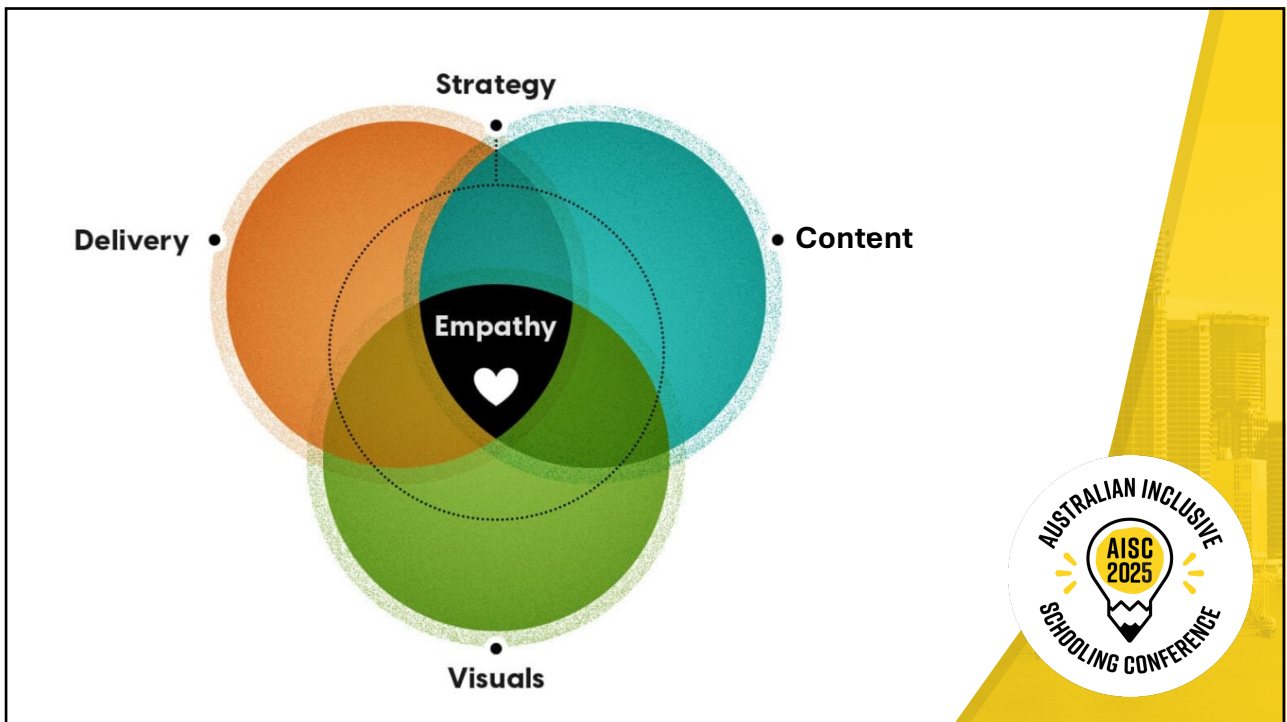




1



2

Being in sync WITH YOUR STUDENTS

When brains connect, hearts connect.

There is a difference in the way people comprehend and understand information when their brains are mirroring each other.

To be in sync with someone you have to have the *same type of conversation* at *the same time*. Brain scans show that *different brain structures* activate during different types of conversations.

michellemitchell.org | [@michellemitchellauthor](https://twitter.com/michellemitchellauthor)



3

I want our class to be SUPER COMMUNICATORS

Try saying,
If you are able to tell me which type of conversation you need, I'll know how to best help.

Three types of conversations:

1. Practical, decision-making conversations
2. Emotional conversations
3. Philosophical conversations

michellemitchell.org | [@michellemitchellauthor](https://twitter.com/michellemitchellauthor)



4

PRACTICAL, DECISION MAKING CONVERSATIONS

Primary language: *Do you need help?*

Examples:

I've lost my hat. Can I look for it in the classroom?
 I forgot my assignment. Can I hand it in tomorrow?
 I don't understand. What does that mean?
 Can you help me? What class am I supposed to be at?

What they need to feel connected:

Listen for what is said and unsaid. Repeat the question.
 Reassuring — Thanks for asking.
 Check in — Does that answer your question?
 Negotiate — Is that possible? Does that sound reasonable?

michellemitchell.org | @michellemitchellauthor



5

EMOTIONAL CONVERSATIONS

Primary language: *Do you need a hug?*

Examples:

Sharing a funny story or memory.
 Pride in an achievement.
 Big tears.
 It's not even true! Frustration.

What kids need to feel connected:

Cue safety — Body language and I'm here to help.
 Borrow our calm.
 Regulate breathing.
 Attend to any physical wounds.
 Less advice more, How do you want to move this emotion?

michellemitchell.org | @michellemitchellauthor



6

PHILOSOPHICAL CONVERSATIONS

Primary language: **Do you need to be heard?**

70% of conversations are philosophical conversations.

Examples:

Who I am in context of my world.

Stories about family, culture or region.

Conversations about friendships, gossip or fitting in.

What kids need to feel connected:

Validating - I can see you are thinking hard about this.

Validating - Good on you for noticing.

Share your own wisdom and experiences.

I'm really interested to know more.

Does this need immediate attention or is this something we can revisit?

michellemitchell.org | @michellemitchellauthor



7



8

Where DO BABIES COME FROM?
MICHELLE MITCHELL

THE EVERYDAY RESILIENCE JOURNAL
MICHELLE MITCHELL

GIRL'S GUIDE TO PUBERTY
MICHELLE MITCHELL

GUY'S GUIDE TO PUBERTY
MICHELLE MITCHELL

TWENS
What kids need NOW, before the teenage years
Investigating friendships, identity, technology, inclusivity, body image and your connection
MICHELLE MITCHELL
Foreword by Maggie O'Farrell

Because growing up was meant to be fun

AISC 2025 AUSTRALIAN INCLUSIVE SCHOOLS CONFERENCE

Women's Weekly abc NEWS 96.5 Family THE AGE Courier Mail ten todaytonight Today