

EQUIPPED to INNOVATE

Mindset, Resilience, and Grit (Part 1)

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REFRAMING FOR DEEPER LEARNING

Watch the video clip of the “framing savants.”

Think about the video clip and respond to the following:

- ▶ How did each successive frame change the appearance of the painting? Be as specific as possible.
- ▶ Note that the painting itself did not change. What did the reframing do for us, as observers of the art, that changed the artwork’s appearance? (Think about your response to the art. How did your interest in it change with each successive frame?)
- ▶ *reframe*: to look at, present, or think of in a new or different way
What is the relationship of framing to response?
- ▶ If a frame directs focus to different things in a painting, what would you want a frame to draw attention to in a painting of...
 - your best friend?
 - your happiest memory?
 - a recent setback?
- ▶ Did you use a significantly different frame for a recent setback than you did for the other two? Why?
- ▶ Complete this statement: *Framing* _____ *response*.

THE CONFIDENCE-BUILDING CLASSROOM

Defined

A learning community that values stretching one’s self and sticking to it when it’s challenging or not going well. A community that approaches setbacks, not with blame or giving up, but with the perspective, “I can’t do this yet.”

What's in your classroom? Designing the confidence-building classroom

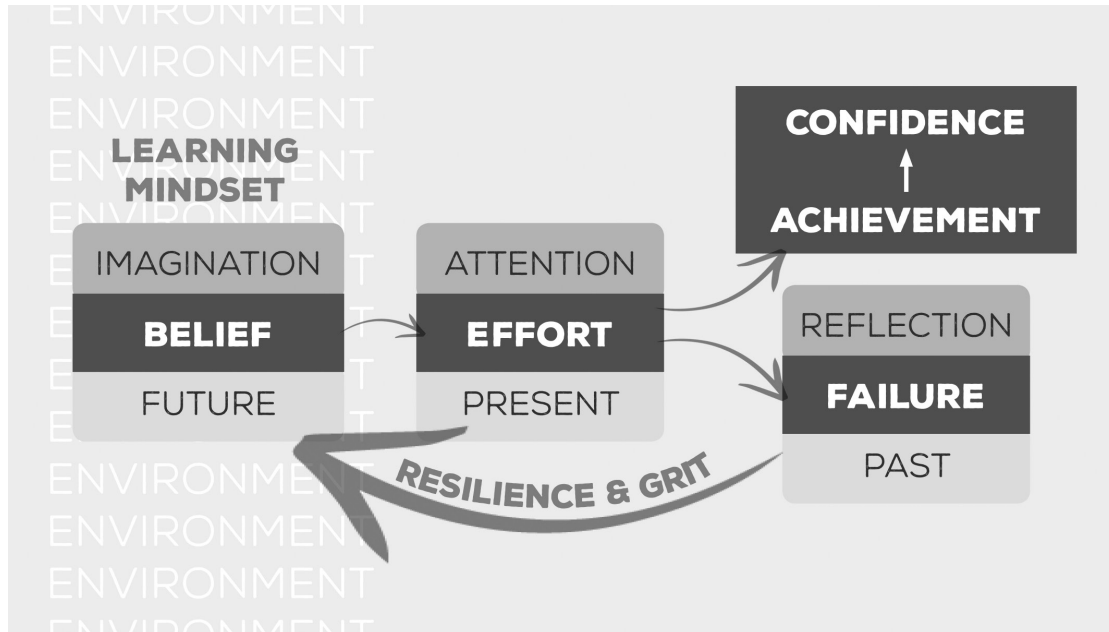
- ▶ Establish the environment
 - positive relationship with students; this is a significant contributor to how students receive feedback from a teacher
 - shared hope and optimism
 - emphasized value of effort to learn and persevere
 - shared stories and experiences
 - humility (Miller)
 - the values of an environment shape interpretations of events (Coutu); "...when people live in an environment that esteems them for their innate talent, they have difficulty when their image is threatened" (Dweck, 109).
- ▶ Set challenging expectations
 - help students embrace and get excited for challenge
 - present material as learnable (Dweck)
- ▶ Use confidence-building vocabulary
 - "A teacher sharing his/her own vulnerabilities and examples of grit provides a powerful lesson" (Hoerr, 13).
- ▶ Create opportunities for frustration
- ▶ Monitor, guide, and support students through and beyond failures
 - give growth-focused feedback; "When teachers give judgmental feedback, students sabotage the teacher by not trying" (Dweck, 141).
 - provide resources and accountability for learning (Dweck)
- ▶ Engage students in reflecting and strategizing

What about your classroom? Use the table below to assess how much of a confidence-building environment your classroom provides. On a scale of 1-4, with 1 being minimal and 4 being overtly and consistently obvious, how does your classroom score in each area?

ENVIRONMENT	
To what extent is your classroom characterized by...	
	positive relationship with students
	shared hope and optimism
	emphasized value of effort to learn and persevere
	shared stories and experiences
	humility
	embrace of and get excitement for challenge
	confidence-building vocabulary
	opportunities for frustration
	growth-focused feedback
	resources and accountability for learning
	reflecting and strategizing

Reflect on the results and select one characteristic that could be improved. What strategies could you use to increase your score?

MINDSET, RESILIENCE, & GRIT: RELATIONSHIPS & DEFINITIONS



- ▶ Mindset: belief about learning this material
- ▶ Resilience: ability to use strategies that promote perseverance
- ▶ Grit: determination and choice to utilize strategies of resilience to restore a learning mindset
- ▶ These are frequently involved in researchers' definitions:
 - "...the ability of a child to deal more effectively with stress and pressure to cope with everyday challenges, to bounce back from disappointments, adversity, and trauma, to develop clear and realistic goals, to solve problems, to relate comfortably with others, and to treat oneself and others with respect" (Brooks, 1).
 - "...the ability to cope with adversity and push through challenges in the pursuit of opportunities" (Hanson, 2).
 - "...the strength and speed of our response to adversity—and we can build it. It isn't about having a backbone. It's about strengthening the muscles around our backbone" (Sandberg & Grant, 10).
 - "...the passionate pursuit of hard goals that awes and inspires others to become better people, flourish emotionally, take positive risks, and live their best lives" (Miller, 14-15).

Examine the definitions and the graphic representation of mindset, resilience, and grit. Working with a partner, talk through your understanding of the graphic, using ideas from the definitions to expand each represented idea.

MINDSET, RESILIENCE, AND GRIT: WHY THEY MATTER AND WHY THEY ARE NOT NATURAL

- ▶ "...building authentic grit isn't just possible but...our duty...if we want to live in a world that upholds standards of excellence and shuns quitting" (Miller, 4).
- ▶ "Learning is about one's relationship with oneself and one's ability to exert the effort, self-control, and critical self-assessment necessary to achieve the best possible results—and about overcoming risk aversion, failure, distractions, and sheer laziness in pursuit of real achievement" (Nilson, XXVIII).
- ▶ Deep learning, critical thinking, and skill acquisition all require self-regulation (Nilson).
- ▶ When failure is experienced, the amygdala hijacks the brain's executive centers and activates the fight or flight response. Resilience is how quickly we recover from this hijacked state (Goleman).

What is one new reason that you will emphasize mindset, resilience, and grit in your classroom?

Why does that reason stand out as important to you? _____

If framing influences response, what are the implications for teachers? How might a teacher influence a student's perspective on effort and/or setback? How does this relate to a student's achievement? _____

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