

Keys to building resilient young people



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Luke McKenna @ Positive Schools, 2018
Unleashing Personal Potential

SUCCESS



What people think it looks like.

SUCCESS



What it really looks like.

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What's holding our students back?

1. A belief that our talents or intelligence are fixed traits.
2. A lowered resilience in the face of set backs and reduced recognition of persistent, focussed effort.
3. Student stress, anxiety, depression and a general lack of mental health.

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- 1937 -

'Our only **limitations** are those we set up in our **own minds**.'

- Napoleon Hill -

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KEY #1

MINDSET FOR GROWTH



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- I don't divide the world into the weak and the strong, or the successes and the failures. I divide the world into the **learners** and the **non-learners**. -


- Benjamin Barber -

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OVEREMPHASISING TALENT

*"When we can't easily see how experience and training got someone to a level of excellence that is so clearly beyond the norm, we default to labelling that person a "natural".
If we overemphasize talent, we underemphasize everything else."*

Duckworth, 2017



THE TRUTH	STEADY / HARD WORKING	LAZY
SLOW	Tortoise 2 ND	4 th
FAST / TALENTED	1 st	Hare 3 rd

Hard work beats talent, when talent doesn't work hard...but




CREATING A COMMON LANGUAGE ACROSS THE SCHOOL


- 2013 -

"Children who received a greater proportion of process praise [tended] to believe that the "sources of their accomplishments are effort and deliberate practice", whereas children who heard a greater proportion of person praise [tended] to believe that the sources of their accomplishments are fixed traits"

- Gunderson -



Instead of This (Person-Praise)	Try This (Process-Praise)
Great job! You must be smart at this.	Great job! You must have worked really hard.
See, you are good at English. You got an A on your last test.	You really studied for your English test and your improvement shows it.
You got it! I told you that you were smart.	I like the way you tried all kinds of strategies on that math problem until you finally got it.
You are such a good student!	I love the way you stayed at your desk, you kept your concentration, and you kept on working. That's great!





SEEKING MASTERY

It takes 10 years to become

an =====

OVERNIGHT SUCCESS

RYAN HAHN



NEUROPLASTICITY

"the ability of the nervous system to make large increases in the strengths of existing neural connections, and also to establish new connections."

(Pascual-Leone et al., 2005)



EFFORT COUNTS TWICE

Talent x Effort = Skill

Skill x Effort = Achievement

(Opportunity also plays a role)



Matthew Syed



Silverdale Road, Redding



KEY #2

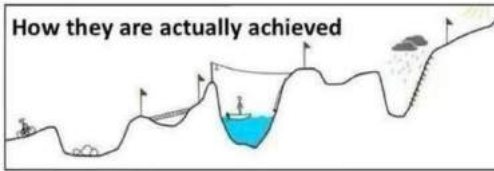
AWARENESS OF OBSTACLES



How you think Goals are achieved



How they are actually achieved



THRIVING WITH GRIT

- Specific components that contribute to grit:
 - models of failure and success
 - continuous improvement
 - setting targets
 - habit formation
 - delayed gratification
 - mastery through deliberate practice



T — TARGET= "My TARGET is...."

O — OBSTACLE= "One OBSTACLE that might arise on the way to my target ..."

P — PLAN= "If ... then..."



INTENTION VS MOTIVATION


248 adults, randomly assigned to one of three groups.

- CONTROL. Novel.
- MOTIVATION. Read exercise pamphlet and told benefits.
- INTENTION. Same as Group 2. Then, complete the following statement...

"During the next week, I will partake in at least 20 minutes of vigorous exercise on [DAY] at [TIME OF DAY] at/in [PLACE]."

All groups were asked to keep track of how frequently they exercised over the next two weeks.

(Study published in the *British Journal of Health Psychology*)




THE RESULTS- INTENTION VS MOTIVATION

"Deciding in advance when and where you will take specific actions to reach your goal can double or triple your chances for success."
—Heidi Grant Halvorson, Columbia University professor

Group	Percentage
Group 1 (control)	38%
Group 2 (motivation)	35%
Group 3 (intention)	91%

Source: British Journal of Health Psychology | JamesClear.com

Source: <https://jamesclear.com/implementation-intentions>





IDEAS AND APPLICATIONS - GROWTH MINDSET AND GRIT-

- 3 hard things
- Brush teeth with opposite hand for a week (neuroplasticity)
- Set a password goal
- avoid the use of "dirty" words



KEY #3


TOOLS TO SHARPEN THE SAW


WELLBEING AND PERFORMANCE

Wellbeing is linked to success in every domain in our lives, including marriage, friendship, careers, businesses, creativity and health.

