval. Or, the child tries to win the parent's approval. Their thinking is I'm okay if I get 90's. I'm okay if I get this. As a result, a lot of times those children suffer from enormous low self-esteem and anxiety. This particular style can fuel anxiety. It can also fuel a huge amount of low motivation. That is what happens. Not always but a lot of times.

The second one is called the Overfunctioner. This is a fascinating principle. I did my doctorate in Philadelphia. When I learned this 15 years ago, this is so powerful this concept. This concept you can apply to every relationship between two people. You can apply it between husband and wife, student and teacher, employee, employer. You can apply it between friends. Here is how it works. In every relationship between two people you have an Overfunctioner and Underfunctioner and for all of us out of curiosity just say yes if you are -- if you like learning visually. Your preference is learning visually. Go ahead in the chat function. Just say yes if you really like to learn visually. Yeah. I do as well. For all of us who are visual learners and prefer the visual learning style preference, you're going to appreciate this. I want you to visualize a teeter-totter. One side goes up and the other side goes down. Here is how the principle works. What happens is, if in every relationship between two people a lot of times we get stuck in what is called an Overfunction and Underfunctioner relationship.

When there is a parent-child relationship, what often happens, the parent does all the work. Wake their kids up in the morning. They do their laundry. They remind them to do the science project. They're going to finish the science project for them. They're doing all the giving, giving, giving, giving and the child is doing all the taking, taking, taking. It operates like a teeter-totter. The more a parent overfunctions means the child is go to underfunction. So, it creates all kinds of problems. First of all, it creates lots of conflict at a home because parents are like, look what I'm doing for you. Can you not just do ABC? It creates a lot of attitude of entitlement. Kids will be like, Mom, we're late because you didn't wake me up or Dad, you know what, it is your fault we only got a B on the science project. They tend to blame other people. In companies it is

interesting because I work in business, a lot of organizations will say, Karyn, where does this attitude of entitlement come from? It actually comes from this. It started in the family system and now it trickled into organizations for all of us who work outside the home you probably know exactly what I'm talking about. This principle breathes attitude of entitlement. It breathes it. So it creates all kinds of problems in addition to low motivation. The more a parent overfunctions the more it causes low motivation and low functioning. That is kind of door No. 2.

Door No. 3 is the Underfunctioners. You can go the other way. The where parent needs to be stepping up, they should be doing more and they can't or they're not able to. Maybe they have some barriers but they need to be doing more but they can't. That is another option. And so that is a third option.

The fourth one we're going to talk about and that is what we're going to do today is talk about the Ultimate parent style. And here is how it is goes. The parent who really chooses this parenting style, they focus not on externals. They focus on internal. They focus on character. They focus on effort. They focus on things that a child can control. They make sure that the child feels explicitly loved, unconditionally. If they get As, my love doesn't decrease for you. It is a very stable relationship. And because of that, kids a lot of times feel a lot more secure. Their anxiety would be a lot lower and more likely to go for goals and set goals. That is what we're aiming for tonight. I'm going to teach you three strategies how can we develop more of this particular parenting styling style as we're going to be helping our children.

Let's do a little fun assessment. And again, think about not so much how you would nominate yourself. Think about how your children would nominate you. In safe environment, put in the chat function, which one do you think your child would nominate you for? What do you think you would be nominated from your children's perspective? I'm seeing a lot of Overfunctioners. Some targets. Overfunctioners. Okay. A and B, Sergeant. A lot of Sergeants. Okay everybody you're doing great. Fantastic engagement. I'm seeing a lot of -- I'm seeing a lot of Overfunctioners and Sergeants. I'm seeing some people nominate their spouses. Try to only speak for yourself. You know what is funny, I am not seeing anybody who is an Underfunctioner. Isn't that interesting?

