



GROWTH MINDSET AND GRIT

LINDA COWAN

A LITTLE ABOUT ME...



COACHES CORE BELIEFS



- Adjust expectations for success
- Dynamic/growth mindset instead of fixed
- Interactive (open ended, questions, show not tell)
- In THEIR own words
- Athlete engagement-dialogue, thinking, actively engaging conversation
- Coaches present and in the moment
- Adjust to age/needs (know your audience & act on it)

ATHLETE FEEDBACK



Opener: *"What is your focus?"*

- *"What did you notice?"*

****Compliment: focus, effort and/or success****

- *If there was no focus, then: "I noticed..."*
- *"Next run... (insert specific skill/tactic/attitude/effort)..."*
- *So that...." (why)*
- *"Now, what's your focus?" (show me)*
- *"Why?"*

MINDSETS ABOUT LEARNING

What mindset do you hold about teaching/learning?

1. Number a list from 1-8.
2. For the list on the next slide, indicate whether you mostly agree or mostly disagree with it.
3. Choose 1 of the items and jot some of your thinking about it.

1. You have a certain amount of intelligence, and you can't really do much to change it.
2. No matter how much intelligence you have, you can always change it quite a bit.
3. There are teaching skills that can be learned, but there's a certain something that you just have to have to teach successfully.
4. Teachers are born not made.
5. You can learn new teaching strategies and improve your effectiveness as a teacher.
6. Really great teachers have a natural gift that makes them so good.
7. Your talent as a teacher is something about you that you can always change.
8. You can do things differently, but if you don't have that certain something, then you won't be a good teacher.

MINDSETS ABOUT TEACHING

What mindset is reflected in your responses?

