

CREATING SUCCESSFUL STUDENTS

KARI.MARKEN@GMAIL.COM

Kari Marken

Nov. 5, 2018



	POSITIVE	NEGATIVE
Behavioral (observables, such as social cues, actions, body language, words, etc.)		
Properties (associated feelings, thoughts, themes, impressions, intuitions)		

Scenarios: Meeting with a Client? Dinner Party?

At 11:00 a.m. Jill started driving along a highway at a constant speed of 50 miles/hour. A quarter of an hour later, Gloria started driving along the same highway in the same direction as Jill at the constant speed of 65 miles/hour. At what time will Gloria catch up with Jill?

FRUSTRATION

so... what does Learning *look* like?

sound

feel

How do we, as parents, coach our kids to learn? First, we have to flip our own feedback loop and see *frustration* as a positive indicator that *learning is happening*.

ACADEMIC PERSEVERENCE

- I belong in this learning community
- My ability & competence grow with my effort
- I can succeed at this
- This work has value for me

■ (Farrington, 2013)

what thoughts did you have this week when you watched your child struggle?

is there a story from your childhood that you *know* built 'stick-with-it-ness' and success in your life?

what do you typically do when you've had a stressful day and you are describing your mood to your children?

GRIT

metaphor:

a thing regarded as representative or symbolic of something else, especially something abstract.

GRIT

Defined as perseverance and passion for long-term goals. Grit is passion and perseverance for very long-term goals. Grit is having stamina. Grit is sticking with your future, day in, day out, not just for the week, not just for the month, but for years, and working really hard to make that future a reality. Grit is living life like it's a marathon, not a sprint.

What I do know is that talent doesn't make you gritty. Our data show very clearly that there are many talented individuals who simply do not follow through on their commitments. In fact, in our data, grit is usually unrelated or even inversely related to measures of talent.

Angela Duckworth

http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit/transcript?language=en

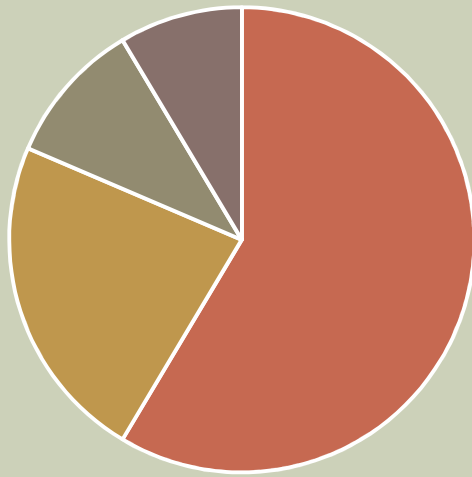
END OF DAY QUESTIONS FOR GRIT STORIES: *LET'S REHEARSE A NEW SCRIPT*

- Tell me about 3 times you used a (insert object) today.
- When did you mind wake up today and when did your mind go to sleep?
- Did something embarrassing happen to you or someone else today?
What happened?
- What did someone older/younger than you do today?
- Describe/draw a moment of “Stuck”. Describe/draw a moment of “Unstuck”.
- How did adults/friends/yourself help you today? How did adults/friends/yourself get in the way?
- Draw a map of your classroom. Show me what a fast-forward time-lapse of the day would look like? Be sure to include all of the disasters of the day!

GRIT & GROWTH CONVERSATIONS

- End of Day Questions:
 - How to listen?
 - storytelling *Beside & Behind*, not in front
 - What are we listening for?
 - Verbs

GRIT PIE



Each Slice = a cause of the problem

- Are the thoughts permanent, or temporary?
- Do they blame themselves, or others?

BAD DAY STORIES

- * show 'backstage'

YET

How do you talk to yourself about yourself?

Listen to the “inner monologue” script to find the “mindset:

* MUSIC

* DANCE

* MATH

* STUDY SKILLS

* NAVIGATION

* LANGUAGES

* NETWORKING

* PUBLIC SPEAKING

FIXED MINDSET

Fixed Mind-set
Intelligence is static



Leads to a desire
to look smart
and therefore a
tendency to...

CRITICISM

...ignore useful
negative feedback



As a result, they may plateau early
and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

CHALLENGES

...avoid
challenges



OBSTACLES

...give up
easily



EFFORT

...see effort as
fruitless or worse



SUCCESS OF OTHERS

...feel threatened
by the success
of others



GROWTH MINDSET



Growth Mind-set
Intelligence can be developed

Leads to a desire to learn and therefore a tendency to...



...embrace challenges



...persist in the face of setbacks



...see effort as the path to mastery



...learn from criticism



...find lessons and inspiration in the success of others

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will**.

<http://qedfoundation.org/fixed-vs-growth-mindsets/>

YET

- Add “Yet”
- Show videos of neurons and use hand-model of brain
- Be good → Get Better
- Turn “.” → “?”
 - *e.g difference between “I’m bad at _____” and “why am I bad at ___?” – the emotion can stay the same but the punctuation & mindset shifts*

CREATING SUCCESSFUL STUDENTS

KARI.MARKEN@GMAIL.COM

Kari Marken