I'll tell you a funny story, I was speaking at an educational conference. I did a Keynote. I asked everybody to put up their hand with which of these styles. You said anybody who is an underfunctioner and there was one guy at the back of the room. Must have been 500 people. He puts his arm up like this. And he comes up to me and says Karyn, I did not want to come to this. My wife dragged me to this. Man I am so glad I calm. I learned so much. I realize I need to step up. It was one of those amazing aha moments for him and his wife dragged him. What is interesting when I do this keynote is a lot of times parents will say, I think I'm a different style with my different children. If you have an Achiever, might be the Ultimate. You're good and chilled. What if you have a Coaster? You go into the Sergeant role. These boxes I think most of us move around. The key thing that we want to do, how do we get ourselves more to the Ultimate. What is the goal, the solution to get us more to that Ultimate parenting style where children feel really secure. They feel really loved. Unconditionally. And they just emotionally feel really cared for. That is what we're going to work on. Really work on, how do we help ourselves towards the Ultimate parenting style? Just before we do, I'm curious, what do you think the solutions are? I'm very solution-oriented in my approach. I love theories and research but I love practical take-aways. I just find that we're all too busy and we need things practical. I am curious, what do you think are the solution? Now that I have given you the framework on difference in children, different parenting styles and what can we do to be closer to the Ultimate participating style. What do you think is the solution? Sarah says take a step back and lay off of it. Thank you Sarah. Gregor says, let kids take responsibility. Excellent. Thank you, Gregor. I totally agree with that. What is the solution to kind of really help to prepare ourselves as we head back to school. Letting teenagers realize they're Responsible for their future. Excellent.

Thank you, Lewis. Thank you so much. Anybody else? What is the solution as we're unpacking this topic? Everyone is, we're not sure Karyn. Just tell us. Time is ticking. Let them be accountable. Beautiful. Thank you, Rose. Okay. Hear them out. Thank you mama DJ. I love how your name is mama DJ. I think that is pretty awesome. I'm okay with my -- allowing our kids to fail sometimes. Absolutely. Letting kids take a gap here. Absolutely. Today I did a three hour correspondence course on helping young people find their career. For a private group. We had 40 students from four countries. They were all ranging from 15 to 25. A lot of them have crazy uncertainty. People don't know what to do. A lot of them were debating about the gap here. I said, one of the best things we can do when thinking about our future is get to know who we are. Who are we? Sometimes, allow a gap with a plan. Have a plan as part of that gap. Sometimes you think that is a fantastic approach. Rose said accept, adapt and accomplish. I see what she's doing trying to guess what my acronym is. She's jumping in what could the 3 As be? Excellent. Steve says, I have a conversation about what they need and want. Okay, everybody you're doing great.

The first one is Attitude. A stands for Attitude. And the A is not the attitude of our children. It is our attitude. It is our attitude. What I really want all parents to really think about is to redefine what success looks like. And you know our culture will dictate or say with what success looks like. I really encourage, all participants to take their power back in this and say, no, what is my definition of success for my children. So let me ask you a very important question on this. Because this is going to literally set us up for this next year as we get ourselves ready. If you were to take a pen and paper and ask yourself to write a mission statement on what you're hoping that your child will achieve by the time they finish adolescence, what would it be? What is the goal? What are we kind of aiming for? One of the keynotes I did, parentS were like I'm ahead. So what do we want? What is the end goal that we're trying to help our children? So Gregor says we want them to be independent and have self-acceptance. What is the end goal? Let's think big picture because that impacts what we're doing now. Anybody else, what is the end goal to know that they're capable of. That sense of confidence. Did they have a life plan that has the sense of direction. Anybody else? What is the end goal that we're actually trying to actually help our young people? We want them to be happy. We want them to have a purpose. To understand self. Who am I and what do you want? To be successful. To be resilient. So here is the thing that is really important around this question. Is start listening to the words that everybody is actually saying. What is the word that ties all of those things together? What is the word that ties all of those things together is what? What have we just defined? What have we just defined. Autonomy, fulfillment. There is a word that is actually embodies all this. Self-awareness is part of it. It is Character. Thank you. It is Character. What we have just defined when we take a step back and we really strategically think what are we trying to do here? What is our goal? We actually figure out the Character is what really what we want. So why is that so important? Because I love asking -- I use this question. One of my favorite times I ever asked audience this question happened about five years ago. I was speaking in New York. In two days really within 24 hours I was speaking at two very different groups. Very different socio-economic levels and very different locations. The one was in Queens. It was an educational conference. So I was speaking there and it was a very -- in this particular neighborhood it was a pretty rough neighborhood. And they had lots and lots of challenges. And so that was my day one. That was like Monday. The Tuesday I was booked to speak at the New York Times. Now I'm speaking to a very different group. Very different socio-economic level. So within 24 hours I asked two different socio-economic groups that question. And what I found fascinating is they gave me the exact same answers. That is part of the reason I love that question is that it is like this universal value system for us as parents. When we really take a step back and we look at what is it that we really want, really what we want is really solid Character. We want our kids to be happy, resilient and confident. We want them to have purpose. We want them to have a