Fixed mindset: Agreed with #1, 3, 4, 6, 8

Growth mindset: Agreed with #2, 5, 7

OUR PURPOSE

- Fostering a growth mindset
- Developing grit

FOSTERING A GROWTH MINDSET

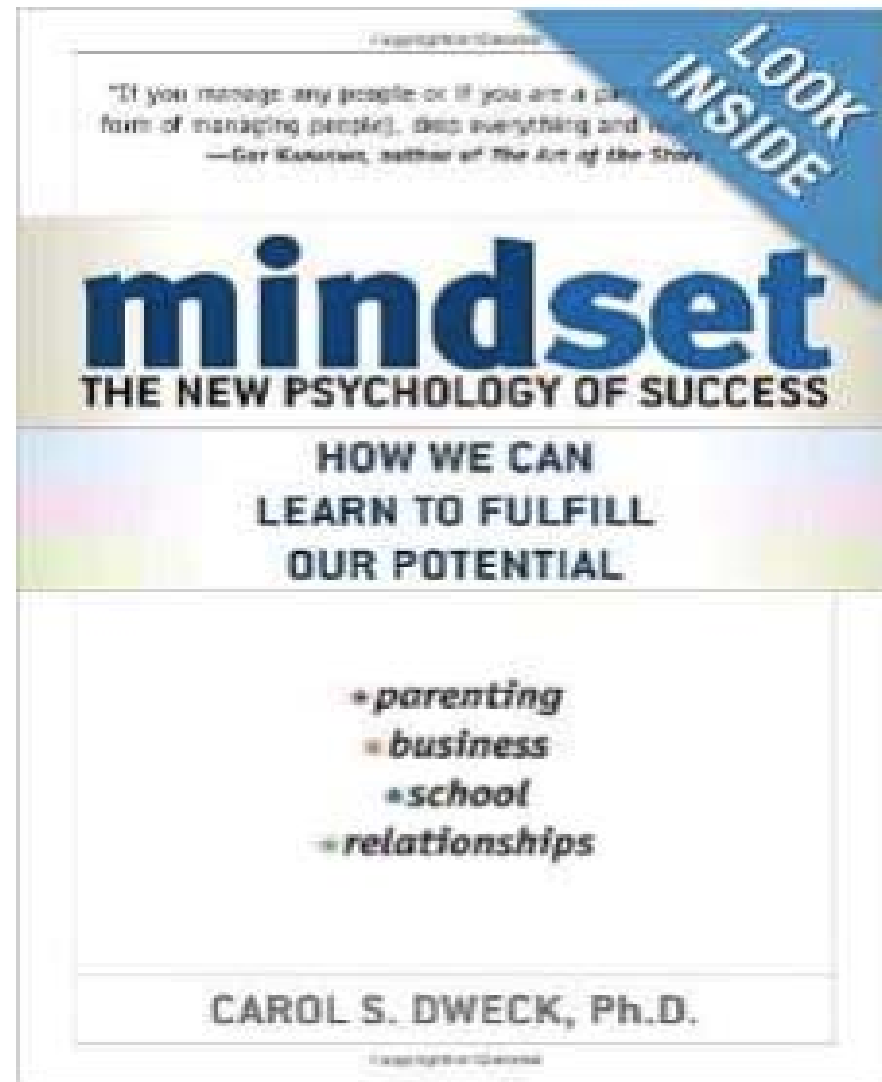
CAROL DWECK
STANFORD UNIVERSITY

Carol asked:
How do you see
yourself?