(Lyubomirsky, King, & Diener, 2005)




DEPRESSION RATES OVER 50 YEARS INCREASED 10X TO 29.5 YEARS DOWN TO 14.5 YEARS



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- Seligman M. , 2002 -

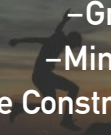
POSSIBLY PART OF THE PROBLEM? EXPECTATIONS – REALITY GAP



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THRIVING WITH WELLBEING


- Gratitude
- Mindfulness
- Active Constructive Responding
- Generosity and kindness



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GIVE THANKS IN ALL CIRCUMSTANCES

- FIVE FINGER GRATITUDE
- WHAT WENT WELL
- BALLOON POP
- HAPPY HITS
- GRATITUDE LETTER



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MINDFULNESS



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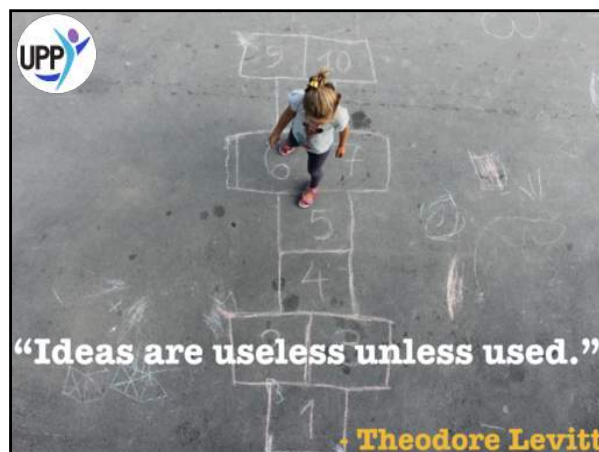
-2006-

How you respond when someone shares good news, determines the quality of your relationships.

- Gable, Gonganza & Strachman -

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<p>ACTIVE CONSTRUCTIVE (to encourage / build)</p>	<p>PASSIVE CONSTRUCTIVE (to minimise)</p>
<p>ACTIVE DESTRUCTIVE (to point out the negative)</p>	<p>PASSIVE DESTRUCTIVE (to brush off or ignore)</p>



How can UPP help?

- Research Reports and book
- Weekly Pos Ed Practices
- UPP incursions / impact sessions for students
- student leadership incursions or camps
- THRIVE online lesson plans / workbook

“every student, becoming their best”

- Unleashing Personal Potential Vision -

“An outstanding experience.”
Kerry Manders- Assistant Principal (Students)- Lourdes Hill College

“Very quickly established great rapport and respect. Awesome.”
Andrew Willis- Year 11 Coordinator- Yeppoon SHS

“was able to reach every single student.”
Martin Wiseman- Assistant Principal (Pastoral)- St James College

“This is the best program I have seen in many years in this job. Well presented, energetic, meaningful with clear messages. An excellent program.”
Stan Kosiek- Head of House- Marist College, Ashgrove

“A really dynamic presentation with a fabulous balance and variety of activities. Very powerful.”
Berni Sligar- Middle School Coordinator- Brigidine College.

“Fantastic. Excellent to see all students actively participating.”
Teacher- Toogoolawah SHS

“The facilitation by the UPP team was extremely well received by students and teachers.”
Mick Allan- Deputy Principal- Norfolk Village State School

“WOW! What a brilliant day! Had the kids attention and they were motivated and fully engaged all day.”
Anthony McCluskey- Principal- St Mary MacKillop Primary School, Keilor Downs

“Yet again another wonderful day presented by UPP!”
Lucy Macfarlane- Student Wellbeing Teacher- Toowoomba Grammar School

“Fantastic session. Incredibly relevant and engaging.”
Year 5 and 6 teachers- St Catherine of Siena, Melbourne.

“The best leadership program I have seen.”
Catherine Moore- Religious Education Leader, OLR, Kyneton

"The THRIVE resources are a wonderful introduction to vital concepts such as growth mindset, grit and wellbeing. The resources are easy to access and the teachers find them very dynamic and easy to interact with. The feedback from our students has been extremely positive."

Paul Sochanik- Positive Education & Wellbeing Coordinator- Varsity College

"Thrive has given us a great range of resources to use in our Pastoral Care program. Teachers find it easy to use, and it's great to have a research-based program to work from."

Amanda Huxham- Year Level Coordinator- St Peter's Lutheran College, Indooroopilly

"The UPP online modules have been a great addition to our schools Clan program. The easy to follow lesson plans have made the teachers jobs easier, with resources and introductory games that are not only engaging, but extremely relevant in an ever changing landscape."

Stephen Don- Year 8 Coordinator- Macgregor State High School