plan. We want them to know what their gifts are and use their gifts. When we really take a step back what we want is character. Here is why I bring this up. Because even though collectively we come together for an evening, wonderful evening, what is fascinating is that most of us if we listen to the conversations that we're having with our children, we're not focused on character. We're not even a little off. A lot of us are way off and we're not even aware of it. Let me give you a great example of where this plays itself out is report card. So when it is the day of report card, what is the most common question children get asked on the day of report card other than where is it? What is it? What is the most common question children get asked on the day of report card. Go ahead and type it into the chat. What are your marks? How many As did you get? I want you to focus where is that, is it internal character or based on external. It is based on external. What happens when we focus on external, we kind of go into that Sergeant mode. What happens is children do these 2 extremes they are either like forget it. I'm not going to bother trying. I'm never going to win their approval or they become this Overachiever trying to win the parents' approval and then you have got that perfection and anxiety all part of it. What we want to do is shift gears and focus on Character. When we focus on Character children feel far more accepted. They feel far more loved. What is a more character focused question on the day of report? I always like to -- when I'm coaching parents I don't like to say don't do this word without giving them a replacement. What is a character focused question? What did you say? Did you feel anything? Okay. What is a character focused question? How did you do? Thank you, Jackie. How did you do and are you proud of yourself. Fantastic. A lot closer. Anybody else? How do you feel about your report card? Way better. We're a lot closer. Did you try your best? Are you happy with the effort you put in?

Here is my fifth question that I love to ask. It happened probably I think probably ten years ago. It was actually report card on the Toronto School Board. This particular day of my practice I had teens back-to-back in terms of sessions. This one particular guy he came in 8th grade he said Karyn it is report card day. He said do you want to see my report card? I said sure. He gives me his report card. And just intuitively I took it and I'm like okay before I look at this I have a question for you. I intuitively didn't want to look at it. I asked this question, if you were your own teacher, if you were your own judge, what grade would you give yourself based on your effort? He's like oh, goodness. Let me think about that. Effort. Effort. Effort. What would I say? I think I would probably say effort, A. If I didn't know this guy I would think he's maybe pulling my leg and I knew him I thought it was correct. This guy is a great worker, really focused and school is challenging for him. He struggled and on paper he didn't look great on paper but his effort was phenomenal. Two hours later I have a girl come in from grade 11. I know it is report card day in Toronto. I asked her the same question, what grade would you give yourself based on your effort and she said okay effort only. You know what effort only, probably give myself a C. What do I have? Look at it. Straight As. Who do I have in front of me? I have a Coaster. This girl is extremely bright, kind of shows up. She knows everything. So I have these two very different types of clients in my room that day. I don't gamble. If I was to gamble on who I think would do more things with their talent in their lifetime, who would I be voting for the girl or boy? Put in the chat function. What do you think? Correct. The boy. The reason, that is based on science. Because what we are finding in the workforce it is not the children who have the straight As, it is not the children who have the highest GPA or the kids coming from the top schools. The biggest difference of who is shining and thriving in the work place are people who have high emotional intelligence and what is emotional intelligence? A lot of things. One is taking initiative. Taking initiative. Having a goal. Stepping on the gas. Asking for feedback. Through focusing in on effort. It is really important as parents that we help our kids focus on effort. The reason why, children can control their effort. They cannot control the outcome. So, the more that we focus on the outcome, that is what is going to fuel the anxiety. When we talk so much around anxiety. A lot of you had questions around anxiety. There are lots of things that affect anxiety. One of the

most critical pieces when you coach people they need to focus on what they can control. They cannot control outcomes. They can control the input. So the more you put your focus over here it will not only feel it more empowered but it will help you on the outcome actually as well. This is really important parents that we redefine our own definition of success and we really focus on the character.

E is Character. Okay. So let's go to the last two. I'll -- I will answer some of these questions that are actually coming in. I will just share very quickly, I'm very passionate about this topic because I speak about it not only as professional and academic but also as personally. Because I was the go-getter. I had parents who were Ultimate. And so, when I was in grade 8 I was diagnosed with a learning disability and told by a clinical psychologist that I would be lucky to finish high school. How my parents responded to me in that moment when I was 13 years old made all the difference. If they had taken the Sergeant approach and focused completely on externals, I would have completely collapsed and gone the other way. Because the focus is totally different and I remember my Dad sitting me down and we come from a very educated family. My Dad went to Princeton and brother and sister are gifted. A very educated family and I have this LD. My parents are so loving and such incredible people and they said to me after I got diagnosed, okay, here is what we're going to do. We're going to do things a little different, Karyn. What we're going to do moving forward we're not going to ask to see your report card. Output doesn't really reflect your effort. That is what we care about this in house. What we're going to do from this day forward, we're going to have one question for you on the day of report card day. The question is, did you try your absolute best. That is our standard. That is what we're going to, what we're going to hold you up to because you can control that. And because they adopted that participating style, it made all the difference in terms of my engagement with school and my love for school. And it was all based on their parenting style. I know myself very well. I'm a spirited child and spirited adult. Had they chosen a different style it would have had a completely different impact on my overall development. I speak about this so passionately because I have lived it. I know what that feels like. For all of us as parents to really think about how we can really adopt this and focus more on the character side for our kids.