Growth Mindset

OR

Fixed Mindset



THE EFFECT OF PRAISE ON MINDSET

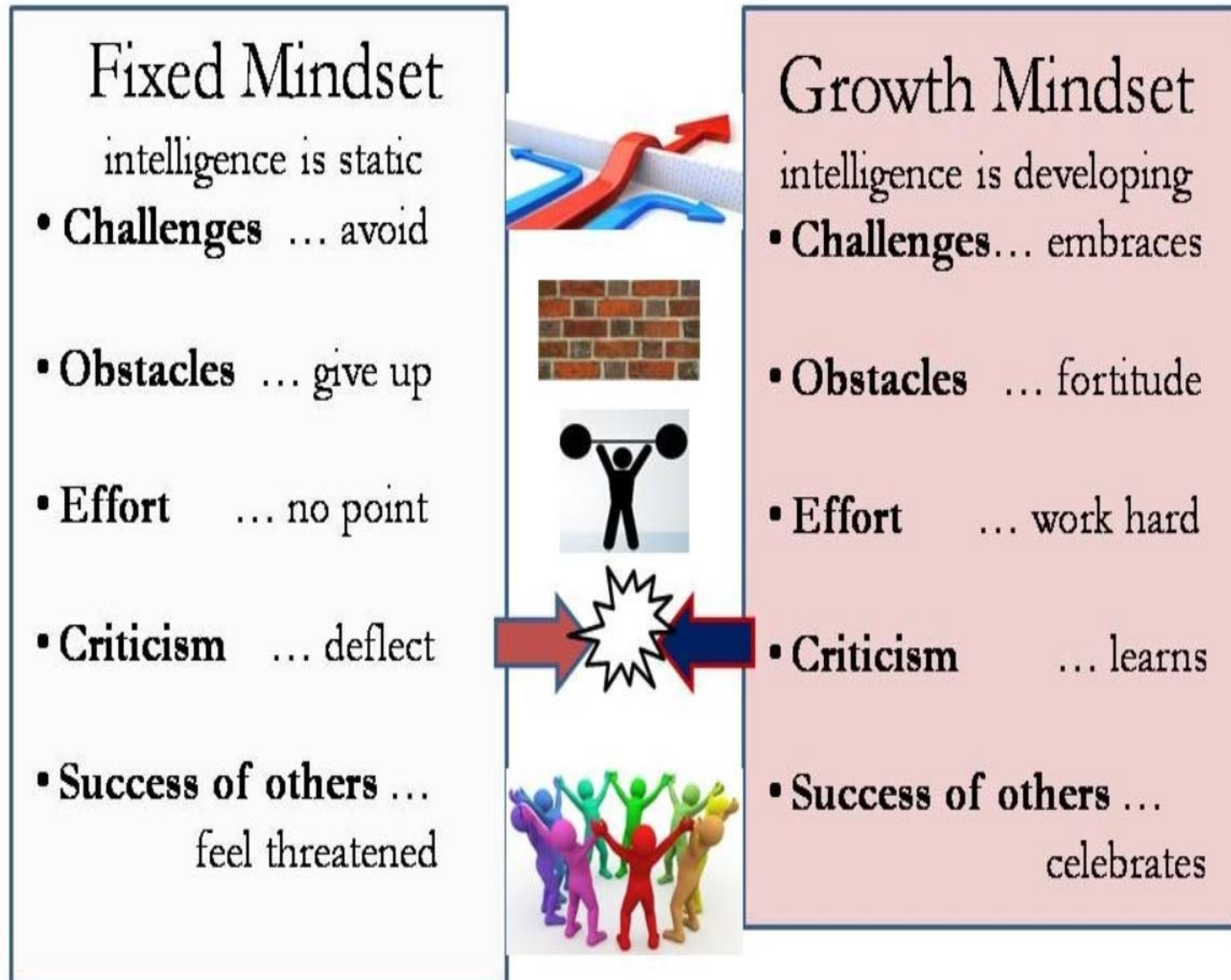


http://www.youtube.com/watch?v=TTXrV0_3UjY

USING EVIDENCE FROM THE VIDEO

- What are Carol's comments making you think?
- What are some ways praise affects learners' identities?

ADOLESCENT BRAIN DEVELOPMENT



THE BRIGHTER THE CHILD...

...the more likely they have a these traits:

- Sensitive to criticism
- Intense reactions to setbacks
- Stubborn/inflexible
- Takes things personally
- Perfectionistic
- Afraid to try new things
- Dwells on mistakes
- These traits predispose kids to avoid challenge
 - Or to give up too soon

What Can I Say to Myself?

Instead of...

- * I'm not good at this
- * I'm awesome at this
- * I give up!
- * This is too hard
- * I can't make this any better
- * I can't do math
- * I made a mistake
- * It's good enough
- * I'll never be as smart as her

Try Thinking

- * What am I missing?
- * I'm on the right track
- * I'll use some of the strategies I learned
- * This may take some time and effort
- * I can always improve; I'll keep trying
- * I'm going to train my brain in math
- * Mistakes help me improve
- * Is this really my best work?
- * I'm going to figure out what she does and try it

DEVELOPING GRIT

MINDSET & ACTION PLAN

BUILD UP PERSISTENCE & GRIT

Provide experiences with genuine challenge:

- Advanced school programs
- Music instruments, especially private instruction
- Foreign language
- **Sports teams**
- Independent study projects
- Contests
- First Lego League, Destination Imagination, etc.
- Character education programs in schools
- Advocate with teachers, schools, districts!

FOSTERING GRIT & GROWTH MINDSET

Notice and reinforce effort & progress

- Do not praise kids for being smart
- Discuss perfectionism openly
- “YET” is a very powerful word
- Ask questions to help athletes reflect on the effort they put into their training
- Let kids struggle and fail (within reason)
- Insist on persevering through challenge:
 - Do not let kids give up