Okay last two then we're going to open up for Q&A. Second, what we want to do is focus on their Ability. One of the things that we talked about earlier is that children are different. Some kids will find school very easy. Some find it difficult. There are lots of reasons why. One of them is that we all have learning style preferences. There has been a lot of talk about it. A lot of debate about it. This topic is quite controversial, depending on who you talk to about it. I will speak about it certainly from my experience as I have done hundreds and hundreds of coaching sessions working with clients. I have seen an absolute difference depending on how I speak. So if you notice even with when I'm speaking right now I'm trying to make sure I'm tapping into all the different learning style preferences. We kind of focus on all of them, we're going to have the highest level of engagement from actually other people.

So there's kind of two different ways to look at it. The first one is a very simplified way. University of Waterloo will say in terms of the research that we all have these different style preferences. We just use them at different times. I actually really like that philosophy around it. Let me unpack them and then I'm going to give you another resource that you can actually go deeper. There three simple are visuals. Some of us really love the visual. I love visuals. I love to see things. I love pictures. I love metaphors. If I have something I can see I'll be much more engaged. Second one is auditory; we really like to learn things simply through hearing. The third wonder is actually, doing. So to we learn best through actually doing certain activities. I am off the charts visual and kinesthetic. My husband is off the charts auditory. It made for very interesting in terms of how we parent. I can remember a teacher in grade nine and I'm sure he was very bright. I completely disengaged from his class because he sat at the front of his classroom and he just stood there and he talked. And he talked for an hour. And I couldn't pay

attention. I couldn't gather with what he was saying. There were no visuals. There were no stories. There was nothing. No action. He just stood there and talked. I remember looking at my notes. I couldn't even write anything down. Like my son, I was just not wired that way. I remember sitting beside this other girl and she was very, she loved auditory. This was great for her. She was the only reason I could pass that course because I asked to copy her notes. There are different ways that you can modify. You want as an educator, when I work and I coach teachers, I often say make sure you're reaching all the different styles so you can really get the engagement of all of them. Visual learners what do we need and like? Type in for those that like visual. What do we like to actually engage what would you say? Anything that you like. If our children learn visually, what do we need to help them engagement? Stories. Thank you. Maps. Anybody else? Repeat. Repeat. Repeat. Making charts with lists. Thank you. Anything you can actually see. So charts, diagrams, movies, visuals. As a person who is highly preferred as a visual learner, I can listen auditory as long as it is a story. Like a movie that plants in my brain. I love charts. Visuals. Highlighters. Ways to kind of chunk the information. All of those will really help. I have, that it really helps my level of engagement. Kinesthetic learners, what do you have to do? If we have children who are more kinesthetic, what do we have to do to help their engagement? Experimental. Great. Anything else? Hand movement. Pointing at things. Colours. Getting them to do things. Excellent. Anybody else? Writing. Thank you.

And so, one of the things that I love to do and I encourage this. This is a fantastic strategy and technique. I do it with my own children. This is what I found when I was a student and also with some of my clients. I actually call it playing the teacher. When I was in grade ten, after my diagnosis, I didn't want any help. I was very resistant and very stubborn and I completely crashed on my grade 9 year. By grade 10, I was actually willing to receive help. Anybody that is a spirited child one of the things you want to let them do is fail as early as possible. I had a fail. I had to fail. I got 38% of my first exam in high school in English. I had to fail before I was willing to receive help. In grade 10 when I was willing and wanting to really figure out my education and figure out my school, my Dad came home one day and he said I have got something for you. He said, he was driving in the country there was a church being ripped down. He saw this beautiful old chalkboard in there. He asked the custodian what they were going to do with it? He said we're just going to get rid of it. He said, can I take it home for my daughter? My Dad put this chalkboard in my bedroom. It is very like a thick slate. Like this thick. He said to me Karyn, do you remember the psychologist? He told you how you like to learn if you could see something and do something with the material it would actually help you understand it. So, he said what if we put this chalkboard in your room. You could, when you're studying for something you could actually use it. I thought that was really helpful. That chalkboard went with me from high school to University of Waterloo to my graduate studies and now in my office in Toronto. I use that chalkboard literally whenever I'm in the office. And I call it playing the teacher. When I was in school or when I was in high school I would use that chalkboard. I would study. What I'm doing is using my body. I'm using -- not like sitting there at the desk but actually using my whole body. I would put two chairs in front of my chalkboard. I call my parents, when I have an exam. I'm the teacher you're the student. I'm going to try to teach you with what I know. In that interaction because it is an action, they would kind of put their hand up and say, I'm kind of curious about this. I would respond, you know what, I'm not sure about that. Let me come back to that. What it did, it allowed me to interact with the content and allowed me to figure out what do know and what I actually don't know. It is a fantastic way of making sure, making content more relatable and using and action based to really help. What we want to do with our kids is get a sense what other learning style preferences? What do they actually prefer, how do they learn and what you can do is just Google it. Kind of Google different strategies to kind of help their engagement. Here is wonderful resource for you. This comes out of North Carolina State University. So here

is what is they say. Learning style preferences. Characteristic strength and preferences is the way that people take in information and process information and the keyword is preference. We all have preferences. Here is the link to the NC State University - What's Your Learning Style? Take the Solomon-Felder Index of Learning Styles www.webtools/ncsu.edu/learningstyles. That is a wonderful free assessment tool and this is kind of like one step deeper. I kind of gave you like the very simple way of actually understanding learning style preferences and some people are starting to comment on it in the chat function which is great. This is much more in-depth. If you want to be a bit more in-depth that goes into much more of the complexity like an actual tool that is a free resource you can take and very fascinating. You can have your kids take it as well. That is the second thing. What we want is we want to empower our children to get excited about their education. Because sometimes when I coach kids had it is like you know what, my teacher just doesn't teach the way I like to learn. I can't really pay attention. I always coach children. Teenagers. Don't play the victim. Teachers are doing what they can. We need to do what we can to empower ourselves and in terms of how we learn. It is very important that we help our children. How do we learn? What are the things that we need to do to empower ourselves to help our level of engagement. I tell you something, when I coach students in my office back in the day when I could actually do group leadership classes, I could literally see the energy level shift up if I was doing something just visual or something kinesthetic or auditory. I could actually watch the energy level and emotional energy level shift based on my teaching style. And so this is fascinating to really plug into understanding self-preferences and making sure that we're actually empowering ourselves.

Last section and then we're going to open up for Q&A. The last A is actually atmosphere. This is the one I really want you to pay attention to right now. The other two are really good for you to kind of think about for September. This one I want you to really think about right now to help yourself and help your children get ready for school. This is around your atmosphere. What is really neat is, this is a lot of times the category a lot of parents don't think about. They never thought about the atmosphere. Our atmosphere highly impacts our engagement level. If you heard me speak before you might have heard I was very interested to study interior design in high school. Obviously I decided to study psychology. But when I went to University of Waterloo I took a class. It was called Environmental Psychology. It was all about the research and the data how environment affects our mood. Our motivation and our engagement. I found it fascinating. I thought that is why I like interior design. It literally affects our mood. So here is something I want you to think about. Look at your children's bedrooms. Look at your children's bedrooms and do their bedrooms inspire them? Or do they deplete them? Do they get them excited about their life or is it actually almost depressing? And so, because environment will highly impact and what I want all of us to really think about is making sure that our environment helps our children, our children and in terms of some of the goals that they actually have. And so that -- this is a really important. This is a fun you can actually do. Talking about free resources and maybe actually if Michelle can you just put up the free resources of my link again Free Resources: <https://dkleadership.org/free-resources/>. Just so people can actually see that. So we do a month assessment video. Free resources that goes every month. You can receive our monthly articles or videos they're all free. You can opt in or opt out. One of the videos I did on motivation. How do you motivate your children? With permission I asked my one son, this is when -- we have twins. The one actually wanted his own bedroom. And so I said to him I said I want your bedroom to be reflective of who you are. What is one of the things that you want to do and I talk about this in the video. A 2 minute video and again there is a link for it there. You can -- from that you can go to our YouTube channel. It has lots and lots of videos they're all free. On little ways to help empower kids. The one you want to look for is on motivation, <https://dkleadership.org/free-resources/>. And what we did is we just really try to look at his room and mock it so that it is really inspiring and motivating for him. So we did simple things. He got a little wall tattoo. The wall tattoo was only ten dollars. Really inexpensive. A