Growth Mindset Read-Aloud Books

A Frog Thing by Eric Drachman

A Lightning Bug by Eric Drachman

Leo the Late Bloomer by Kraus, Robert

Lily the Unicorn by Clayton, Dallas

Walk On! A Guide... by Frazee, Marla

Someday by Spinelli, Eileen

Everyone Can Learn to Ride a Bicycle by Raschka, Chris

Your Fantastic, Elastic Brain by Derak, JoAnn

The Dot by Reynolds, Peter

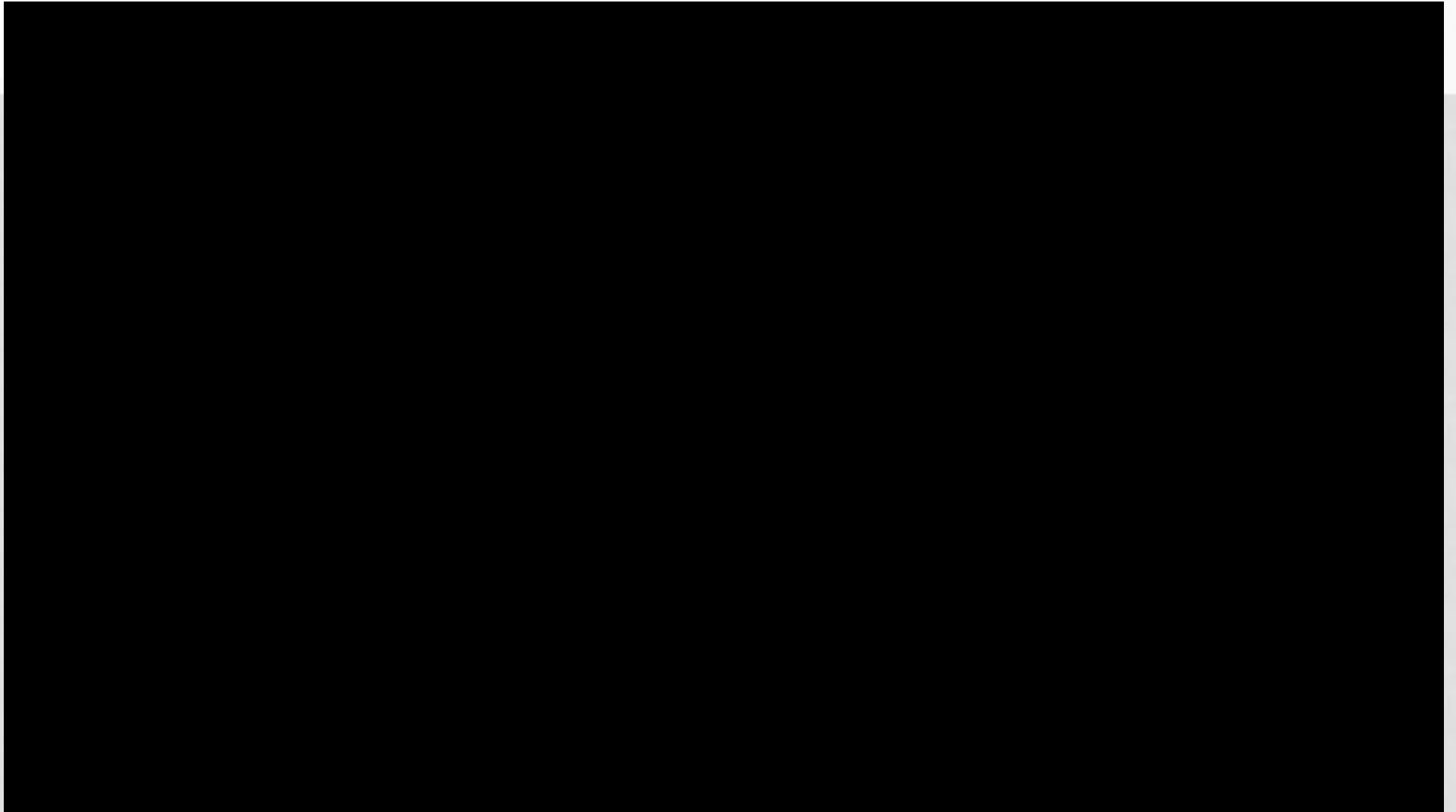
Salt in His Shoes: Michael Jordan in Pursuit of a Dream by Jordan, Deloris

The Most Magnificent Thing by Spires, Ashley

The OK Book by Rosenthal, Amy and Lichtenheld, Tom

Thank You, Mr. Falkner by Polacco, Patricia

GROWTH VS. FIXED MINDSET



Given our time together
this evening...



What is one thing you're going
to:

*Stop doing, start doing or
continue doing....*