great quote we could put up on his wall. Made sure he had a good desk that had a light on it. He had his own alarm clock and comfortable chair. Had all his tools for his toolbox in terms of for school. He loved to play tennis. Tennis racket up there. His picture with all of his friend. You go into his room. He loved his room. He loves his room. It cost very, very little to decorate it. But it is a reflection of who he is and what is amazing about it, it really did impact him in a lot of ways around his motivation and engagement. This is really an important thing. Ask yourself, where do your kids do their homework? I -- one of my client he was telling me he couldn't get motivated to do his homework. Where do you do it? I do it in the basement. In the basement, it is like bad room, has a terrible smell he was explaining to me. Uncomfortable chair. Of course he's not going to be inspired to be down there. We brainstormed what other places in his home could he do his homework. The environment is really important. This could be a really fun exercise, a fun activity that you can do with your kids. If you like the chalkboard idea I was telling you about. You can go to Home Depot. It is five dollars. You can get chalkboard paint. I have a lot of students they do an entire wall in chalkboard. What you're doing is you're creating the environment to inspire our children. Nothing is more powerful than we could inspire our children. Again towards kind of that goal that we're actually talking about. The other thing that we want to talk about is routine. This one is something just again just to kind of plant a few seeds around this. Right now what we're seeing, we're seeing a lot of young people where you know they come home from school, and they kind of go on their social media and they play their video games and they're doing their homework way late at night. They cannot fall asleep. They're groggy the next morning. This is a really bad cycle. And so years ago, I was e coaching a 17-year-old guy. I asked and said I'm just curious, when you think about what time of day do you do your best work in the least amount of time? When is it in terms of homework? And he said to my surprise, he said, it is actually before dinner. He goes if I think about further, I do my best quality homework before dinner. And so, I really encourage whether or not your kids are in grade two or 12, trying to set up a structure and a routine where they actually do their work before dinner, the later on throughout the day the more tired our body gets. And so what we're really trying to do is actually create a routine where our kids are doing the majority of that homework as early as possible. Because if I do an assignment it is going to take an hour before dinner probably take me an hour and a half after dinner. The brain is going to get tired. The way that I really encourage kids to embrace this is that if they can do their work before dinner means they have free time after dinner. And really kind of rewarding getting the work done first. Really with what we're doing is creating a routine on self-discipline. You work first. And then you play. And when we do that, what we find is that this radically reduces stress and also anxiety. Anxiety and stress are highly impacted by time management. So, if we really want to help our kids on that emotional side, we have to make sure that we help them on the time management side as well. Here is a fun little tip and then we go to Q&A. How do you think I get my kids to do their homework before dinner? What do you think is the little secret tip that I have actually figured out? So go ahead and then I'm going to get to some of the amazing questions. I'm seeing lots of questions coming up. I want to make sure you get to them. What do I do? Thank you, Chris. Chris knows. We started doing this routine when they were in grade 2, we do snacks. What happens is, they would come home from school. I would let them have a little bit of unwinding time. And then I put out the snacks and there is something about for them they love to do their homework side-by-side. To do their school work. Then eating. Kind of at the same time. There is something that -- just a little bit more enjoyable about it. One of the things I told my own children and I tell my clients as well my -- always my No. 1 goal with education is that people love to learn.

Great leaders are great learners. People with high emotional intelligence are constantly learning. So creating an environment where we teach our children to love learning and to love education. This shouldn't be painful and it is a great opportunity. Try to create an environment

that really want to kind of -- we're excited to learn. We can kind of relax about. So not only did I do snacks before, but then really rewarding them with free time down time, do whatever you want after dinner and because of that free time, a lot of young people really kind of love that overall routine. You have food. There we have got I think Apples and carrots but a lot of time I'm not going to lie. Put out the chips and the popcorn. I want them to enjoy doing homework. I want them to -- sometimes we put music on the background. The little things if you can hear it, it is changing the environment. So kids actually can actually enjoy the whole process. So hopefully you have found that really helpful. There are. There is a summary. I want to make sure that we get to some of these amazing questions. Should we do it -- does anybody want to actually take the mic or just to read some of these? Any preference at all? I can do it either way. Let me just go through them. There is a lot of them.

Michelle: Go ahead, Karyn. Read through them and just respond.

Dr. Gordon: Okay. Let's go to Denise. Just scrolling up. Denise says my daughter says she tried her best. She said she can get free time. She is gifted. Never does her work. Gets zero on assignments. How to help with self-discipline. Thank you Denise. I forgot to mention this. Children who are gifted, children who learn their preference is auditory, my concern is not that they are understanding or learning the information. They're getting it. No problem. My greatest concern when I work with children who are gifted is developing self-discipline. What happens is, they can get really decent marks with doing almost nothing. So on paper they look actually really good. We see this over and over again at a lot of the universities where kids get straight As as they get off the top schools. I call it university. Call it coasting and crashing. They coasted because they have not learned the self-discipline skills they have crashed. So, you're absolutely right, Denise, to really focus on. You don't have to worry about the academics but you have to work with her on self-discipline. What I would do depending on your daughter's age I would say you really want you to develop self-discipline. A lot of studies have shown it is correlated with happiness. When we're talking about that end goal around really how do we help our kids be happy. Happiness is highly correlated with self-discipline. Because when people are self-disciplined they know what they want. They take initiative and they don't follow -- they kind of get what kind of needs to get done. What I would do if I were you I would sit down your daughter and say I want this to be a great year. Frame it positive. I want this to be a great year. You want to work towards that self-discipline muscle. What kind of plan could we create? What kind of game could we create for you so that it would inspire you to kind of get your work done and then you can actually treat yourself. I would actually create the plan with her. Especially when we're dealing with more adolescence versus preschool and versus preteen, that method works a lot better. Good luck with that. Hopefully that really helps.

Sarah Gail said it is called a teach back. I didn't realize that. Sarah I'm not sure if you're a teacher or not. I call -- just called it playing the teacher. Teach back the actual terminology for it. Maybe you can message me. That is actually interesting. Actually a term for it.

Okay. Palmer said my son creates cheat sheets for exams which allows him to rewrite what is important. The repetition helps him to remember the information needed. That is what you did. Hue husband is right beside me. That is interesting.

Okay. Brent is highly auditory. Loves words. I used -- what I used to do is create diagrams. I would take all my notes and do diagrams and do it all in acronyms and codes to help myself study and memorize. What you want to do is help your children to figure out what is their learning style preference. What is your secret equation on how you best learn? Help them figure that out because if they can figure that out, learning becomes a lot more fun. It becomes a lot more interesting and it feels a little bit like a game. Palmer, that is fantastic.

Somebody put up the North Carolina State University. A wonderful tool and free resource for

everybody to go to <https://dkleadership.org/free-resources/>

How about if they do it really fast so they can get it done before dinner? You know that is a great question. I get asked this. You can do it in kind of a couple of different ways. You could just say when you're done kind of show it to me so I can kind of sign off. Depending on your children's ages. I don't encourage parents -- when you have younger children you are like a manager. When you get to middle school you want to try to transition yourself out of that role into more of a partner. By the time your kids are really in high school, you want to be a partner not a manager. So depending on the age, I would say whether or not you're kind of doing that check in. But what you can also do and I certainly see some families doing this is where they put a time on it. So it is less about the project or homework and based on the time. I call it focus time not homework. That could be doing your school work, that could be getting your notes organized and reading. So it could be a variety of different thing. That way they're not racing through it. You created a time boundary around it which allows them to kind of do other things under that. That kind of tends to help that particular problem but just a different way. There is not one way for everybody. All of us just have to figure out what is going to be the right model for our particular child.

Another question, what do you do with kids who are in after school care, extra activities right after school? Thank you so much. What I would do, the same philosophy works. Just gets visited and adapted slightly. What I would be recommending is as soon as get home, my whole recommendation is to still try to do that homework, that focus time, as early as possible. If you can kind of get it done really early it still then frees up the rest of the evening. Some of my clients don't get home until 7:00, 7:30, 8:00. Same philosophy applies. Try to get the homework done as soon as you can. The brain is a lot more awake. You get better quality work in least amount of time. Making sure that kids get down time every single day. Kids need down time. Chill. Free time. Do whatever they want. It is important that we work hard and we play hard. So, really making sure that we're structuring that with them.

That is really good question. How to get kids off social media and TikTok. I thought the session was going to cover that. How to get kids off social skids and using social media. All very good questions. I would actually start working with your kids. Sitting down in terms of that routine. What could that routine look like? What time do you think you would like the routine to be for September? What can be our transitional routine before then? It doesn't feel like we're going from this to this. I think that is a really important piece. I would certainly sit down, map out what it looks in September and what could be our transitional routine. Some of the kids are going to bed at 11:00, 12:00, 1:00, and also having to get up really early is that is too much of a shock. Talk about what does that transitional routine look like, what would they feel good about and any fun activities we could do to help prepare them, what is their bedroom like and get that ready for them would be really helpful one. Social media is not bad or wrong. We want to put some boundaries around it. When you're creating that routine with them trying to ask them in terms of what can the boundaries be? Phones. Should kids have phones in their bedrooms? A very debatable topic. A lot of parents say yes, if you have self-discipline. I'm okay but if not I need the phones to be down stairs. Those are the kinds of conversations you want to start having now. I think the biggest thing that I want to caution all of us is we don't want to become this nagging parent. Nothing is more powerful and I think more motivating that if we can be a parent who is inspiring and real through trying to help and engage our children, work with our children, problem solve with our children, being this -- this nagging Sergeant okay we're going to be doing this. Try to really work with our kids. Create the plans with them. Get it excited and motivated and how we're even talking about education. Making sure that we love learning and talking about the love of learning and you think all of our outages that are important in terms of creating that overall foundation. Okay.

Let's get maybe one more question. Looking at the time. I cannot believe I think I just said I was

going to talk for 45 minute and I have talked for an hour. Maybe do one more question. Okay. Let's do final question. A really good one. How do we motivate teens who are going to be doing a blend of in-person and virtual learning starting in September? Excellent. Final question. This is a good relevant one. What are we going to do? So really getting -- get tapped into learning style preferences. I have found it extremely powerful coaching hundreds upon thousands of people to understand our preferences. It really does affect our engagement. That is really kind of tap into it. Do that free assessment I shared earlier. That will certainly help the in person piece. The virtual learning that is where having a really great station at home is going to be important. If we're doing a lot of our learning at home we have to make sure that we have a great workstation at home, homework station at home. Really tap into that. Do you have a really comfortable chair? A desk? Great light? Do they have like all their school tools, a stapler their pens and their erasers, do they have everything that they need? Do they have something in their environment that is really inspiring for them? That is certainly what I would actually -- I would actually share. Just trying to thinking of other helpful tips around the virtual learning. I think one of the things that is really nice is that especially virtual learning definitely requires people to actually do is a lot more. Right? So they're not just kind of sitting. They have to interact. Again, you can really help your kids tap into their learning style preferences and really applying that both at the school as well as actually at home in addition to the environment I think that would be actually super helpful.

I know I'm out of time. I'm just going to very quickly go back and first of all there is my little Q&A. Here is a couple of really quick resources. If you need some. Some of you this is all you need which is amazing. Some of you are like oh my goodness this is a lot of information. I want more resources. I want free resources where do I go? A few resources very quickly. There is our e-mail. It is info@dkleadership.org around we have a free newsletter that goes in every month. Opt in or opt out. We do not sell e-mail addresses to anybody. It is a way to serve our community and empower families with free resources to continue the learning.

<https://dkleadership.org/free-resources/> We have articles and videos. Send us an e-mail we'll sign you up. That is a resource. There you go. Thank you so much. Also as part of that you have got the assessment video. Every month we're doing more videos again to empower parents. That is a great resource. Here is a couple of other fun ones we do. We have a career course. Have the next one this fall or the new year to help young people figure out their career. One event. All virtual we did that today. We have another one on leadership foundation. That is really on helping young people with time management organization. So, a couple of different resources and courses that we offer. Just again depending on what it is that you want. One of the things I certainly found, lots of families need different things at different stages. We try to kind of offer almost like a menu. Here are some options. What do you actually need? Hopefully we have been able serve you at some point. Thank you so much to TDSB for honestly you know creating this event tonight. Inviting all the parents helping hopefully all of us to feel a little more equipped and a little more excited as we start this school year and I'll turn the floor back to you. Thank you so much.

Andrew: Thank you, Dr. Gordon. That was great. I personally learned a lot of new information about how to get the kids motivated for this upcoming school year. I would like to thank Michelle Munroe for helping put on the series and Margaret Horvath as well as for helping out today with the technical issues and also Trustee Chernos Lin for providing the greeting. She had to go I believe there is a trustee meeting tonight. So again, thank you for providing the information and being part of this conversation series. All parents, please check out conversation series because there are also additional upcoming sessions. Good night.

Dr. Gordon: Thanks, everybody. Bye.